



TIFFIN **UNIVERSITY**

Office of Outcomes Assessment Summary Report Academic Year 2009-2010

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I. Executive Summary

This report presents a summary of Tiffin University's (TU) outcomes assessment (OA) strategies, data gathered, analysis conducted, and conclusions reached as a result of assessment activities carried out in Academic Year (AY) 2009-2010. This annual report limits itself to the actual assessment data collected, analyzed and resulting action plans. For specific data details, contact the Director of Outcomes Assessment at ext. 3581 or any of the Academic Program Chairs.

Progress toward the strategic goals for the Office of Assessment and Accreditation for AY 2009-2010 and the goals for AY 2010-2011 are outlined below.

AY 2009/2010 Goals Update

1. Complete the HLC/NCA re-accreditation self-study report including all supplements
Actions: Done, all materials completed and provided to both HLC and ECBE accreditation teams
2. Construct a centralized searchable data base and website for institutional data and archival needs
Actions: Informational website was constructed for HLC and ECBE visits, site will be maintained for archival needs, but searchable feature was not executed. Expectations are that the IR Office will maintain the database.
3. Host a successful HLC comprehensive team visit for re-accreditation.
Action: Done, one progress report requested in 2015 regarding enrollment growth, financial ratio and university fundraising strategies
4. Expand "Faculty Learning Community" development program.
Action: A Center for Teaching Excellence Discovery Task Force began work on establishing a site for pedagogical assistance for faculty. First half-time director was named to begin in fall 2010.
5. Refine assessments measures for remaining GEC outcomes per the new GEC Program Assessment Plan.
Action: A new GEC OA Council was established with content experts for each goal assigned with the responsibility of overseeing the PAP expectations. This group met several times during the academic year to clarify intended outcomes and assessment criteria. Assessment criteria for Goals #6: Natural Science skills, #8: Information Literary Skills, and #9: Social Sciences skills were formalized and trial assignments were initiated with results discussed in the appropriate section below. Work continued on refining WAC expectations as more courses were involved in this program involving more adjuncts than in past years.
6. Improve assessment plans in non-academic areas.
Action: A new PAP was created in the Academic Affairs area involving the Student Success Center as it reorganized its many activities and broadened its areas of responsibility.
7. Work with Institutional Research Office to construct and implement an improved institutional assessment program.
Action: Significant gains were found in the continued collaboration between this office and the IR Office. An improved understanding of IPEDS, the Common Dataset, and other institutional reports allowed the accreditation assessment materials to be more robust, thus eliminating potential areas of

concerns. Increased understanding and use of institutional data gathering via surveys strengthened the decision making within the Academic Affairs division.

8. Host the 2nd Annual TU Assessment Day

Action: 2nd Annual TU Assessment Day was held April 7th with 115 juniors taking the Measurement of Academic Proficiency and Progress exam and three students taking the Major Field Exam in Literature. Results are discussed in the appropriate section below.

9. Monitor action plans originating from the 2008-2009 outcome assessment results.

Action: Substantial improvements were made with the Academic School OA Representatives as they each took increased ownership of their OA expectations. Various reports were made available to each school dean and program chairs to keep everyone up to date with reporting expectations and follow-up on past results. Faculty workshops were held monthly involving expanding and updating technology applications to pedagogy for both seated and online courses. Seven faculty within the School of Business invested additional time in creating multi-mediated online course shells for the MBA program. A section entitled "The OA Process" was added to the OA Guidelines Manual to better explain the connections between existing structures within Academic Affairs and the current OA system. OA system is now well established and able to continue regardless of leadership changes.

Academic Year 2010/2011 Goals

1. Transition to a new Director of OA with a ¼ load reduction and 6 hours per week summer stipend
2. Transition to two new academic school deans (SAS, SOB) and a new SOB-OA representative
3. Establish an institutional task force to discuss 09 NSSE results prior to re-administration
4. Host the 3rd Annual TU Assessment Day, with MAPP exams for juniors and MFT for seniors
5. Coordinate completion of PAPs for new MBA concentrations, and any and all other new programs
6. Automate data collection efforts with respect to the WAC program
7. Automate GAR submissions
8. Monitor action plans originating from the 2000-2010 outcome assessment results

Overall

With the push of the upcoming HLC visit, much work was done with finalizing and updating PAPs for all academic programs. Attention was paid to connecting minimum course content guides to assessment plans. More work is needed, but much progress was made this year. A variety of templates are being used and the updated website is helping keep everyone on the same page with regards to expectations.

Several administrative changes also improved assessment efforts. The Dean of Graduate Studies helped focus efforts in the graduate programs and the Dean of Degree Completion and Dean of Associate's Degree Programs helped standardize assessment expectations in those two unique academic areas. The addition of a new Institutional Research position added a great deal of value in allowing a better understanding of the IPEDS reports. A number of comparisons were run to understand TU's place within the industry. This information will be shared each year at the fall workshops. Additionally, the cycle of institutional surveys will now be managed by the IR office. This oversight will improve not only the survey construction and administration but also the sharing of data.

The TU Academic Outcomes Assessment Committee (AOAC) continues to be a strong asset to the assessment efforts, especially within the academic schools. Two of the three schools representatives were new for AY 09/10 and it will take some time for them to learn the processes and improve engagement from their colleagues. The representatives are enthusiastic and working hard to improve student learning within their respective

programs. The DAA met a number of times with members of the TU AOAC to clarify their duties. To that end, updates were made to the OA Guidelines manual and a formal OA process document was created to better allow everyone to understand the connections between the PAP, Minimum Course Contents Guides, Course Syllabi and GARs. The OA Process document materials were provided separately to all faculty members at the fall faculty workshop and then discussed separately at school meeting during the academic year. These materials were then added to the OA Guidelines manual so that one complete document outlines all expectations, timelines, and duties with regard to assessments efforts at the institution. The School OA representatives also created Excel spreadsheets of all OA classes within their school which allowed for improved monitoring of embedded course assignments as well as better information for adjuncts. These spreadsheets are maintained and updated per each PAP by the School OA representatives.

To better assist with clarifying and measuring GEC goals, the DAA created the GEC OA Council consisting of primary contacts for each GEC goal. Four meetings were held to review expectations for data collection and analysis. Additionally, this council also met with the academic leadership of the Degree Completion Programs and the Ivy Bridge Associate Degree Programs so that all GEC OA classes and their respective faculty will begin or continue to participate in the assessment efforts for the GEC. The DAA worked separately with the Director of Pfeifer Library and Chairs of the Social and Behavioral Sciences and Mathematics and Sciences Departments to clarify expectations with respect to GEC OA #5, #7 and #8 respectively. In consultation with the Institutional Curriculum Committee, it was decided to drop GEC OA #4 Supplemental Instructors from the GEC PAP and move it to the Student Success Center's PAP for future assessments.

The 2nd Annual TU Assessment Day took place on April 7th, 2010. The Measurement of Academic Proficiency and Progress (MAPP) was administered to 115 students as per the GEC PAP Intended Outcome #6. (Results are discussed in detail in the appropriate sections later in this report.) Fewer main campus participants took the exam than expected but many more DCP students participated. The low turnout on main campus is believed to be due to the close proximity to the institutional self study visit and that it was more voluntary in nature versus the DCP students where faculty took time out of classes to administer the exam. More needs to be done in terms of informing students and connecting communications to junior level classes. Additionally, the Institutional Curriculum Committee members need to determine how to administer this exam in the future. If it is to become a required exam for all juniors, then decisions need to be made with respect to costs and procedures.

The Major Field Test (MFT) provided by ETS was administered to the graduating seniors in English. (Results are discussed in detail in the appropriate sections later in this report.) School Deans need to determine how they intend to manage these exams in the future. As for the MBA MFT, little was done to improve response rates for this online exam. To date, only 8 students have completed this exam, out of 100 available. More needs to be done to engage the SOB in this process, especially in the international programs. To assist in these efforts, the Chair of European Programs is working directly with the administrative staffs in the international locations to clarify expectations and start collecting data. A faculty workshop is planned for October, 2010. It may turn out that the three-hour exam needs to be broken into different sections so as to allow in class administrations over several meeting times, especially in the international programs.

The DAA created the Center for Teaching Excellence Discovery Task Force and met six times during the academic year. The charge of the task force was to develop a proposal for starting a CTE on campus by fall 2010. Seven members of this team visited other CTEs in Ohio and Indiana to provide focus as well as develop a projected budget for the center. A new Director of the CTE was hired and will begin fall 2010. The director participated in the Ohio CTE Consortium and will continue membership in this important support group. A number of other activities were supported to improve teaching pedagogy especially in the areas of technologically mediated online and seated classroom pedagogy.

The Office of Assessment and Accreditation was intimately involved with the institutional self-study team visit which took place March 22-24, 2010. Members of the TU AOAC and GEC OA Council met with the HLC visiting team members to discuss the OA process and review procedures. Team members were impressed with the assessment process and documented as much in their final report to the commission. These groups also met with the European Council on Business Education accreditation visiting team, which also determined that assessment efforts were strong and satisfied their requirements.

Action Plans

As the leadership for assessment is changing, AY 10/11 will be a year of maintaining what has proven successful and changing what is not. With changes in course load and summer hours, the expectations for this office need to be realigned accordingly. The new Director of Assessment needs to stress OA deadlines and if possible, institute the TU Review Days as proposed in AY 08/09. The SOB actually held an assessment retreat in spring 2010 and this type of activity should take place in all academic schools and academic support units.

Spring 2011 is the next planned administration of NSSE. However, the institutional task force suggested after the 2009 administration has not been implemented and thus the 2011 administration may need to be delayed until such time as this task force can be created and do its work, otherwise the time and expenses of this survey appears wasted.

Spring 2011 is also the next planned administration of MFT in all appropriate academic areas. The director needs to work with the School OA Representatives and School Deans to determine how to administer this important exam, specifically should it be required of all seniors and if so, how will it be administered; in class or at a set time outside of class. Costs of these exams should also be discussed. It is suggested that TU institute a general fee for all students as part of their tuition and fees to cover institutional and related assessment activities as this is how it is managed at many other colleges.

Findings of the HLC visiting team were three fold: the current processes and procedures are very strong and should be maintained; curricular mapping should take place thus allowing for “elevator” type student learning statements for each school and program; and international program assessments need to substantially improve. The new director will need to determine a plan to address these areas as they pertain to the institutional context. To that end, more needs to be done to automate data collection and analysis with the assistance of ITS. It is also suggested that the academic school administrative assistants get more involved in the OA process.

Leadership of the CTE, IR and OA should formally join forces to improve student learning at TU. There are many possible connections between these three areas that would allow for improved efficiency and not duplicate efforts of either the leadership or the full and part-time faculty. In this vein, more needs to be done to include adjunct faculty into the fabric of the institution, especially with regards to OA.

The Office of Assessment and Accreditation along with the President and the VPAA continued to stress the importance of ‘closing the loop’ in each assessment effort. As in the past, the university as a whole, the academic schools, the departments and programs will continue to implement assessment strategies to improve the educational process.

II. Academic Affairs Division Assessment

The Office of Academic Affairs created two new organizational entities during the 2009/2010 academic year, the Center for Teaching Excellence and the Office of Academic Support Programs. It is hoped that these two new offices will become the focal points for our continuing efforts to improve teaching quality and student success. Many of the goals previously housed in academic affairs will be relocated into one of the two new organizations.

New goals for academic affairs will center on improving retention and graduation rates for all of our students. An effort is currently underway and will be a continuing point of emphasis in the upcoming year to create several new outcomes to measure student retention rates and graduation rates across all of our academic programs.

OFFICE OF ASSESSMENT AND ACCREDITATION GOAL ASSESSMENT REPORT: AY 2009/2010 ACADEMIC AFFAIRS DIVISION

Section One: Describe all department activities with respect to improving student learning in the major. This may include new faculty hires, course revisions, assignment creation, rubric revisions, goal evaluations, etc.

Academic Affairs has created two new organization and positions that will have primary responsibility for student success and Faculty support. The mission of the Center for Teaching Excellence is to support Faculty as they strive to become teachers in the classroom. The center's mission will also include building partnerships and interactions for Faculty to share their experiences and expertise.

The Student Success Center is devoted to retaining and graduating our students. The Center is managed by a dean reporting to the VPAA, student advising support, Career Development, tutoring support, disability support, international student support, Freshman Seminar, and study tables for athletes. All of this is housed in one location to create a one-stop center for students.

Activity Statement:

Outcome Assessment #1: Faculty Governance Participation

The Faculty Hiring and Designation Committee and the Course Evaluation Committee were not active this year.

Outcome Assessment #2: Faculty Professional Development/Activities in Discipline

The Faculty Scholarship and Professional Activities report does not actually report on presented research, chairing a panel, or publishing research. The figures reported were based publications only and not on chairing a panel or published research.

Outcome Assessment #3: Ranked vs. Adjunct Teaching Ratios

This information is generated from POISE as in the past.

Outcome Assessment #4: Instructional Quality

Data provided through student course evaluations.

Outcomes Assessment #5: Adjunct Engagement

The university offered four online training sessions this year which was also offered to the adjunct faculty: E-Designer Touch, Be A Pro – ClassLivePro, ClassLivePro II, and Ga-Ga Over Google. The Adjunct Instructor Retreat workshop was only held for the Degree Completion Programs adjuncts but this year two sessions were extended to all university adjuncts.

Outcomes Assessment #6: Relevant Course Textbooks

Data provided through student course evaluations.

Outcomes Assessment #7: Active Learning Pedagogy

As currently structured the course evaluation questions are not relevant to active learning.

Outcomes Assessment #8: Writing Skills (WIC)

This assessment criteria was measure the same as in previous years.

Outcomes Assessment #10: Successful Graduates

The Career Development Office did not send out this survey this year as a special survey was sent dur to the university’s Self-Study report work.

Section Two: Describe which program goal(s) in the Major Program Plan was assessed during the academic year.

Intended Outcomes 1:

Tiffin University ranked Faculty will participate in academic governance.

Assessment Criteria:

Over a four year period 60% of ranked Faculty will participate on academic governance committees. (Standing Committee Membership)

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not Met	57% for three years period:
	Still	2007-2008 – 54 Total Faculty – 30 Faculty Members on Committees (55%)
	Collecting	2008-2009 – 60 Total Faculty – 46 Faculty Members on Committees (76%)
	Data	2009-2010 - 70 Total Faculty - 27 Faculty Members on Committees (38%)

Intended Outcomes 2:

Tiffin University ranked Faculty will become respected members of their academic discipline.

Assessment Criteria:

Over a two year period 80% of Tiffin University ranked faculty will attend at least one professional conference in their discipline, and 50% will present research, chair a panel, or publish research in their academic discipline. (Faculty Activities Report / Scholarly and Professional Activities Report)

Results of Outcomes Activity:

<u>2008-2010</u>	<u>Met/Not Met</u>	<u>Data Details:</u>
	Met	Figures are based on the 60 faculty members that responded. Professional Conferences: 52 of 60 or 87%
	Not Met	Published: 22 of 60 or 37%

Intended Outcomes 3:

Full-time to adjunct teaching ratios will conform to acceptable academic norms.

Assessment Criteria:

At least 60% of all classes across all programs will be taught by ranked Faculty during any semester. (Academic Schedules).

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not Met	61% of Fall 09 classes taught by ranked faculty 55% of Spring 10 courses taught by ranked faculty
Undergraduate Fall 2009		63%: Of 221 total undergraduate courses only 140 were taught by ranked faculty.
Graduate Fall 2009		59%: Of 268 total graduate courses only 159 were taught by ranked faculty
Undergraduate Spring 2010		63%: Of 233 total undergraduate courses only 147 were taught by ranked faculty.
Graduate Spring 2010		43%: Of 170 total graduate courses only 73 were taught by ranked faculty

Intended Outcomes 4:

Instructional quality for all classes at Tiffin University will be uniformly high whether the class is taught by a ranked Faculty member or an adjunct.

Assessment Criteria:

There will be no more than a 5% average differential between the student evaluations of adjunct Faculty and ranked Faculty. (Student Course Evaluations)

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
Fall 2009	Met	83.6% of the disciplines met the 5% differential Disciplines not meeting the standard were: ACC, ARB, ART, Eng, FIN, MAT, PHI, POL, PSY, & SOC. In the departments of ARB, PHI, & SOC the adjunct faculty rated higher than the full-time faculty.
Spring 2010	Met	86.5% of the disciplines met the 5% differential Disciplines not meeting the standard were: ECO, ELA, LAW, PHI, POL, & SOC. In the departments of ELA, PHI, & SOC the adjunct faculty rated higher than the full-time faculty.

Intended Outcomes 5:

Adjunct Faculty will be provided orientation opportunities and the opportunity to assimilate into TU culture and professional development opportunities.

Assessment Criteria:

75% of all Adjunct Faculty will attend one orientation and/or professional development training per year. (Program Data)

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
E-Design Touch Be a Pro – ClassLive Pro ClassLivePro II	Not Met A total of 22 adjuncts attended the online training sessions. 14.7% of online adjuncts	Approximately 264 adjuncts – 149 teach online January 20, 2010 – 9 adjuncts attended Online Training February 24, 2010 – 6 adjuncts attended Online Training

Ga-Ga Google	Over	8% total adjuncts	March 24, 2010 – 4 adjuncts attended Online Training April 21, 2010 – 3 adjuncts attended Online Training
Adjunct Instructor Retreat		72% based on 115 adjuncts teaching in the seated environment	Saturday, June 12, 2010 – 83 adjuncts attended Seated Training Sessions

Intended Outcomes 6:

Students in Tiffin University courses will use the most relevant and up-to-date textbooks.

Assessment Criteria:

Student evaluations on the quality and relevancy of class textbooks will exceed 80% overall. (Student Course Evaluations)

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
Fall 2009	Met	84% of students found the textbook used in their course was helpful in the fall 2009 semester.
Spring 2010	Met	87% of students found the textbook used in their course was helpful in the spring 2010 semester.

Intended Outcomes 7:

Active learning will become an integral part of every class taken at Tiffin University.

Assessment Criteria:

70% of all classes taught at Tiffin University will contain at least four active learning exercises per semester. (Student Course Evaluations)

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
		There was nothing done with assessment criteria this year. The new Student Course Evaluations do not address active learning exercises. A new active learning activity will need to be developed.

Intended Outcomes 8:

Students at Tiffin University will improve their writing skills.

Assessment Criteria:

Within three years, 50% of all upper level classes will be writing intensive. (WIC Committee data)

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not Met	23.01% for period of Fall 2007-Fall 2009 72.7% growth in total number of WIC courses for same period
2007-2008		19.4%: 170 Upper Level Courses – 33 WIC Courses
2008-2009		17.68%: 164 Upper Level Courses – 29 WIC Courses
2009-2010		31.1%: 183 Upper Level Courses – 57 WIC Courses

Intended Outcomes 10:

Tiffin University students will have successful career, including promotions, or raises after graduation.

Assessment Criteria:

70% of all Tiffin graduates will be working in their chosen career or pursuing a graduate education within two years of graduation. (Career Development Alumni Survey)

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not Assessed	The Career Development Office did not send out this survey this year as a special survey was sent due to the university's Self-Study report work.

Section Three: Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

The Vice President for Academic Affairs created an Academic Affairs Strategic Planning Council to look at the structure for the division. Two new organizational entities were created: the Center for Teaching Excellence and the Office of Academic Support Programs to improve teaching quality and student success.

The following goals have been set for the next academic year.

- To educate, retain, and graduate our students.
- To diversify our academic offerings.
- To work with Enrollment Management to improve the quality of our incoming students.
- To create a student friendly environment.
- To improve the quality of our seated and online classes.

The Vice President for Academic Affairs will be reviewing the Academic Affairs Program Assessment Plan in September. Changes will be made to the Intended Outcomes and Assessment Criteria based on the new organization structure and goals of the division.

III. General Education Curriculum Assessment

OFFICE OF ASSESSMENT AND ACCREDITATION GOAL ASSESSMENT REPORT: AY 2009/2010 GENERAL EDUCATION

Section One: Describe all department activities with respect to improving student learning in the major. This may include new faculty hires, course revisions, assignment creation, rubric revisions, goal evaluations, etc.

Activity Statement:

GEC OA # 1 - Writing Skills

- Continued use of 2007 version of the WAC rubric and data spreadsheet
- Training on rubric for new faculty as well as those new to the WAC program
- Reviewed WAC expectations and rubric at summer 09 adjunct faculty workshop
- WAC committee discussed expansion to a “Communicating Across the Curriculum” program but felt the timing was not right given the additional work related to the self-study
- Discussed need to formalize writing expectations so as to improve faculty comfort level with program
- Expanded data collection to include all DCP and Ivy Bridge classes and discussed data collection protocols in the international BBA programs too.
- Improved and expanded tutoring services at Student Success Center based on 08/09 results
- English faculty substantially reorganized composition courses based on 08/09 results to stress weaknesses in overall writing preparation as well as issues with citation structure and grammar. New curriculum will go into effect in fall 2010.
- Expanded Turnitin.com privileges to all full-time and adjunct faculty to assist with plagiarism issues
- Expanded information literacy work with the library to improve research paper skills, with specific training on citation issues and plagiarism concerns.
- Continued to analyze WIC data by course level and semester to look for trends, but suggested different types of analysis needs to take place to better use data.

GEC OA # 2 - Communications

This year no changes were made to the curriculum for Communication 130—the general education class for introduction to speech communication.

GEC OA #3 – Quantitative Skills

Background

In the spring semester of 2006, the Department of Mathematics and Natural Science started a Pretest-Posttest assessment of three of its mathematics courses: MAT100 Foundations of College Mathematics, MAT173 College Mathematics, and MAT174 Finite Mathematics. MAT100 and MAT173 are considered Foundations courses, outside the graduation requirements, but teach skills necessary to complete MAT174, which fulfills the mathematics portion of the Knowledge Skills Core of the University curriculum.

In the fall semester of 2006 the Department’s cycle of assessment expanded to include MAT 181 College Algebra and MAT273 Applied Statistics I. We assessed MAT100 and MAT173 in the fall semester of 2006, MAT 273 in the spring semester of 2007, and MAT 174 in the fall of 2007. This set up a rotation in which each

of the core courses is assessed every two years. This year we added MAT 181, College Algebra to the assessment rotation.

- We collected data using test-like questionnaires developed by members of the department. To facilitate data collection these were written using multiple-choice questions. The MAT174 questionnaire was amended to reflect the changes in the curriculum and comprised 10 questions; the MAT181 questionnaire comprised 9 questions.
- MAT 174 was assessed in the Fall semester of 2009 and MAT 181 was assessed in the Spring semester of 2010.
- One caution should be made at this point. Because of the nature of multiple-choice mathematics questions we cannot be sure that students who answer a question correctly can, in fact, solve the problem. We can only be certain that the student can choose the correct answer from a set of possible answers presented. In almost all cases, the correct answer can be determined without actually solving the problem.
- Sections were administered the questionnaire in the first week of classes and again in the final week of classes or with the final examination.
- The data were placed in spreadsheets and analyzed. There were two analyses of the data. The first comprised mean scores separately for the pretest and the posttest. In the second analysis, we used student numbers to pair the pretest answers with the posttest answers for the same student and computed the mean of the gain per student (posttest score minus pretest score). Students for which we had no pretest or no posttest (due to absence or changing classes) were excluded from this analysis.

GEC OA # 4 – Technology Skills

The CIT 105 and CIT 111 courses introduce all TU students to technology skills and knowledge they need to function in their other TU classes and in today's work world. The test used here is a standardized test developed by the fulltime CIT faculty. The department faculty is still in transition and so it was decided to maintain this assessment until such time as a fuller discussion regarding this outcome could be held.

GEC OA # 5 – Scientific Method

Met as a group and discussed our evaluation tool and rubric. We implemented the tool as a pilot project during the spring semester, 2010. A sampling from Professor Herdlick, Dr. Esawi, and Dr. Ghosh NAT courses was assessed using the rubric at the end of Spring semester 2010.

GEC OA # 6 – MAPP

115 students took part in the 2nd Annual TU Assessment Day held on April 7, 2010, with most of the participants being students in the degree completion programs

GEC OA # 7 – Literacy Skills

As per usual practice, gave Information Literacy presentations in each of the ENG 141 sections. With assistance from the Success Center staff developed an Information Literacy exercise for students in the ENG 141 class. The purpose of this exercise was to have each student actually locate books and articles via OhioLink.

GEC OA # 8– Civic Responsibility

The Department of Social and Behavioral Sciences discussed using scenarios to use to measure this intended outcome. The chair and the DAA reviewed a number of possible options to determine fit with the various disciplines represented in this area of the GEC. The chair decided to pilot a few options in her spring classes and offered the option to other members of the department.

GEC OA # 9 – Career Readiness

This goal needs further clarification as a number of majors have capstone projects, others have outside speakers and activities that expose students to career expectations, while yet others use portfolios.

Section Two: Describe which program goal(s) in the Major Program Plan was assessed during the academic year.

Intended Outcome # 1:

Students will write with clarity and precision

Assessment Criteria:

All WIC faculty members will institute at least one writing assignment and use the approved grading rubric to assess the students writing abilities. A mean score of 3.25 is expected.

Results of Outcomes Activity:

<u>2009-2010</u>	<p><u>Met/Not Met</u> Not Met, declined in all five areas</p> <p>Not met, increased in three areas</p> <p>Met in three (two) of five areas, declined in all areas</p> <p>Met in four of five areas, increased in one area</p>	<p>Fall 09, 41 classes, N=723 (fall 08: 37 classes, N:505)</p> <p>Freshman 8 (3) classes, N: 120 (68) Structure/Org.=2.68 (2.75) Citations=2.36 (2.82) For./Lang.=2.31 (2.88) Grammar=2.48 (3.08) Punctuation = 2.24 (2.48)</p> <p>Sophomore 10 (8) classes, N: 185 (120) Structure/Org.=3.21(3.15) Citations=2.71 (2.67) For./Lang.=2.91 (3.02) Grammar=3.02 (3.14) Punctuation = 3.20 (2.97)</p> <p>Juniors 20 (19) Classes, N: 275 (244) Structure/Org.=3.34 (3.52) Citations=2.96 (3.13) For./Lang.=3.15 (3.24) Grammar=3.25 (3.34) Punctuation = 3.31 (3.2)</p> <p>Seniors 11 (7) classes, N: 143 (73) Structure/Org.=3.52 (3.74) Citations=3.20 (3.08) For./Lang.=3.38 (3.57) Grammar=3.35(3.5)</p>
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	<p>Not met, declined in all areas</p> <p>Not met, declined in all areas</p> <p>Not met (two), increased in one area</p> <p>Met in one (one) of five areas, increased in three areas</p> <p>Met in five (three) of five areas, increased in two areas</p> <p>Not met (one), declined in four areas</p>	<p>Punctuation = 3.53 (3.74)</p> <p>Semester results: Structure/Org.= 3.19 (3.29) Citations = 2.81 (2.93) For./Lang.=2.94 (3.18) Grammar = 3.02 (3.27) Punctuation = 3.07 (3.10)</p> <p>Spring 45 (27) classes, N:870 (491) (spring 09: 27 classes, N:491)</p> <p>Freshman 11 (6) classes, N: 200 (132) Structure/Org.= 2.93 (3.13) Citations = 2.63 (2.67) For./Lang.=2.44 (2.68) Grammar = 2.65 (2.79) Punctuation = 2.57 (2.75)</p> <p>Sophomore 5 (4) classes, N: 99 (97) Structure/Org.= 3.21 (3.49) Citations = 2.67 (3.15) For./Lang.=3.16 (3.15) Grammar = 3.10 (3.21) Punctuation = 2.97 (3.54)</p> <p>Juniors 28 (12) classes, N: 460 (181) Structure/Org.= 3.28 (3.3) Citations = 3.03 (3.13) For./Lang.=3.10 (3.08) Grammar = 3.14 (3.1) Punctuation = 3.12 (3.08)</p> <p>Seniors 11 (5) classes, N: 111 (81) Structure/Org.= 3.36 (3.63) Citations = 3.36 (3.37) For./Lang.=3.27 (3.1) Grammar = 3.52 (3.3) Punctuation = 3.43 (3.15)</p> <p>Semester Results: Structure/Org.= 3.20 (3.39) Citations = 2.92 (3.08) For./Lang.=2.99 (3.0) Grammar = 3.10 (3.10) Punctuation = 3.02 (3.13)</p>
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GEC OA # 2 - Communications

Intended Outcome #2:

Students will speak with clarity and precision. Classes involved: COM: 130

Assessment Criteria:

Students will show improvement in their oral presentations between the first and second speech as measured quantitatively by the communications speech presentation rubric.

Results of Outcomes Activity 2009-2010

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	Improvement occurred between the two speeches. The average for the informational speech 77.91%. The average from the persuasive speech was 88.46% The improvement was consistent across different sections taught by different instructors using the same speech evaluation rubric. This represents a 10.56% increase from the first to second speech using the same evaluative criteria; however, this is just slightly less than last year's 11% improvement in oral presentation.

The objective of the assessment was to measure students' the ability to understand and exhibit acceptable oral communication skills.

GEC OA #3 – Quantitative Skills

Intended Outcomes# 3:

Student will be able to work with numbers and understand statistics. Classes involved: MAT 173, 174, 181, 273.

Assessment Criteria:

Students will show a 20% increase between the pre-test and post-test scores.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
Pretest-Posttest assessment of MAT 174	Met; i.e., slight improvement	MAT 174 (N=161): Pre-test 40.3% Post-test 66.1% +25.8% point change Post-test average fall 2007 was 65.5% (N=144).

Pretest-Posttest assessment of MAT 181	New Assessment	MAT 181 (N=52): Pretest 43.3% Posttest 84.2% +40.9% point change This is a new assessment.
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GEC OA # 4 – Technology Skills

Intended Outcome #4:

Students will acquire skills in modern information technologies and the ability to think logically about and critically analyze information. Classes involved: CIT 105, 111.

Assessment Criteria:

Eighty percent of the students in CIT 105 and CIT 111 will score in the upper 60% range on a standardized test covering Word, Excel and PowerPoint skills.

Results of Outcomes Activity:

2009-2010	<u>Met/Not Met</u> Met	<u>Data Details</u> 92% of CIT105/111 students scored 60% or better on the final in class assignment
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GEC OA # 5 – Scientific Method

Intended Outcome # 5:

Students will apply the scientific method to a general natural science domain. Classes involved include all NAT designated classes.

Assessment Criteria:

Students in all NAT classes will complete a common assignment or common essay question on the final examination. Eighty percent of sample projects or exam questions reviewed by the department panel will earn at least a “B” better using a common rubric.

Results of Outcomes Activity:

2009-2010	<u>Not Met</u>	<u>Data Details</u> Average score was 16.55 out of 24 points, or a 69%.
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GEC OA # 6 – MAPP

Intended Outcome #6:

Students will demonstrate proficiency in critical thinking, reading, writing and mathematics in the context of humanities, social sciences and natural sciences. Classes involved are those in the general education core as described in the current academic bulletin.

Assessment Criteria:

Students will compare favorably to other students taking the Measure of Academic Proficiency and Progress (MAPP) exam provided by ETS by scoring in the 50th percentile or better.

Results of Outcomes Activity:

<u>2009-2010</u> <u>(2008-2009</u> <u>Results in</u> <u>parentheses)</u>	<u>Met/Not Met</u>	<u>Data Details: MAPP Abbreviated Form</u>
	Not Met	MAPP Total score range: 400-500 TU Mean: 433.96 (441.36), N: 115 (76) Peer 88 (80) schools) Mean: 443.1 (442.78) N: 31,457 (324,834) 35 th (48 th) percentile in total score
	Not Met	Sub-score Range: 100-130
	Not Met	Critical Thinking: TU Mean 109.95 (111.22) Peer 110.89 (110.83) 47 th (50 th) percentile in Critical Thinking
	Not Met	Reading: Mean TU 115.41 (117.51) Peer 118.2 (118.13) 30 th (39 th) percentile in Reading
	Not Met	Writing: Mean TU 111.49 (113.36) Peer 114.4 (114.27) 20 th (36 th) percentile in Writing
	Not Met	Mathematics: Mean TU 110.34 (112.63) Peer 113.1 (112.92) 32 th (45 th) percentile in Mathematics
	Not Met	Humanities: Mean TU 113.25 (114.13) Peer 114.7 (114.56) 40 th (46 th) percentile in Humanities
	Not Met	Social Sciences: Mean TU 111.51 (113.51) Peer 113.5 (113.21) 37 th (51 th) percentile in Social Sciences
	Not Met	Natural Sciences: Mean TU 113.63 (114.95) Peer 115 (114.8) 33 rd (46 th) percentile in Natural Sciences

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u> Met	<u>Data Details</u> 91.7% of the students passed the assigned exercise. N: 145/133 passed, six sections of ENG 141 were involved in the exercise.
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GEC OA # 8– Civic Responsibility

Intended Outcome #8:

Students will understand their civic responsibilities as well as current ethical concerns in our world.

Assessment Criteria:

Eighty percent of students will score at least 80% on the civic responsibilities and ethical concerns quiz. Classes involved are those used for the Social Science section of the general education core. .

Results of Outcomes Activity:

The pilot scenarios expected to be used in spring 2010 were not done and thus no data was collected.

GEC OA # 9 – Career Readiness

Intended Outcome #9:

Students will be exposed to and understand professional practices related to their major field of study.

Assessment Criteria:

All students will successfully pass a professional practices assignment as deemed appropriate by their major field of study program faculty. Classes involved are at the discretion of the major field of study faculty.

This goal needs further clarification as a number of majors have capstone projects, others have outside speakers and activities that expose students to career expectations, while yet others use portfolios.

Section Three: Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

GEC OA # 1: Writing Skills

Compared with AY 08/09, we had 55% more students and 34% more classes involved. This is an increase from AY 07/08 of 65% more students and 91% more classes. We are definitely meeting our expectations of increasing students' exposure to writing intensive classes. While the growth in classes came at all levels, upper levels classes saw the greater growth, as the number of junior classes grew 50% and senior classes grew from 83%, which again was an expectation.

We are in the 5th year of this program and the results show that students are achieving at higher levels as they move through more WIC experiences, yet many of our results this year are lower than last year. As we continue

to stress writing skills, more classes need to be at the senior year. Improvement across course levels exists in some areas but not all. With respect to citation and grammar skills the mean score in nearly every level are lower than last year. This may be due to improved attention to these areas as well as heightened expectations. Overall scores are lower than last year and more analysis needs to take place to tease how the reasons for these results.

We did not make much progress this year in engaging the WAC committee more actively in analyzing the results of this program. That needs to be highlight of efforts for next year.

Actions for next year will include:

- Work with ITS to implement an automated system of data collection for WAC classes
- Increase participation of Ivy Bridge courses as well as international WAC offerings
- Discuss adding senior level classes to balance out WIC levels
- Discuss improving data analysis by adopting a strategy of a panel assessment to select a sample of writing from each level to assess the issue of rater reliability
- Discuss improving data analysis by adopting a strategy of “value added” by taking a sample of a freshman and senior writing sample and determine improvement
- Continue discussion of adopting a “Communicating Across the Curriculum” program with the Communications faculty.

GEC OA # 2 - Communications

The faculty will continue to look at ways to enhance the basic speech course and to ensure consistency across all sections with content, syllabi and assignments. The Faculty plans to hold a workshop with all adjuncts to discuss teaching techniques and to reaffirm the goals of the course. In a related initiative, the communications faculty will be looking to establish a Speaking Across the Curriculum program so that students will continue to use and improve their speaking skills as they progress through their college career.

Next year the communication faculty will examine performance on the informative and persuasive speeches according to assessment criteria for outcome #2. The department will discuss establishing a level of improvement expected between the two speeches and using that level to evaluate next year’s data.

GEC OA #3 – Quantitative Skills

Discussion

We seem to be at least somewhat effective in our teaching of the foundation courses, as evidenced by the fact that improvement figures were all significant. Further, the MAT 181 assessment mean of 84.2 was encouraging. The curriculum change in MAT 174 may have contributed to the increase in assessment mean.

Actions for next year will include:

- We will continue the assessment of courses according to the schedule outlined above.
- We will continue to work on administration procedures.

GEC OA # 4 – Technology Skills

The goal of 80% passing the standardized test was accomplished. Since our goal for this assessment was met, it appears that the faculty members teaching in these classes are doing a good job of teaching the required

information to the students. Moving forward the faculty should consider revising the standard of the 60% range since we found that our students are capable of easily meeting that expectation. There are plans in place to use the Microsoft Certified Application Specialist (MCAS) objectives. MCAS certification is the premier Microsoft desktop certification; a globally recognized standard for demonstrating desktop skills. Faculty should also consider comparing the scores of future students in these classes on this test with prior years to determine which specific areas students are improving or not improving in terms of their skills and information. Since this exam covers three of the Microsoft Office applications (Word, Excel & Powerpoint), it might also be a good idea to report the actual scores of each section to determine if there a particular area that the students are struggling with.

GEC OA # 5 – Scientific Method

The average for the evaluation tool was less than the desired passage rate. The department faculty discussed how the tool was implemented in each class; after the final test and as an in-class assignment. The department decided to be more consistent for the implementation of the evaluation tool during the Fall semester of 2010.

It was decided to add parameters for the assessment tool by making it a graded take-home assignment – one typed page minimum. Each instructor will implement the assessment tool in the same manner to assure consistency. Another sampling will be evaluated using the same rubric at the end of Fall semester 2010.

GEC OA # 6 – MAPP

While more students participated in this exam, we need to find a better way to administer this assessment so that a broader representation of TU juniors is involved. More than half of the participants were from the degree completion program and thus a majority of their GEC content was not taken at TU. Yet in reviewing their scores in each area, there appears to be little difference between transfer students and TU matriculating students. This type of information is critical and analysis between these two populations needs to continue. While scores are close, overall nearly every score was lower than the previous administration. The reasons for these decreases are hard to determine. However the faculty should study the results prior to the next administration and seek ways to improve in each of these areas as the comparison of our students to their peers is important.

GEC OA # 7 – Literacy Skills

The results were not what we hoped for and the ENG course sequence will change effective Fall, 2010 semester. For whatever reason, too many students did not complete the exercise. Will revise exercise particularly in light of new ENG course sequence and content. Faculty members and adjuncts must be made aware that this assignment is required.

GEC OA # 8– Civic Responsibility

Pilot scenarios will be used in two different disciplines in fall and two different disciplines in spring so as to determine this methods usefulness in measuring this outcome.

GEC OA # 9 – Career Readiness

The Director of Assessment will discuss course mapping with the University Curriculum Committee and School Deans. Other options will also be considered with data collection expected in AY 10/11.

IV. Academic School Assessment

This portion of the AY 2009-2010 OA Summary Report presents the GARs provided by the academic programs. Every attempt was made to assess goals regarding student learning directly, through course embedded tools. It is our belief that these embedded assessments provide authentic demonstrations of students' knowledge, skills and dispositions. Several undergraduate majors also utilized the MFT provided by ETS; those results are noted in their respective sections.

A summary of direct and indirect measures of learning done in AY 2009-2010 is reported below:

AY-2009-2010 Summary of Student Learning Outcome Results (results in parenthesis are from AY 08/09)	
Direct Measures of Learning	
Writing Abilities, Research Skills	Met standards on 50% of assessments (55%)
Critical Thinking / Case Study Analysis	Met standards on 60% of assessments (75%)
Civic Responsibility / Ethical Concerns / Diversity Appreciation	Not met standards on 43% of assessments (100%)
Final Project Summation Skills	Met standards on 69% of assessments (85%)
Speaking Abilities	Met standards on 87% of assessments (100%)
Problem Solving/Strategic Skills	Met standards on 83% of assessments (60%)
Career Readiness / Professionalism / Internship Abilities	Met standards on 86% of assessments (100%)
Technical Proficiency	Met standards on 68% of assessments (80%)
Application Skills	Met standards on 100% of assessments (100%)
Indirect Measures	
Faculty engagement outside of classroom	Met the standards in 100% of the assessments (100%)
Career Readiness – Employment Given career information/exposure/networking	Met standards in 55% of assessments (89%)
Faculty Development	Met standards in 50% of assessments (33%)
Tutoring	Met standards in 20% of assessments (80%)
Effectiveness of academic advising	Met standards in 67% of assessments (100%)

Advisory Board	Met standards in 0% of the assessments.
Arts & Angles / Cultural Experiences	Met standards in 0% of the assessments.
Student Athletic Achievement	Met standards in 100% of the assessments.

Assessments varied in terms of expected standards. For details see individual major PAPs at <http://www.tiffin.edu/academics/assessment/plans>.

The changes in results from last year are twofold: more assessments in many categories and a refinement of student learning goals making meeting those standards a bit more difficult. Many common assignments were refined and rubrics were improved which allowed for better implementation of the assessment plans for many majors.

Additionally, it appears as faculty members get more comfortable with course embedded assessments, they are becoming a bit more critical of their students performances. As we conclude our fifth year of course embedded assessments, it is time to reevaluate the original benchmark standards expected for each intended outcome and determine their continued appropriateness.

Each school's representative to the AOAC is responsible for reporting assessment news and activities at their monthly school meetings as well as assisting departments meet assessment objectives. An update report regarding OA action plans is due to the DAA by December 15, 2010. Discussions are also held at the beginning of each academic year at the faculty workshops where OA Representatives present the past year's findings and action plans for the upcoming year. OA Representatives share their OA spreadsheet per school showing all OA classes to assist Program Chairs with data collection. The involvement of the OA school representatives is critical to each year's successful OA process.

Academic School Reports

Individual school reports included in this annual summary report demonstrate the efforts made to date to include OA plans in all current programs. With minor editing, the following reports are verbatim as submitted by each respective academic school dean. Readers are advised that these are summary reports. Complete details and narratives are available upon request to either the school dean or the DAA.

School of Arts and Sciences Executive Summary 2009-2010 Prepared by: Miriam K. Fankhauser, School Dean

Introduction:

This year was in some ways a stabilizing year. We were able to focus more on implementation than creation. While we added a concentration and minor in science and a minor in theatre, we also worked to deliver more solid programming and effective teaching. Furthermore, we added some courses to the ever growing Master of Humanities program, in hopes that these can contribute in the next year or so to concentrations in that degree.

The Associate of Arts in Professional Studies is growing and continual work is taking place to keep up with that growth be accountable for the educational aspects of that program. This year is the first year of recruiting for the BA in Prof Studies Degree Completion Program. The ground work to make it function successfully has been put in place.

The Arts Administration program continues to improve its applicability to the real world. The Communication degrees continue to stress improvement in written and oral communication so that students can compete in the real world. Both the English and History majors, as well as the General Science majors continue to grow because of our affiliation with the Lourdes College education program. The numbers in these majors are steadily increasing. Much restructuring took place in the English department this year. The math and sciences faculty were also very busy putting in place the assessment plan for the General Science degree as well as adding a concentration and a minor in Green Technology.

The masters programs continue to grow as well. Assessment plans are in place now for both degrees, and we need to run those plans effectively in the next year.

In general, the Arts and Science faculty have had to take under consideration several elements of the school. We need to make efforts to keep in better touch with our graduates to know what they are doing. We are, in fact, restructuring the Arts and Angles series for the coming year. Furthermore, we need to encourage more faculty to take the opportunity for professional development.

ASSOCIATES OF ARTS IN PROFESSIONAL STUDIES

The Program Assessment Plan has been developed. Assessments should be taking place. **see on-line degree assessment section.**

BACHELOR OF ARTS IN PROFESSIONAL STUDIES

Since this is one of the new aspects of the School and Arts and Sciences, it is just getting the basic structures solidified. The Program Chair Dr. Jason Slone has been hired, most courses are up and ready to run if not already running, new on-line tools such as a plagiarism tutorial and features of Google Docs have been incorporated, and assessment plan is in place.

ARTS ADMINISTRATION

Several aspects of this degree have continued to improve, especially those aspects that help students get more hand-on experience in their respective fields and in understanding how art relates to the world around them. While music students continue to work with production and performance, visual art students are being increasingly exposed to hands-on work, visual work, and analysis. Music folks have adjusted the curriculum further to better prepare students for the real world. Personnel working with the music program have also helped place both students and alumni in job positions in their field. Content as well as context have become increasingly important in helping students appreciate art in the classroom, in museums, and in the public setting. Students are experiencing art making as well as research. Assessment shows that the experience seems to be working.

COMMUNICATION

While we undertook a search for a new full-time professor in Communication because of our increased load of major classes running and support sections of COM 130, we have at this point been unable to fill this position. We are staying in touch with a possible candidate that we want very much to become part of our faculty, but should that be impossible, a new search will begin in late fall next year.

Both Dr. Samoriski and Dr Vallo, our current professors of communication, work in both the Master of Humanities program as well as our undergrad program, and both have filled administrative roles in one form or another. Therefore, we do have a strong reliance on adjunct professors to help, especially with the Com 130 course. Dr. Vallo supervises the *TU News*, giving her journalism students hands-on experience with newspaper production. We also had communication students participate in the Public Relations Society of America conference in Cleveland. This activity was in conjunction with Dr. Samoriski's efforts to establish a Public Relations Student Society of America chapter at Tiffin University. Again, we are working hard to supply students with experience that will help them get jobs.

We continue to work with closing the loop in assessment of the core courses, that is, using the results we find to make the courses better for our majors. Teaching in major courses continues to stretch students toward better proficiency as well. As can be seen in the GARs some goals are being better met than others. Written communication is always difficult; we continue to help students not only to understand its importance, but also to work to become more proficient in electronic media, journalism, and public relations.

ENGLISH

While the English faculty were continually challenged this year, they, nevertheless, implemented new freshman placement procedures, undertook a complete curriculum review, and made several needed changes in course offerings. These efforts constituted much data collection and evaluation. Actually, this department was a good example of how assessment of curriculum can help us to continue to evolve in beneficial ways. We created ENG 100 Introduction to College Writing and Reading to meet the increasing needs of our students and revamped the entire freshman English sequence. Several minimum course content guides were also updated.

On the professional work and development side, Dr. Sherry Truffin took a sabbatical to work on writing, and Dr. Mary Grennen presented two theatre productions, one each semester. Dr. James Rovira completed work on his monograph, *Blake and Kierkegaard: Creation and Anxiety*, to be published 2010 by Continuum. Again, the English faculty also works in the Master of Humanities program as well as the Undergraduate program.

Because of the increasing demands on faculty, the English department undertook a search for another faculty member. Having found none we were pleased to hire, that search will begin again late next fall.

GENERAL SCIENCE

Since the general science program was new this year, putting the assessment plan into place was the top priority. That was accomplished. We also added a second area of concentration to the general science major in Green Technology. This will give our science majors some choices in their area of study and enhance their marketability.

HISTORY

As is true with English, the history major field is also growing because of our partnership in education. The rubrics in this area are being polished, and critique for writing assignments has been reworked to be more effective in helping students understand where they need to improve. New textbooks have also been implemented to present more current and thorough material.

Dr. Bowlus has also submitted his book on shipping on the Great Lakes for publication this year.

MASTER OF EDUCATION

In this second year of the Master of Education program, we have seen growth and graduation of the first cohort. Standards have been set for the MEd faculty, plagiarism tutorial requirements have been implemented, EDU 680 e-Portfolio has been implemented as a capstone project which will be useful for students in the future, and assessment standards have been established.

MASTER OF HUMANITIES

This degree continues to grow; however, numbers always determine classes that are running. Nevertheless, we are continuing to build some specific focus possibilities for concentrations within the next year.

School of Arts & Sciences GAR

OFFICE OF ASSESSMENT AND ACCREDITATION GOAL ASSESSMENT REPORT: AY 09/10 School of Arts and Sciences

Section One: Describe all department activities with respect to improving student learning in the major. This may include new faculty hires, course revisions, assignment creation, rubric revisions, goal evaluations, etc.

Activity Statement:

This year Arts and Sciences has gathered assessment on each of our five goals.

Section Two: Describe which program goal(s) in the Major Program Plan was assessed during the academic year.

Intended Outcomes 1:

SAS graduates will either be attending graduate school or working in jobs related to their major course of study within three years of graduation

Assessment Criteria:

80% of SAS graduates will either be attending graduate school or working in jobs related to their major course of study within three years of graduation.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	Class of 2004 had 68% of the graduates working in their field of study and 32% continuing education.
	Met	Class of 2005 had 70% working in their field of study and 30% continuing education.
	Met	Class of 2006 had 80% working in their field of study and 20% continuing education.
	Not Met	Class of 2007 has 50% working in their field of study and 25% continuing education
<u>2009-2010</u>	Not Met?	Class of 2008-9 Undergrads: 38% are in grad school; 31% are working in their field of study and 31% are unknown. Grads: are unknown at this time

Intended Outcomes 2:

SAS will increase its focus on preparing students for careers by bringing to campus one professional speaker each year that is working or has worked in a field related to one or more of the majors offered by SAS.

Assessment Criteria:

SAS will bring at least one professional speaker each year that is working or has worked in a field related to one or more of the majors offered.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	We had professional speakers this year in NAT 291 Drugs and the Body, part of the Science Major.
<u>2009-2010</u>	Met	We had professional speakers in CUL 220 Religions of the World. We also had Michael Phillips, a scholar on Blake's Art and Poetry, give a print-making demonstration in an art class and give a general lecture in Chisholm Auditorium on November 10, 2009.

Intended Outcomes 3:

SAS faculty will participate in the Arts and Angles program, which is designed to showcase SAS faculty interests and scholarship and promote interdisciplinary dialogue

Assessment Criteria:

At least 40% of full time SAS faculty will participate in the Arts and Angles program, which is designed to showcase SAS faculty interests and scholarship and promote interdisciplinary dialogue.

Results of Outcomes Activity:

<u>2008-2009:</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not Met	30 % of the full-time faculty participated in the 08-09 Arts and Angles series.
2009-2010	Not Met	25% of the full-time faculty participated in the 08-09 Arts and Angles series.

Intended Outcomes 4:

SAS will increase regular attendance at Arts and Angles presentations

Assessment Criteria:

We will keep records of attendance at each of the next year's A & A series in hopes of increasing attendance from an average of 30 to an average of 40 people in attendance.

Results of Outcomes Activity:

2008-2009:	<u>Met/Not Met</u> Not Met	<u>Data Details</u> In 07-08 our average attendance was 19. In 08-09 our average attendance was 21.
2009-2010	Not Met	In 09-10 our average attendance was 15.

Intended Outcomes 5:

SAS faculty will attend one academic conference per year

Assessment Criteria:

At least 70% of SAS faculty will attend one academic conference per year, contingent on funding.

Results of Outcomes Activity:

2008-2009:	<u>Met/Not Met</u> Not Met	<u>Data Details</u> In 07-08, 33% of the full time faculty traveled to conferences. In 08-09, 65% of the full time faculty traveled to conferences.
2009-2010	Not Met	In 09-10, 24% of the full time faculty traveled to conferences.

Section Three: Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

Outcome #1: We will continue to collect data on this outcome. We also need to start tracking what is happening to our graduate students.

Outcome #2: This next year we must continue to bring in at least one outside speaker.

Outcome #3: While it has been suggested that 40% might be a low percentage of faculty participation in the Arts and Angles series, one can see that this year we had only 25% participation. Our full time faculty increased to 24 this last year; thus, if each program has only one presenter, the minimum amount of faculty able to participate in the 7 presentations a year is about 30%. It is possible that more than one member might participate in a presentation, and in that case the percentage may be higher. This year we had difficulties in that one of our faculty was involved in a terrible accident, so one of our faculty actually covered an A & A to help her class, and then presented his own subject in a second session. Clearly the 30% projected last year did not work for this year. We may also need to revisit the percentage on this goal.

Outcome #4: This year we had varying attendance from 0-35. Student attendance is higher when we grant extra credit to students in our classes. While we try to do this often, we also believe that this series is an opportunity students should take advantage of for their own growth. We do offer co-curricular credit for attending the Arts and Angles Series.

We have actually formed an ad hoc committee this spring which has proposed that we will do only four presentations in the Arts and Angle series next year, two in each semester. Each will focus on a particular audience, and we will try to do more publicity. We will work with student audience, faculty/staff audience, and general public audience in different presentations. We are going to see if this helps our attendance next year.

Outcome #5: Our faculty attendance at conferences dropped significantly this year. We definitely need to revisit our 70% figure. While Arts and Sciences travel monies were decreased this last year, we were able to cover all the cost for all attending professional development opportunities. Hopefully, more of our faculty will use the funds allotted to them in the coming year; however, we also know that the funds for next year are being held steady or may be cut further for whatever issues. We are again letting the percentage stand and seeing what the figures for this outcome are for next year.

Master of Education GAR

OFFICE OF ASSESSMENT AND ACCREDITATION GOAL ASSESSMENT REPORT: AY 09/10 Masters of Education

Section One: Describe all department activities with respect to improving student learning in the degree. This may include new faculty hires, course revisions, assignment creation, rubric revisions, goal evaluations, etc.

Activity Statement:

- During AY 2009-10, the TU Masters of Education coordinated the following activities designed to improve student learning in the MEd degree:
 - Set minimum standards for MEd faculty
 - 50% faculty hold terminal degrees or ABD
 - All faculty hold K-12 teaching credentials
 - One faculty successfully renewed National Board Certification
 - Student enrollment increased 318% over inaugural year
 - Graduated 6 students from initial cohort
 - Initiated plagiarism tutorial requirement for all incoming candidates
 - Proposed EDU680 ePortfolio to serve as a capstone project
 - Standards for courses during AY 09-10 are increased to reflect that 90% of Masters of Education candidates will complete relevant course requirements with scores of at least 75%

Section Two: Describe which program goal(s) in the Major Program Plan was assessed during the academic year.

Intended Outcome #1:

To demonstrate an understanding of the social, cultural, and legal issues that impact education and develop responsive approaches to such issues

Assessment Criteria:

75% of Masters of Education candidates will complete relevant course requirements with scores of at least 90%. Using rubrics, papers from the introductory courses will be compared with the culminating project to see if students demonstrate growth in the ability to synthesize knowledge appropriate to teaching position and/or certification.

Results of Outcomes Activity:

<p><u>2009-2010</u></p>	<p><u>Met</u></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><u>NOT MET</u></p>	<p><u>Data Details</u></p> <ul style="list-style-type: none"> • <u>100%</u> of MEd candidates met the standard of 90% or better in EDU542 Multicultural Education • <u>89%</u> of MEd candidates met the standard of 90% or better in EDU544 Integrating the Arts • <u>97%</u> of MEd candidates met the standard of 90% or better in EDU550 Special Needs Learners • <u>65%</u> of MEd candidates met the standard of 90% or better in EDU615 Ethical & Legal Issues in Education
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Intended Outcome #2:

To demonstrate an understanding of the latest theories regarding learning, curriculum and instruction; to apply theoretical constructs; and to employ curriculum and teaching strategies that promote learning for all students

Assessment Criteria:

75% of Masters of Education candidates will complete relevant course requirements with scores of at least 90%. Using rubrics, evaluations of papers and/or other projects from the core courses will be compared with the evaluations of the culminating project to see if students demonstrate growth in the ability to analyze and evaluate works of scholarship.

Results of Outcomes Activity:

<p><u>2009-2010</u></p>	<p><u>Met</u></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	<p><u>Data Details</u></p> <ul style="list-style-type: none"> • <u>89%</u> of MEd candidates met the standard of 90% or better in EDU552 Educational Leadership • <u>93%</u> of MEd candidates met the standard of 90% or better in EDU571 – U.S. History of Education • <u>71%</u> of MEd candidates met the standard of 90% or better in EDU613 Current Issues in Curriculum & Instruction • <u>76%</u> of MEd candidates met the standard of 90% or better in EDU617 – Practices in Classroom Behavior & Management • <u>97%</u> of MEd candidates met the standard of 90% or better in EDU620 Reading in the Content Area • <u>81%</u> of MEd candidates met the standard of 90% or better in EDU641 Educational Research • <u>100%</u> of MEd candidates met the standard of 90% or better in EDU643 – Educational Measurements
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	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • <u>83%</u> of MEd candidates met the standard of 90% or better in the EDU650 Series – Analysis of Standard
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Intended Outcome #3:

To use a variety of strategies that incorporate the appropriate use of technology and be able to assess the potential of these resources to address personal, lifelong, and educational (workplace) needs

Assessment Criteria:

75% of Masters of Education candidates will complete relevant course requirements with scores of at least 90%. The evaluations of the culminating projects will be examined to see if students demonstrate the ability to implement productive teaching skills and strategies in their area of specialization and certification.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met</u> <input checked="" type="checkbox"/>	<u>Data Details</u> <ul style="list-style-type: none"> • <u>80%</u> of MED candidates met the standard of 90% or better in EDU548 Advanced Technology for Teachers
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Section Three: Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

- Outcome #1: We will continue to collect data on these courses and consider raising the minimum assessment criteria to 80%.
- Outcome #2: We will continue to collect data on these courses and consider raising the minimum assessment criteria to 80%.
- Outcome #3: We will continue to collect data on these courses and consider raising the minimum assessment criteria to 80%.
- During AY09-10 faculty completed the assessment of the entire spectrum of course offerings to establish baseline measures for standards and criteria. Student achievement across the full range of courses was examined. TU found that in 10 out of 13 courses (77%) more than 80% of MEd candidates completed course requirements with scores of at least 90%. Based on the achievement results, criteria and levels for achievement and program goals, MEd faculty should consider increasing the baseline criteria to 80% of students will meet the minimum criteria of grades equaling 90% or higher for AY 2011-2012.
- Only one course (EDU615 Ethical & Legal Issues in Education) did not meet the standards of the minimum assessment criteria. Based on student achievement and feedback, the lead instructor redesigned the course during AY09-10. Faculty should be re-evaluate the course during AY10-11 before making decisions regarding changing assessment criteria.
- Working with TU ITS and Pearson textbook staff, MEd faculty will design and construct the EDU680 ePortfolio template in order for the course to serve as the capstone project for the MEd degree program. This course will become a requirement for students matriculating in the AY10-11. The MEd faculty will meet to identify representative assignments and appropriate artifacts for inclusion in the ePortfolio which will be piloted and evaluated during SP10.

Master of Humanities GAR

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 09/10
MAJOR: Master of Humanities

Section One: Describe all department activities with respect to improving student learning in the major. This may include new faculty hires, course revisions, assignment creation, rubric revisions, goal evaluations, etc.

Activity Statement:

Developed 1 new permanent course, ART 525--History of Women in Art [*Fearnside*]

Added 11 Special Topics courses

Engaged the teaching services of new adjunct faculty: Benjamin Urish for anthropology and film studies and Dyrk Ashton for film studies.

Increased the enrollment in the Humanities Program and the graduating class as more students successfully defended their thesis projects.

Section Two: Describe which program goal(s) in the Major Program Plan was assessed during the academic year.

Intended Outcomes 3:

Students will learn to create a coherent, useful synthesis of knowledge from different domains by demonstrating familiarity with and knowledge of the fields contained within the Humanities.

Assessment Criteria:

For the 2009-2010 school year, students in HUM 510 will write critical papers to be evaluated using the Graduate Humanities Rubric. Understanding of the work of scholarship/art and a critical analysis will be the focus of the grading.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u> Met	<u>Data Details</u> HUM 510
		80% of students assessed in HUM 510 achieved a score of 80 or better on their final papers, based upon the Graduate Humanities Rubric. These papers included use of appropriate graduate-level sources which were synthesized into the final research project, and incorporated analysis and critical thinking that was original and

		insightful and demonstrated excellent understanding of the themes of cultural studies that were examined throughout the course.
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Section Three: Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

HUM 501, Introduction to Graduate Writing, is now required for probationary students and students identified by faculty as poor writers. *HUM 512, Introduction to Graduate Research*, is required of all students in the MA HUM program starting Fall 2009, helping students in the writing and synthesizing of ideas, while educating them in proper research methods. The efficacy of those two courses will be measured for the academic year 2010-11.

Plans to develop concentrations in the Humanities program are underway. Concentrations may include the areas of film studies, communication, literature, history and philosophy. Concentrations would strengthen the program as many students are interested in using their degree to teach courses at the community college level. Students are being asked to show a minimum of 18 hours of study in a subject area to qualify them to teach a particular discipline, which is a common practice in higher education. Discipline concentrations would allow students to develop mastery in a particular subject area.

BA - Arts Administration – Music Arts Concentration GAR

OFFICE OF ASSESSMENT AND ACCREDITATION

GOAL ASSESSMENT REPORT: AY 09-10

MAJOR: BA - Arts Administration - Music Arts Concentration

Section One:

Describe all department activities with respect to improving student learning in the major. This may include new faculty hires, course revisions, assignment creation, rubric revisions, goal evaluations, etc.

Activity Statement:

During 2009-10, the TU Musical Arts Program coordinated the following activities designed to improve student learning in the BA-AA major.

- Introduced three new courses: MUS 230 Intro to Sound and Recording, MUS 324 Survey of American Popular Music, and MUS 427 Music Business Seminar
- Implemented new Senior Project activities for students enrolled in MU 427 Music Business Seminar. One graduating senior self-produced his solo debut professional performance, handling all planning, legal, financial, personnel, promotional and musical responsibilities for a paid public performance of his own band. One other graduating senior planned and hosted a music festival that included several visiting groups from Northwest Ohio.
- Placed two BA-AA majors in positions as background singers with an major label rock artist in a performance with the Columbus Symphony Orchestra.
- Members of the TU Concert Production Team planned and produced a full schedule of on- and off-campus performances, with students handling all aspects of the productions.
- Assisted in the job placement of a 2009 BA-AA graduate, who signed as a full-time member of a nationally touring professional band
- Identified and hired new adjunct private music instructors who have extensive professional playing experience in a variety of popular and contemporary styles
- The TU recording studio got regular use by students working on independent projects, and continues to be booked by outside bands and artists for independent projects, and staffed by TU student engineers.
- New TU student-led music projects were established, mentored by TU faculty and staff, and supported through assistance in booking in various performances around the community

Section Two:

Describe which program goal(s) in the Major Program Plan was assessed during the academic year.

Intended Outcome #3:

- To prepare students for music industry careers by giving them working proficiency in their principal instrument or as a vocalist

Assessment Criteria:

- Demonstrate a basic level of competency on their principal instrument or area of musical performance, based upon an evaluation by a jury of faculty at the completion of the three-semester sequence of private study. 75% of majors will be basic or better.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met</u>	<u>Details</u>
		<ul style="list-style-type: none">• All students enrolled in MUS 315/317 demonstrated an appropriate level of competency on their primary instrument, and a reasonable level of development based upon the amount of private study completed.

Section Three: Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

- Outcomes Assessment activities intended to be conducted in courses taught by adjuncts were not completed as planned. In the future, specific OA activities will be designed by the Department Director and adjunct instructors will be required to incorporate these activities in their course.
- Criteria for evaluating individual instrumental/vocal competencies were inconsistent from one private instructor to another. With the planned development of further coursework in music performance, one full-time music department staff member will develop a consistent set of specific skills and technical standards that will be required of students taking private music instruction. Also, to ensure that all students completing MUS 315/317 are able to be fully prepared to meet such competency standards, private music instructors may in the future require additional study before a student is allowed to register for upper-level private study.
- In 2010-11 goals related to the understanding and use of practical and theoretical musical skills will be addressed through activities in MUS 121 Basic Music Theory, and MUS 321 Music Theory and Application.

BA – Arts Administration – Visual Arts Concentration GAR

OFFICE OF ASSESSMENT AND ACCREDITATION GOAL ASSESSMENT REPORT: AY 2009/2010 MAJOR: Arts Administration, Visual Arts Concentration

Section One: Describe all department activities with respect to improving student learning in the major. This may include new faculty hires, course revisions, assignment creation, rubric revisions, goal evaluations, etc.

Activity Statement:

There were many activities that worked towards improving student learning. Based on last year's assessment of Intended Outcome #1, there needed to be more explicit connections between the work studied in class and art in the world, as well as more student accountability for reading and writing.

- Rubrics for assessments were given to the students, and explained in detail. Sample presentations were modeled to demonstrate both what was expected, and model good research methods.
- There was a preliminary deadline for the assessment project in the form of a bibliography.
- Research and readings outside of the textbook were integrated into the assessed course.
- Emphasis was placed on understanding the content and context of the art work shown in this introductory art history course.
- Trips to museums were organized to allow students to see art in person, and connect images they see in textbooks with the greater world.
- I worked with the Student Success Center, and the Executive Director of Publicity, to create more exhibition opportunities for students. Student art was used for the Publicity holiday card, and a show of student work was installed at the Student Success Center.
- The Art Appreciation course for non-majors was re-organized to include hands-on art projects, to give students understanding of the art-making process as well as the basics of analysis of art.
- This approach of combining visual work with analysis work was also used in History of Photography. Students wrote a research paper on a photographer or photographic subject, and also made a short series of photographs of their own based on insights gained from studying their research subject.
- Worked with English to bring a visiting scholar to Art Appreciation, to demonstrate the printing of William Blake's images.

Section Two: Describe which program goal(s) in the Major Program Plan was assessed during the academic year.

Intended Outcome #4:

To implement the observational, analytical, research, and interpretive skills necessary for understanding the cultural and stylistic significance of works of art.

Assessment Criteria:

ART 201 – Introduction to Art History, students will make a final presentation in ART 201 that demonstrates competency in the ability to research, analyze, and interpret the work of a select artist. 75% of majors will be basic or better.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	The Arts Administration Visual Arts Concentration majors were proficient (75%) or better. The mean score was 80%.

Section Three: Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

There were two majors in this introductory art history class. Over the course of the semester, the students were challenged to both learn how to formally analyze art from different eras and cultures using specific art historical terminology, as well as to use social and historical context to help understand the content of specific pieces. The final project of the class was an oral presentation, in which the students had to research a specific artist, place his or her work in a historical context, and analyze five to six of their pieces. Students were also asked to problem-solve by answering the instructor's questions after their presentation. The project was introduced to the class several weeks before it was due, and methods of research and presentation were modeled. These models were made available to students online, and the rubric used for assessment was discussed and given to them.

Both majors did well at providing a historical context for their artists' work, and had properly documented their research, but were less successful at applying the art historical terminology used during the course to their artists' work. This tells me that while they were able to assemble research on their artist, they were not able to apply knowledge from other sources (the class lectures) to their presentation and analysis. This terminology is the grammar of art criticism, and the proper understanding and use of these terms is essential for the students' success in future art history courses, and in writing and discussions in their future careers.

There are several steps to take to assist with meeting this assessment goal. First, I will assign some preliminary deadlines for the final project, to insure that students start work on it in a timely manner. These deadlines may include submitting a preliminary bibliography, and a written, preliminary visual analysis of one of their artist's pieces for feedback. Further, use and understanding of this terminology should be more fully and actively integrated into the course. I will develop a more cohesive unit on this formal terminology for the beginning of the course, and reinforce the use of that language not only in my lectures, as I have been doing, but integrate it into the assessments throughout the course.

BA – Communications GAR

OFFICE OF ASSESSMENT AND ACCREDITATION GOAL ASSESSMENT REPORT: AY 2009/2010 MAJOR: BA-COMMUNICATIONS CORE

Section One: Describe all department activities with respect to improving student learning in the major. This may include new faculty hires, course revisions, assignment creation, rubric revisions, goal evaluations, etc.

Activity Statement:

A search was conducted for a new, full-time faculty member with expertise in speech, communications research and public relations. Two candidates were brought in for interviews. One candidate was unanimously recommended for hiring. Outcome is pending.

The allocation of this position was based on the growth of the Communications major, our high reliance on Adjunct Instructors to teach our basic and advanced courses in communications and the need for a full-time faculty member to develop courses and teach in the above areas. The addition of another full-time faculty member will greatly enhance teaching and learning in the Communications major.

In addition to teaching communications core and concentration specific courses, Communications faculty and Adjunct Instructors taught a total of 16 sections of the basic general education requirement for speech, COM 130: Introduction to Speech Communication. At an average of 28 students per section, 448 students were enrolled in the basic speech course, which required considerable staffing coordination. The addition of another full-time faculty member will decrease our reliance on Adjunct Instructors and allow full-time faculty to teach what we believe is one of the most important courses in the general education core.

Dr. Samoriski and Dr. Vallo taught undergraduate and graduate courses in the Communications Major and in the Master of Humanities programs throughout the academic year, thereby enhancing student contact, teaching and learning at both levels.

Communications Faculty:

- Supervised 12 graduate thesis projects (Dr. Vallo 11, Dr. Samoriski one) and were second readers for an additional seven thesis projects (Dr. Vallo six, Dr. Samoriski one).
- Taught three undergraduate Senior Seminars (Dr. Vallo two, Dr. Samoriski one).
- Supervised six undergraduate Internships (Dr. Vallo four, Dr. Samoriski two).

Two editions of *TU News* were published under the direction of Dr. Vallo using students as reporters and editors from the Journalism concentration and senior seminar participants.

Two students participated in the Public Relations Society of America (PRSA) conference in Cleveland, Ohio during Fall semester as part of an initiative to establish a Public Relations Student Society of America (PRSSA) chapter at Tiffin University (Dr. Samoriski).

Attempted to re-establish the campus video club and debate team to further extracurricular and job opportunities for communications majors (Dr. Samoriski).

Note: Dr. Samoriski served as Dean of Graduate Studies during the academic year, thereby limiting his availability in helping to coordinate the Communications Program. Dr. Vallo, in addition to her duties as Master of Humanities Program Chair during Spring semester, assumed responsibility for scheduling and many other tasks.

Section Two: Describe which program goal(s) in the Major Program Plan was assessed during the academic year.

Assessment Criteria

Intended Outcome #6:

Students will apply online, multimedia, interactive and human communication skills in the presentation of ideas, information and data pertaining to the mass media.

Assessment Criteria:

Students will demonstrate competence through an end of the semester research project and presentation on the mass media in COM 241. Eighty percent (80%) of students will achieve an 80% or better on this project, as per the grading rubric for mass communications.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Met</u>	<u>Data Details</u>
	Not Met		Only 68.7% of the students were able to apply online, multimedia, interactive and human communication skills in a final research paper and oral presentation as evaluated by the grading rubric for COM 241: Survey of Mass Communications.

Section Three: Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

This year's assessment results further illustrate the need for our students to develop stronger written and oral communication skills. These results reflect recent research and growing concern at a national level, including employer feedback studies, which suggest that we are not properly preparing our students for the workplace.

While COM 241 is typically a freshman level course, this semester there were only a few freshman enrolled. The rest were sophomores, juniors and seniors who had completed their basic English writing courses and the basic speech course. Their performance on the final project should have been better, both in writing and presentation.

The communications faculty and the School of Arts and Sciences continue to emphasize the importance of oral and written communication skills across the curriculum. With changes in the English curriculum this year to address the writing deficiencies that some of our students have, we expect to see improvement in the future. The communications faculty also continues to recommend that the current writing across the curriculum program be expanded to include oral and multimedia presentations skills. Oral presentations should be incorporated throughout the curriculum much like writing is. Where possible, we plan to include more writing and speaking as part of the courses taught in the communications discipline and strongly advocate that this

occur in other majors as well. We will work with the newly reorganized Student Success Center (SSC) to accomplish this.

Students now entering college are part of a new generation that cannot imagine a world without the Internet and a cell phone. Accordingly, we will seek alternatives to basic lecture and PowerPoint teaching to engage our students and make more effective use of class time. We plan to work closely with the Director of the Center for Teaching Excellence (CTE) on how we can adapt and incorporate communications technology into an overall strategy to address this new generation of students. The latest studies suggest that students in generation “Next” are going to be different learners with different values and learning styles. We need to urgently address this by being proactive, rather than reactive.

Finally, we expect that the addition of a new full-time faculty member will add greatly to our ability to serve our students and further develop our curriculum to meet the challenges of a changing communications environment. Both Dr. Vallo and Dr. Samoriski are overextended in their duties.

Next Year’s GAR

The General Assessment Report for the Communications Core for next year will focus on COM 340: Law and Communications. Students will demonstrate competency in analyzing theory, research, argument and law demonstrated by 80% of students achieving a “B” or higher on their final project.

BA – Communications – Electronic Media Concentration GAR

OFFICE OF ASSESSMENT AND ACCREDITATION GOAL ASSESSMENT REPORT: AY 2009/2010 MAJOR: BA-COMMUNICATIONS ELECTRONIC MEDIA

Section One: Describe all department activities with respect to improving student learning in the major. This may include new faculty hires, course revisions, assignment creation, rubric revisions, goal evaluations, etc.

Activity Statement:

A search was conducted for a new, full-time faculty member with expertise in speech, communications research and public relations. Two candidates were brought in for interviews. One candidate was unanimously recommended for hiring. Outcome is pending.

The allocation of this position was based on the growth of the Communications major, our high reliance on Adjunct Instructors to teach our basic and advanced courses in communications and the need for a full-time faculty member to develop courses and teach in the above areas. The addition of another full-time faculty member will greatly enhance teaching and learning in the Communications major.

In addition to teaching communications core and concentration specific courses, Communications faculty and Adjunct Instructors taught a total of 16 sections of the basic general education requirement for speech, COM 130: Introduction to Speech Communication. At an average of 28 students per section, 448 students were enrolled in the basic speech course, which required considerable staffing coordination. The addition of another full-time faculty member will decrease our reliance on Adjunct Instructors and allow full-time faculty to teach what we believe is one of the most important courses in the general education core.

Dr. Samoriski and Dr. Vallo taught undergraduate and graduate courses in the Communications Major and in the Master of Humanities programs throughout the academic year, thereby enhancing student contact, teaching and learning at both levels.

Communications Faculty:

- Supervised 12 graduate thesis projects (Dr. Vallo 11, Dr. Samoriski one) and were second readers for an additional seven thesis projects (Dr. Vallo six, Dr. Samoriski one).
- Taught three undergraduate Senior Seminars (Dr. Vallo two, Dr. Samoriski one).
- Supervised six undergraduate Internships (Dr. Vallo four, Dr. Samoriski two).

Two editions of *TU News* were published under the direction of Dr. Vallo using students as reporters and editors from the Journalism concentration and senior seminar participants.

Two students participated in the Public Relations Society of America (PRSA) conference in Cleveland, Ohio during Fall semester as part of an initiative to establish a Public Relations Student Society of America (PRSSA) chapter at Tiffin University (Dr. Samoriski).

Attempted to re-establish the campus video club and debate team to further extracurricular and job opportunities for communications majors (Dr. Samoriski).

Note: Dr. Samoriski served as Dean of Graduate Studies during the academic year, thereby limiting his availability in helping to coordinate the Communications Program. Dr. Vallo, in addition to her duties as Master of Humanities Program Chair during Spring semester, assumed responsibility for scheduling and many other tasks.

Section Two: Describe which program goal(s) in the Major Program Plan was assessed during the academic year.

Intended Outcome #1:

Students will understand and demonstrate acceptable writing skills appropriate to communicating effectively in the print, electronic and/or public relations media.

Assessment Criteria:

Students will develop their writing skills for their professional foundations courses in COM 329: Writing and Producing for the Electronic Media. This will be demonstrated by 80% of students achieving a “B” or higher on their final project.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Met</u>	<u>Data Details</u>
			Only 65.3% of students understood and demonstrated acceptable writing skills appropriate to communicating effectively in the electronic media in COM 329: Writing and Producing for Electronic Media.

Section Three: Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

This year’s assessment results further illustrate the need for students to develop stronger written communication skills for the electronic media. These results reflect recent research and growing concern at a national level, including employer feedback studies, which suggest that we are not properly preparing our students for the workplace.

COM 329 is an upper level communications course that typically attracts upperclassmen from Communications, but also attracts students from other majors where writing and producing for the electronic media is either a required or optional course. Student performance on the final project should have been better. If students cannot write well at a basic level, they will have a difficult time writing for more specialized formats, such as those found in the electronic media.

The communications faculty and the School of Arts and Sciences continue to emphasize the importance of oral and written communication skills across the curriculum. With changes in the English curriculum this year to address the writing deficiencies that some of our students have, we expect to see improvement in the future. The communications faculty also continues to recommend that the current writing across the curriculum program be expanded to include oral and multimedia presentations skills. Oral presentations should be incorporated throughout the curriculum much like writing is. Where possible, we plan to include more writing and speaking as part of the courses taught in the communications discipline and strongly advocate that this occur in other majors as well. We will work with the newly reorganized Student Success Center (SSC) to accomplish this.

Students now entering college are part of a new generation that cannot imagine a world without the Internet and a cell phone. Accordingly, we will seek alternatives to basic lecture and PowerPoint teaching to engage our students and make more effective use of class time. We plan to work closely with the Director of the Center for Teaching Excellence (CTE) on how we can adapt and incorporate communications technology into an overall strategy to address this new generation of students. The latest studies suggest that students in generation “Next” are going to be different learners with different values and learning styles. We need to urgently address this by being proactive, rather than reactive.

Finally, we expect that the addition of a new full-time faculty member will add greatly to our ability to serve our students and further develop our curriculum to meet the challenges of a changing communications environment. Both Dr. Vallo and Dr. Samoriski are overextended in their duties.

Next Year’s GAR

The Electronic Media Assessment Report for the Communications Core for next year will focus on Intended Outcome #4, Students will show competence and skill when presenting ideas, information and data in print and electronic formats as demonstrated in the final projects for COM 134: Digital Photography. This will be demonstrated by 80% of students achieving a “B” or better on the final portfolio project.

BA – Communications – Journalism Concentration GAR

OFFICE OF ASSESSMENT AND ACCREDITATION GOAL ASSESSMENT REPORT: AY 2009/2010 MAJOR: BA-COMMUNICATIONS JOURNALISM

Section One: Describe all department activities with respect to improving student learning in the major. This may include new faculty hires, course revisions, assignment creation, rubric revisions, goal evaluations, etc.

Activity Statement:

A search was conducted for a new, full-time faculty member with expertise in speech, communications research and public relations. Two candidates were brought in for interviews. One candidate was unanimously recommended for hiring. Outcome is pending.

The allocation of this position was based on the growth of the Communications major, our high reliance on Adjunct Instructors to teach our basic and advanced courses in communications and the need for a full-time faculty member to develop courses and teach in the above areas. The addition of another full-time faculty member will greatly enhance teaching and learning in the Communications major.

In addition to teaching communications core and concentration specific courses, Communications faculty and Adjunct Instructors taught a total of 16 sections of the basic general education requirement for speech, COM 130: Introduction to Speech Communication. At an average of 28 students per section, 448 students were enrolled in the basic speech course, which required considerable staffing coordination. The addition of another full-time faculty member will decrease our reliance on Adjunct Instructors and allow full-time faculty to teach what we believe is one of the most important courses in the general education core.

Dr. Samoriski and Dr. Vallo taught undergraduate and graduate courses in the Communications Major and in the Master of Humanities programs throughout the academic year, thereby enhancing student contact, teaching and learning at both levels.

Communications Faculty:

- Supervised 12 graduate thesis projects (Dr. Vallo 11, Dr. Samoriski one) and were second readers for an additional seven thesis projects (Dr. Vallo six, Dr. Samoriski one).
- Taught three undergraduate Senior Seminars (Dr. Vallo two, Dr. Samoriski one).
- Supervised six undergraduate Internships (Dr. Vallo four, Dr. Samoriski two).

Two editions of *TU News* were published under the direction of Dr. Vallo using students as reporters and editors from the Journalism concentration and senior seminar participants.

Two students participated in the Public Relations Society of America (PRSA) conference in Cleveland, Ohio during Fall semester as part of an initiative to establish a Public Relations Student Society of America (PRSSA) chapter at Tiffin University (Dr. Samoriski).

Attempted to re-establish the campus video club and debate team to further extracurricular and job opportunities for communications majors (Dr. Samoriski).

Note: Dr. Samoriski served as Dean of Graduate Studies during the academic year, thereby limiting his availability in helping to coordinate the Communications Program. Dr. Vallo, in addition to her duties as Master of Humanities Program Chair during Spring semester, assumed responsibility for scheduling and many other tasks.

Section Two: Describe which program goal(s) in the Major Program Plan was assessed during the academic year.

Intended Outcome 2:

Students will understand and recognize theories of mass communication.

Assessment Criteria:

Students will compare and contrast mass communication theories in COM 438 or COM 450. At least 80% of students will receive a “B” or higher on the final project in COM 438 or COM 450.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Met</u>	<u>Data Details</u>
	Met		Ninety percent of the students understood and demonstrated recognizing theories of mass communication in COM 438: History and Tradition of American Journalism.

Section Three: Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

This year’s assessment results focused on the need for students to develop stronger written communication skills for the print journalism media. These results reflect recent research and growing concern at a national level, including employer feedback studies, which suggest that we are not properly preparing our students for the workplace.

COM 438 is an upper level communications course that typically attracts upperclassmen from Communications.

The communications faculty and the School of Arts and Sciences continue to emphasize the importance of oral and written communication skills across the curriculum. With changes in the English curriculum this year to address the writing deficiencies that some of our students have, we expect to see improvement in the future. The communications faculty also continues to recommend that the current writing across the curriculum program be expanded to include oral and multimedia presentations skills. Oral presentations should be incorporated throughout the curriculum much like writing is. Where possible, we plan to include more writing and speaking as part of the courses taught in the communications discipline and strongly advocate that this occur in other majors as well. We will work with the newly reorganized Student Success Center (SSC) to accomplish this.

Students now entering college are part of a new generation that cannot imagine a world without the Internet and a cell phone. Accordingly, we will seek alternatives to basic lecture and PowerPoint teaching to engage our students and make more effective use of class time. We plan to work closely with the Director of the Center for Teaching Excellence (CTE) on how we can adapt and incorporate communications technology into an overall strategy to address this new generation of students. The latest studies suggest that students in generation “Next” are going to be different learners with different values and learning styles. We need to urgently address this by being proactive, rather than reactive.

Finally, we expect that the addition of a new full-time faculty member will add greatly to our ability to serve our students and further develop our curriculum to meet the challenges of a changing communications environment. Both Dr. Vallo and Dr. Samoriski are overextended in their duties.

Next Year’s GAR

The Journalism Assessment Report for the Communications major for next year will focus on Intended Outcome #1: Students will understand and demonstrate acceptable writing skills appropriate to contemporary journalism practices. This will be demonstrated by 80% of students achieving a “B” or higher on their final project in COM 218 or COM 235 or COM 318 or COM 410 or ENG 262.

BA – Communications – Public Relations Concentration GAR

OFFICE OF ASSESSMENT AND ACCREDITATION GOAL ASSESSMENT REPORT: AY 2009/2010 MAJOR: BA-COMMUNICATIONS PUBLIC RELATIONS

Section One: Describe all department activities with respect to improving student learning in the major. This may include new faculty hires, course revisions, assignment creation, rubric revisions, goal evaluations, etc.

Activity Statement:

A search was conducted for a new, full-time faculty member with expertise in speech, communications research and public relations. Two candidates were brought in for interviews. One candidate was unanimously recommended for hiring. Outcome is pending.

The allocation of this position was based on the growth of the Communications major, our high reliance on Adjunct Instructors to teach our basic and advanced courses in communications and the need for a full-time faculty member to develop courses and teach in the above areas. The addition of another full-time faculty member will greatly enhance teaching and learning in the Communications major.

In addition to teaching communications core and concentration specific courses, Communications faculty and Adjunct Instructors taught a total of 16 sections of the basic general education requirement for speech, COM 130: Introduction to Speech Communication. At an average of 28 students per section, 448 students were enrolled in the basic speech course, which required considerable staffing coordination. The addition of another full-time faculty member will decrease our reliance on Adjunct Instructors and allow full-time faculty to teach what we believe is one of the most important courses in the general education core.

Dr. Samoriski and Dr. Vallo taught undergraduate and graduate courses in the Communications Major and in the Master of Humanities programs throughout the academic year, thereby enhancing student contact, teaching and learning at both levels.

Communications Faculty:

- Supervised 12 graduate thesis projects (Dr. Vallo 11, Dr. Samoriski one) and were second readers for an additional seven thesis projects (Dr. Vallo six, Dr. Samoriski one).
- Taught three undergraduate Senior Seminars (Dr. Vallo two, Dr. Samoriski one).
- Supervised six undergraduate Internships (Dr. Vallo four, Dr. Samoriski two).

Two editions of *TU News* were published under the direction of Dr. Vallo using students as reporters and editors from the Journalism concentration and senior seminar participants.

Two students participated in the Public Relations Society of America (PRSA) conference in Cleveland, Ohio during Fall semester as part of an initiative to establish a Public Relations Student Society of America (PRSSA) chapter at Tiffin University (Dr. Samoriski).

Attempted to re-establish the campus video club and debate team to further extracurricular and job opportunities for communications majors (Dr. Samoriski).

Note: Dr. Samoriski served as Dean of Graduate Studies during the academic year, thereby limiting his availability in helping to coordinate the Communications Program. Dr. Vallo, in addition to her duties as Master of Humanities Program Chair during Spring semester, assumed responsibility for scheduling and many other tasks.

Section Two: Describe which program goal(s) in the Major Program Plan was assessed during the academic year.

Intended Outcome #1:

Students will understand and demonstrate acceptable writing skills appropriate to communicating effectively in the print, electronic and/or public relations media.

Assessment Criteria:

Students will develop their writing skills for their professional foundations courses in COM 329: Writing and Producing for the Electronic Media. This will be demonstrated by 80% of students achieving a “B” or higher on their final project.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Met</u>	<u>Data Details</u>
			Only 65.3% of students understood and demonstrated acceptable writing skills appropriate to communicating effectively in the electronic media in COM 329: Writing and Producing for Electronic Media.

Section Three: Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

This year’s assessment results further illustrate the need for students to develop stronger written communication skills for the electronic media. These results reflect recent research and growing concern at a national level, including employer feedback studies, which suggest that we are not properly preparing our students for the workplace.

COM 329 is a course that is listed as one of the outcomes/assessment courses for Intended Outcome #1 as listed in the Program Assessment Plan for Public Relations. COM 329 is an upper level communications course that typically attracts upperclassmen from Communications, but also attracts students from other majors where writing and producing for the electronic media is either a required or optional course. Student performance on the final project should have been better. If students cannot write well at a basic level, they will have a difficult time writing for more specialized formats, such as those found in the electronic media.

The communications faculty and the School of Arts and Sciences continue to emphasize the importance of oral and written communication skills across the curriculum. With changes in the English curriculum this year to address the writing deficiencies that some of our students have, we expect to see improvement in the future.

The communications faculty also continues to recommend that the current writing across the curriculum program be expanded to include oral and multimedia presentations skills. Oral presentations should be incorporated throughout the curriculum much like writing is. Where possible, we plan to include more writing and speaking as part of the courses taught in the communications discipline and strongly advocate that this occur in other majors as well. We will work with the newly reorganized Student Success Center (SSC) to accomplish this.

Students now entering college are part of a new generation that cannot imagine a world without the Internet and a cell phone. Accordingly, we will seek alternatives to basic lecture and PowerPoint teaching to engage our students and make more effective use of class time. We plan to work closely with the Director of the Center for Teaching Excellence (CTE) on how we can adapt and incorporate communications technology into an overall strategy to address this new generation of students. The latest studies suggest that students in generation “Next” are going to be different learners with different values and learning styles. We need to urgently address this by being proactive, rather than reactive.

Finally, we expect that the addition of a new full-time faculty member will add greatly to our ability to serve our students and further develop our curriculum to meet the challenges of a changing communications environment. Both Dr. Vallo and Dr. Samoriski are overextended in their duties.

Next Year’s GAR

The Public Relations Assessment Report for Communications for next year will focus on Intended Outcome #2: Students will recognize theories of public relations practices. Students will recognize theories of public relations practices in COM 416 or COM 441. This will be demonstrated by 80% of students achieving a “B” or higher on their final project in COM 416 or COM 441.

BA – English GAR

OFFICE OF ASSESSMENT AND ACCREDITATION GOAL ASSESSMENT REPORT: AY 09/10 MAJOR: English

Section One: Describe all department activities with respect to improving student learning in the major. This may include new faculty hires, course revisions, assignment creation, rubric revisions, goal evaluations, etc.

Activity Statement:

This year was another busy one for the English department, which implemented new freshman placement procedures, undertook a complete curriculum review, and made many changes to its course offerings.

During the 09/10 academic year, the English dept. accomplished the following:

- Collected data on failure rates in freshman English courses.
- Overhauled the freshman English curriculum by creating ENG 100 Introduction to College Writing and Reading (non-credit); remaking ENG 140 Introduction to Writing (non-credit) into ENG 140 Fundamentals of College Writing (for credit); remaking ENG 141 Expository and Research Writing into ENG 141 Rhetoric and Introductory Research Writing; and remaking ENG 142 Introduction to Literature and Criticism into ENG 142 Writing, Research, and Literature
- Created Minimum Course Content Guide for ENG 100; Revised Minimum Course Content Guides for ENG 140, ENG 141, and ENG 142
- Implemented diagnostic essays for the first day of all sections of ENG 140 and 141 in order to identify students who may have been placed in the wrong course; moved 20 students as a result of diagnostic tests
- Revised course descriptions and Minimum Course Content Guides for several upper-level English courses, including ENG 223, ENG 242, ENG 291, ENG 292, ENG 294, ENG 321, ENG 346, and CUL 443. These changes were made to achieve consistency and improve coverage.
- Dr. Mary Grennen oversaw the production of two plays (*An Evening of Culture* by Mark Landon Smith and *Steel Magnolias* by Robert Harling)
- Dr. Sherry Truffin took a sabbatical leave during the Fall 2009 term, during which she revised a critical article and submitted it to the *PMLA* for consideration, began work on a new book, published a book review, and revised CUL 448
- Dr. James Rovira completed work on his monograph, *Blake and Kierkegaard: Creation and Anxiety*, to be published in 2010 by Continuum
- Began redesigning the website of the *TU Review*
- Began sponsoring a contest for Ohio Poetry Day in honor of Dr. Janet Hanna
- Conducted three Senior Seminars
- Focused Outcomes Assessment on literature courses, using Literature Rubric
- Focused Outcomes Assessment on Senior Seminar students
- Focused Outcomes Assessment on ENG 223, Advanced Grammar
- Continued an Assessment initiative involving the “Literature in English” Major Field Exam (ETS); 3 students (two English majors and one English Education major) took the exam this spring
- Offered summer electives in both the undergrad and grad programs

Section Two: Describe which program goal(s) in the Major Program Plan was assessed during the academic year.

Intended Outcome #1:

Literary Canon: Students will demonstrate familiarity with and knowledge of the literary canon.

Intended Outcome:

Students will demonstrate familiarity with the literary canon by scoring an average of 155.2 on the Major Field Exam in Literature in English (ETS).

Assessment Criteria:

Because the English Department recently revised the English and English Education curriculum, our assessment criterion in this area is modest. Our goal is for 75% of Majors to achieve scores of 155.2 or better on the Major Field Exam in Literature in English (ETS). Note that this criterion will be revised once it has been met for three years in a row (see analysis).

Results of Outcomes Activity:

<u>2008-2009</u> 25% (1 out of 4) students met the goal.	<u>Met/Not Met</u> Not Met	<u>Data Details</u> 4 students took the exam. Scores were 123, 141, 143, and 163. Mean score was 142.5. The mean score for all students who took the exam between August 2005 and June 2008 was 155.2.
<u>2009-2010</u> 0% (0 out of 3) students met the goal.	<u>Met/Not Met</u> Not Met	<u>Data Details</u> 3 students took the exam. Scores were 133, 137, and 140. Mean score was 136.6.

Intended Outcome #2:

Literary Theory: Students will understand and apply critical theory. In addition to the literary theory discussed when analyzing the literary canon, students will learn the basics of critical theory through ENG 142 (Introduction to Literature and Criticism), further their knowledge in ENG 462 (Literary Theory), and apply those skills in a range of assignments in upper-division literature courses. Majors are expected to achieve 80% or better in the application of critical theory in written work according to the departmentally developed grading rubric.

Intended Outcome:

In addition to the literary theory discussed when analyzing the literary canon, students will learn the basics of critical theory. Students will develop and demonstrate competency in literary analysis.

NEW Assessment Criteria: 85% Majors are expected to achieve 80% or better in the application of critical theory in written work according to the departmentally developed grading rubrics in literature courses.

Results of Outcomes Activity:

<u>2006-2007</u> 80% of English majors met outcomes goals of 3 or higher on the Literary Theory component of the literature rubric.	<u>Met/Not Met</u> Met	<u>Data Details</u> Available on English Goal Assessment Report 06/07
<u>2007-2008</u> 80.6% (25 of 31) assignments by English and English Education majors received scores of 3 (80%) or higher on the Literary Theory component of the literature rubric.	<u>Met/Not Met</u> Met	<u>Data Details</u> Available on English Goal Assessment Report 07/08
<u>2008-2009</u> 82.6% of assignments (19 out of 23) by English and English Education majors received scores of 3 (80%) or higher on the Literary Theory component of the literature rubric. Note that a number of students in ENG 291 received a score of N/A because the paper assignment did not require students to employ the vocabulary of theory.	<u>Met/Not Met</u> Met	<u>Data Details</u> Available on English Goal Assessment Report 08/09

<p><u>2009-2010</u></p> <p>77.7% of assignments (21 out of 27) by English and English Education majors received scores of 3 (80%) or higher on the Literary Theory component of the literature rubric.</p>	<p><u>Met/Not Met</u> (new assessment target)</p> <p>Not Met</p>	<p><u>Data Details</u></p> <p>(Now tracking by student #)</p> <p>001: ENG 361-01, 2 (90%) 002: ENG 142-03, 3 (79%) 003: CUL 448-01, 4 (91%), ENG 294-01, 4 (97%), ENG 347-01, 3.5 (96%) 004: ENG 347-01, 0 (65%) 005: CUL 448-01, 3 (63%) and ENG 361-01, 3 (80%) 006: Incomplete 008: CUL 448-01, 4 (87%), ENG 242 (IGS), 4 (93%), ENG 350-1, 4 (96%) 010: ENG 347-01, 2.5 (67%) 011: CUL 448-01, 1 (60%) and ENG 361-01, 2 (65%) 013: ENG 142-07, 2 (70%) 014: CUL 448-1, 4 (91%), ENG 294-01, 4 (100%), and ENG 361-01, 4 (94%) 019: ENG 142-03, 3 (86%) 020: ENG 290H-01, 4 (88%) 021: ENG 242 (IGS), 3 (83%) and ENG 350-1, 3 (85%) 022: CUL 448-01, 4 (100%) and ENG 361-01, 4 (97%) 024: CUL 448-01, 4 (91%) and ENG 347-01, 3.5 (76%) 029: ENG 290H-01, 4 (89%)</p>
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Intended Outcome #3:

Students will demonstrate understanding of and competence in English grammar.

Assessment Criteria:

85% of English and English Education majors will achieve a score of 80% or higher on the final exam; 85% of non-majors will achieve a score of 70% or higher on the final exam in ENG 223. The final exam will contain various types of testing (multiple choice, short answer, matching, etc.).

Results of Outcomes Activity:

<p>2005-2006:</p>	<p>Not Met</p>	<p>66% English and English Education majors achieved a score of 80% or higher, and 62% of non-majors achieved a score of 70% or</p>
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		higher.
2006-2007	Not Assessed	
2007-2008:	Not Met	All of the students enrolled in the course were English and English Education majors except one, and the non-major took an Incomplete in the course and did not take the final exam. 44% of the English and English Education majors achieved a score of 80% or higher, and 22% of them achieved a score of 70% or higher.
2008-2009	Not Assessed	
2009-2010	Not Met	There were 12 English and English Education majors enrolled in the course. In addition, there was one English minor. 66% of them achieved a score of 80% or higher. 9% (1 student) received a score of 70% or higher. The remaining 25% (3 students) received scores below 70%.

Intended Outcome #4:

Senior Seminar

Assessment Criteria:

90% of majors are expected to achieve a score of 90% on their senior seminars for written interpretation and research for the final project in ENG 499.

Results of Outcomes Activity:

<u>2006-2007</u>	<u>Met/Not Met</u>	<u>Data Details</u>
33.3% of majors achieved a score of 90% or above on their senior seminar projects.	Not Met	2 students achieved C grades 1 student achieved an A

<u>2007-2008</u> 50% of majors achieved a score of 90% or above on their senior seminar projects.	<u>Met/Not Met</u> Not Met	<u>Data Details</u> 2 students achieved A grades 1 student achieved a B 1 student achieved a C
<u>2008-2009</u> 75% of majors who have completed their senior seminar projects have achieved scores of 90% or above.	<u>Met/Not Met</u> Not Met	<u>Data Details</u> 3 students achieved A grades 1 student achieved a grade of B
<u>2009-2010</u>	<u>Met/Not Met</u> Not Met	<u>Data Details</u> (incomplete data) 1 student achieved a grade of A- 1 student achieved a grade of B 1 student received an incomplete

Section Three: Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

Literary Canon:

None of the senior English majors who took the Major Field Exam, Literature in English, achieved the goal of 155.2 (mean score). As was the case in AY 08/09 (reported in English GAR 09/08), these results are not surprising, as these students only took part of the updated/revised English curriculum. One student, in fact, has not yet taken either American Literature survey course (ENG 293 or 294) and will not graduate until she has done so. It is anticipated that students who complete the revised curriculum in its entirety will perform better on the MFE.

In addition to revising the curriculum, the English department is going to investigate resources for helping students to prepare for the Major Field Exam. In AY 10/11, the department will purchase study guides and/or develop workshops for seniors.

Literary Theory:

During Spring term 2010, the English department started tracking literary theory scores in ENG 142 and by student number with an eye to identifying student progress throughout their literature courses. Unfortunately, there was insufficient communication with adjunct faculty, resulting in some gaps (i.e., information was not collected for all English and English Education majors taking ENG 142). In addition, data was not collected during the Fall term of 2009 because of the Humanities Program Chair's sabbatical and other departmental issues (including a serious bicycle accident that rendered a full-time member of the English department unable

to complete the term). A goal for the next academic year will be to ensure that data is collected for every English and English Education major in every literature course.

The overall percentage of students achieving scores of 3 or higher on the literary theory portion of the Literature Rubric was down slightly from previous years (80% in 2006-2007, 80.6% in 2007-2008, 82.6% in 2008-2009, and 77.7% in 2009-2010). This result appears to be related in part to the fact that this was the first year that data was collected in freshman courses (66% of assignments in ENG 142 received scores of 3 or higher, compared to 79% of assignments in upper-division courses). Nevertheless, the percentage would have been slightly lower than in previous years even if the freshman courses were not considered. Many faculty report that a number of English and English Education majors who underperformed on their assignments may be capable of doing the work at a level appropriate to the assessment targets but lack a strong work ethic. The English department should set aside time to discuss ways to motivate majors and build community between and among them and the faculty.

Finally, the department should revisit the question of how much literary theory coverage is appropriate now that ENG 142 has been changed from Introduction to Literature and Criticism to Writing, Research, and Literature (see Activity Statement above). If major changes are made to that course, the department should consider collecting data on competency in literary theory in upper-level literature courses only.

Senior Seminar:

Per previous GAR Action Plans, students enrolled in ENG 499, Senior Seminar, were asked to meet regularly not only with supervising faculty but also with one another during the course of the term. During these meetings, they were required to present information about their projects and progress, and they received feedback from one another and from multiple faculty members. Students reported enjoying these meetings and finding them beneficial. Nevertheless, it would appear that still more structure would be helpful, so the department will discuss the possibility of standard assignments (proposals, annotated bibliographies, drafts, etc) and deadlines for future sections of ENG 499. Any changes made to ENG 499 will be described in a revised Minimum Course Content Guide.

Further, since the number of students taking ENG 499 in any given year is low (3-4 students per year in AY 2006-2007, 2007-2008, 2008-2009, and 2009-2010), the English department should reconsider its assessment target, which is impossible to meet unless all students receive grades of A on their final projects.

English Grammar:

English and English Education majors in ENG 223, Advanced Grammar, did not meet the assessment target as a class. Nevertheless, a significantly higher percentage of English and English Education majors achieved A's and B's on the exam than in Spring of 2008 (66% vs. 44%). In addition, a significantly higher percentage of the students, regardless of major, achieved A's and B's on the exam than in previous years (61% vs. 44%). In Spring of 2006, 18 students took the final exam, and the scores, after a 6% curve, were as follows: 100%, 94%, 90%, 88%, 87%, 86%, 80.5%, 75%, 75%, 75%, 74%, 72%, 67%, 66%, 60%, 55%, 52%, and 50%. The overall exam average was, therefore, 74.8%, and 39% of students achieved A's and B's. In Spring of 2008, 9 students took the final exam, and the scores, after a 4% curve, were as follows: 95%, 94%, 92%, 83%, 75%, 70%, 68%, 68%, and 47%, which averages out to 76.8%. 44% of the students achieved A's and B's. In Spring of 2010, 18 students took the final exam, and there was no automatic curve, but there were 10 available bonus points out of 150 (in other words, students could earn up to 6% extra credit on the exam). The scores were as follows: 104%, 100%, 98%, 96%, 92%, 88%, 86%, 86%, 83%, 83%, 80%, 75%, 71%, 63%, 47%, 40%, 39%, 34%. The average score was 76%, but 61% of the students achieved A's and B's on the exam.

Despite the fact that the assessment goal was not met, no significant changes are planned for the course. Students taking the course had multiple opportunities to practice skills, ask questions, receive assistance from both the professor and the Supplemental Instructor throughout the term in class, in the instructor's office, at the Student Success Center, and in study sessions. (All students were required to attend weekly study sessions with a Supplemental Instructor throughout the first half of the semester. After the midterm exam, students who were achieving grades of 85% or higher were no longer required but were still encouraged to attend.) Students who did not perform well on the final exam were students who did not regularly complete homework, attend study sessions, or ask for help outside of class.

Since no changes are planned to the course, the English department should reconsider whether or not the assessment target is appropriate. Further, as mentioned under "Literary Theory," the English department should discuss ways to motivate majors to improve their work ethic and performance.

BA – General Science GAR

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 2009/2010
MAJOR: GENERAL SCIENCE – BEHAVIORAL SCIENCE CONCENTRATION

Section One:

Activity Statement:

Discuss assessment plan with Department of Mathematics and Natural Science faculty and implement assessment during spring semester of 2010.

Section Two:

Intended Outcome : Discuss and approve assessment plan for major

Assessment Criteria: None

Results of Outcomes Activity:

2009/10	Met	Assessment plan completed for the General Science major.
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Section Three:

Analysis and Action Plan

Implement assessment tool for Intended Outcome #2 for Biology course during the fall semester of 2010. Students will understand and apply experimental design, solving problems with scientific processing skills and scientific method. Assessment will include the students designing a scientific experiment to demonstrate their knowledge of the scientific method.

BA – General Science – Behavioral Science Concentration GAR

OFFICE OF ASSESSMENT AND ACCREDITATION GOAL ASSESSMENT REPORT: AY 09/10 MAJOR: GENERAL SCIENCE – BEHAVIORAL SCIENCE CONCENTRATION

Section One:

Activity Statement:

Discuss assessment plan with Department of Mathematics and Natural Science faculty and implement assessment during spring semester of 2010.

Section Two:

Intended Outcome :

Discuss and approve assessment plan for major

Assessment Criteria:

None

Results of Outcomes Activity:

2009/10	Met	Assessment plan completed for the General Science major.
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Section Three:

Analysis and Action Plan

Implement assessment tool for Intended Outcome #2 for Biology course during the fall semester of 2010. Students will understand and apply experimental design, solving problems with scientific processing skills and scientific method. Assessment will include the students designing a scientific experiment to demonstrate their knowledge of the scientific method.

BA – History GAR

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 2009/2010
MAJOR: History

Section One: Describe all department activities with respect to improving student learning in the major. This may include new faculty hires, course revisions, assignment creation, rubric revisions, goal evaluations, etc.

Activity Statement:

- Continued re-evaluation process for Program Plan
- Applied History Grading Rubric to majors only
- Continued to revise critique for writing assignments
- Decided on new textbooks for HIS-226 and HIS-425
- Introduced “think piece” exercise at the beginning of most classes

Section Two: Describe which program goal(s) in the Major Program Plan was assessed during the academic year.

Intended Outcome # 3:

Students will demonstrate writing skills appropriate to history profession with a special emphasis on understanding historical content.

Assessment Criteria:

80% of students in HIS-320 achieve ratings of “exceptional” or “good” on their essays, according to the content comprehension portion of the History Grading Rubric

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not Met	Instead of 80% or better, only 57% of the history majors in HIS-320 attained the target level. Exceptional – 3 Good – 1 Fair – 2 Poor - 1

Section Three: Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

Historians seek to understand historical causation (#1) through an analysis of historical data (#2) over time. They present their conclusions in written form, the success of which requires organization, clarity, accuracy, and a compelling style. A weak, pedestrian essay can undermine even the strongest, most creative research and inspired analysis. Therefore, it is imperative for the students to organize and write essays that provide a clear, concise, and complete written picture of the results of their research and analysis. In the coming academic year, I will endeavor to have history majors demonstrate the ability to achieve acceptable levels of presentation (#3) in their semester essays.

BA – Professional Studies GAR

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 2009/2010
MAJOR: BA in Professional Studies Degree Completion Program

Section One: Describe all department activities with respect to improving student learning in the major. This may include new faculty hires, course revisions, assignment creation, rubric revisions, goal evaluations, etc.

Activity Statement:

This being the first year that the BA in Professional Studies Degree was offered several major events in improving student learning took place.

- A Program Chair, Dr. Jason Slone, was hired to manage and administer the program/major.
- Existing courses were converted to an online 7-week format.
- New courses were developed: CUL 443: World Mythology, and ART 310: American Art.
- NAT 320: Survey of Health a newly developed undergraduate course was reworked for this degree.
- HIS 312: Middle East History was reformatted for this degree.
- MGT 359: Small Business Management was developed and formatted for online delivery.
- New online learning tools were incorporated into the courses, including a plagiarism avoidance self-tutorial, and features of Google Docs.

Section Two: Describe which program goal(s) in the Major Program Plan was assessed during the academic year.

Intended Outcomes 1:

Students will write with clarity and precision.

Assessment Criteria:

All courses identified as Writing Intensive Course in the Academic Bulletin will have at least one writing assignment and use the Writing Across the Curriculum grading rubric to assess the students writing abilities. A mean score of 3.5 is expected.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
		<u>Data were not collected for ENG 365, HIS 312, or SOC 350. CUL 443 was not taught in 2009-2010.</u>

Intended Outcomes 2:

To demonstrate critical thinking, evaluation, synthesis, and knowledge participation.

Assessment Criteria:

Seventy percent of the adult learners will obtain a “B” or higher on the summary paper for PHI 305, as measured by the summary paper rubric.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
		Course was not taught in the 2009-2010 year.

Intended Outcomes 3:

To demonstrate communication skills including verbal, nonverbal, written, and technological.

Assessment Criteria:

Seventy percent of adult learners will obtain a “B” or higher on the graded oral presentation report for COM 441, as measure on the presentation rubric.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
		Data were not collected.

Intended Outcomes 4:

To demonstrate knowledge of civic duties including ethics, engagement, service, and civic awareness.

Assessment Criteria:

Seventy percent of the adult learners will obtain a “B” or higher on the summary paper for POL 320, as measured by the summary paper rubric.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
		Data were not collected.

Intended Outcomes 5:

To demonstrate knowledge of self and others through interpersonal skills, self-assessment, diversity, global thinking, and multi-cultural thoughts.

Assessment Criteria:

Seventy percent of the adult learners will obtain a “B” or higher on the summary paper for CUL 443, as measured by the summary paper rubric.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
		Course was not taught in the 2009-2010 year.

Intended Outcomes 6:

To demonstrate knowledge of the physical and natural world.

Assessment Criteria:

Seventy percent of the adult learners will obtain a “B” or higher on the summary paper for NAT 320, as measured by the summary paper rubric.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
		<u>Course was not taught in the 2009-2010 year.</u>

Intended Outcomes 7:

To demonstrate knowledge of quantitative theory including statistics and consumer savvy.

Assessment Criteria:

Seventy percent of the adult learners will obtain a “B” or higher on the summary paper for MAT 376, as measured by the summary paper rubric.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
		<u>Data were not collected.</u>

Intended Outcomes 8:

To demonstrate information literacy such as research skills, evaluation of resources, and library resource strategies.

Assessment Criteria:

Seventy percent of the adult learners will obtain a “B” or higher on the summary paper for CIT 312 as measured by the summary paper rubric.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
		<u>Course was not taught in 2009-2010.</u>

Intended Outcomes 9:

Students will be exposed to and understand professional practices related to their major field of study.

Assessment Criteria:

All students will successfully pass a professional practices assignment as deemed appropriate by their major field of study program faculty. Classes involved are at the discretion of the major field of study faculty.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
		<u>There were no students qualified for a major field of study assessment this year.</u>

Section Three: Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

Data for intended outcomes will be collected and assessed during the 2010-2011 year.

School of Business
Executive Summary 2009-2010
Prepared by: Dr. Perry Haan, School Dean

The School of Business made substantial progress in assessing outcomes during the 2009-2010 school year. In addition to the data reported below the School added new programs at every level with Healthcare programs at the Associate, Bachelors, Degree Completion and MBA levels. Concentrations in Finance, Marketing, and Human Resources were also added.

The assessment and evaluation process has been accepted by the faculty as a part of measuring student learning and effective teaching. The Goal Assessment Reports are identifying areas for improvement, including all the new programs being offered.

The report is split into two sections. First is an analysis of what was completed relative to the additional goals first set for the School for the 2008-2009 year. Next is a review of the GARs for the School for the 2009-2010 year.

The additional issues below were written to address some of the deficiencies in the School's execution of the current outcomes assessment process. These issues and their outcomes for the 2009-2010 academic year:

1. School of Business Outcomes Assessment Committee:

The formation of this committee was accomplished during the 2008-2009. Some additional progress was made during the 2009-2010 year. In 2009 a committee was formed consisting of the School Dean, member of the Outcome Assessment Committee, Department Chairs, and one member of the School of Business Advisory Committee. Other faculty members were invited to volunteer to work on the committee. This committee is responsible for administering the plan. It is assumed the committee will do and record much of the actual assessment of learning. This will reduce the need to force other faculty members to participate as much in the process.

The goal of the plan was to encourage more participation from the rest of the School faculty members in the Outcomes Assessment process. While there is still some reluctance of some faculty members to participate there was more overall participation from the School.

This may be attributed to two factors: first, the faculty members were well aware of the Higher Learning Commission visit that occurred in March and the emphasis accrediting bodies like these are putting on institutions to show how they are successfully assessing student learning. Second, and related to the first reason were the efforts of Teresa Shafer, Dean of Accreditation and Outcomes Assessment and Rhonda Gilreath, School of Business Outcomes Assessment Representative to work with the faculty to complete their assessment work and convince the faculty members of the need to properly complete this task. It appears that the School faculty members are convinced that outcomes assessment is not a passing fad but a reality that will continue to be part of a faculty member's job for the foreseeable future.

Plans were created for all of the programs in the School, including the new programs added this year. Assessments were done on the programs that used the assessment tools that were implemented during the current school year. New programs or programs that were not offering the class or using the assessment tool may not have submitted an assessment report.

2. **Nationally Normed Field Tests:**

Another area that was addressed during the 2008-2009 school year was the use of nationally normed field tests offered by ETS. This has been cited in recent reports by Association of College and Business School Programs (ACBSP) and the Higher Learning Commission. During the 2009-2010 school year two attempts (Fall and Spring) were made at administering the graduate level test to MBA students at the end of their program. Unfortunately due to technical issues in administering the test there was no data collected from students attempting to take the test in either term. The plan is to work with the testing service to ensure that when the test is administered again in 2011-2012 that these problems will be solved.

School of Business GAR

OFFICE OF ASSESSMENT AND ACCREDITATION GOAL ASSESSMENT REPORT: AY 2009/2010 SCHOOL OF BUSINESS

Section One: Describe all department activities with respect to improving student learning in the major. This may include new faculty hires, course revisions, assignment creation, rubric revisions, goal evaluations, etc.

Activity Statement:

This year was one of changes in the School of Business. The University and School were both granted the maximum number of years by the Higher Learning Commission (10 years) and the European Council of Business Education (five years). The School expanded its operation considerably in the areas of the MBA and Ivy Bridge.

The MBA added concentrations in Marketing, Finance, Elderly Care and Human Resources. Health Care programs were also added at the bachelor's level and to the Ivy Bridge program.

The BBA and MBA programs were started in Prague, Czech Republic. The MBA started in Taipei, Taiwan and Timisoara, Romania. Approval was granted by the HLC for Warsaw and Poznan Poland although there were not enough students to start classes in either of those locations.

Section Two: Describe which program goal(s) in the Major Program Plan was assessed during the academic year.

Intended Outcome #1:

Graduates will find employment in an area related to their academic program within six months after commencement.

Assessment Criteria:

At least 90% of graduates will either indicate on the annual Career services placement form that they have had an offer they are considering or have accepted an offer or have made other plans which preclude them from accepting employment.

Results of Outcomes Activity:

2009-2010	Met/Not Met Met	Data Details 100% of respondents are working/continuing education, data from class of 2008/2009
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Intended Outcomes 2:

To increase graduating students' confidence level in their education as it contributes to their ability to compete for jobs and positions in graduate school

Assessment Criteria:

At least 90% of graduates will rate their preparation for a career as a rating of at least 4. This information is retrieved from SOB seniors answering the Senior Questionnaire Exit Item # 12. (MGT 495)

Results of Outcomes Activity:

2009-2010	Met/Not Met Not Met	Data Details: Using a 1-5 scale: 82%: For both questionnaires overall of 126 students 103 rated a 4 or higher in preparation for a career. 79%: Senior Questionnaire Results: 73 students rated a 4 or higher in preparation for a career out of 92 students 88%: Organizational Management Questionnaire Result: 30 Students rated a 4 or higher in preparation for a career out of 34 students
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Intended Outcome #3:

Students will gain a broad base of knowledge concerning the academic disciplines of the core business curriculum

Assessment Criteria:

Students will complete a pre-post 30 question multiple choice exam measuring the knowledge gained from each of the five core curriculum courses. Freshman will complete the exam and then after completing 60 total hours of credit and all five of the School of Business core curriculum courses, 90% of all students will score at least 80%. Students who have completed the five Business Core courses will complete the exam as a requirement of successfully completing FIN 301. These scores will be compared to these students' scores for the same test they took as in the fall of their freshmen year to look for a statistically significant difference.

Results of Outcomes Activity:

2009-2010 N/A	Met/Not Met N/A	Data Details This was the second year an internally generated 30-multiple choice question exam has been administered. In the fall of 2009 a total of 156 students' knowledge of basic business concepts as they began their first business class (MKT 151) in the Fall of 2009. This same test will be administered to the same students as they complete FIN 301. The test consists of five questions from each of the six classes found in the Business Core. The mean score for the overall test was 16.1/30 (53.6%), compared to 14/30 and 48% last year . Students scored highest in Accounting,
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		successfully answering 56% of the questions. They scored 52% in Management and Business Law. The other scores were 51% in Marketing, 47% in Economics, 45% in Accounting and 41% in Finance. Students' knowledge of the subject matter knowledge between the first and last business core courses will be compared to determine if significant changes have occurred, including breaking the results down by academic discipline.
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Intended Outcome #4:

Graduates will demonstrate their ability to analyze, critically review and communicate their thoughts using the technical skills and other learning from previous courses

Assessment Criterion:

90% of the students completing MGT 495 will earn a grade of B (80%) on the Capstone Project preparation as judged by the School Faculty using the approved rubric in MGT 495. A committee will determine the number that meets the minimum standard of a "B".

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u> Met	<u>Data Details</u> 91% (32/35) of SOB students who completed the case study in MGT 495 scored 80% or better on the Capstone Project. The mean for the papers was 3.24/4 with a standard deviation of .44.
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Intended Outcome #5:

Faculty will commit to continued development in their academic/professional discipline areas of instruction. These professional/academic connections allow faculty members to be able to link students to their careers.

Assessment Criteria:

Each faculty member will prepare a written report that will demonstrate an involvement in professional/academic activities. Each year 50% of the faculty members will engage in professional activities as defined by the ACBSP criteria in this area.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u> Met	<u>Data Details</u> A total of 21/25 (84%) of the faculty members engaged in professional activities as defined by the ACBSP criteria in this area
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Intended Outcome #6:

Faculty will be working diligently with students in their various co-curricular and extra-curricular activities. This serves to build relationships with students and allow students to engage faculty in venues outside the classroom.

Assessment Criteria:

Each faculty member will prepare a written report that will demonstrate an involvement in student activities outside the classroom. Each year 90% of the faculty members will activities designed to engage faculty with students outside of the classroom as defined by the ACBSP criteria in this area.

Results of Outcomes Activity:

2009-2010	Met/Not Met Met	Data Details A total of 24/25 (96%) of all faculty members engaged with students outside of the classroom as defined by the ACBSP criteria in this area.
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Section Three: Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

OA # 1

Out of 193 surveys sent, 31 responded for a response rate of 16%, historically the response rate was 18%. To improve the rate, the Career Development Alumni Survey will be conducted via online and through e-mail distribution. The rate of return is expected to increase from internet usage by alumni. Additionally, we will implement exit interviews next year for all graduating students so that we can gather more accurate data and contact information.

OA #2

The good news is these numbers are slightly higher than last year's results. The School of Business will continue to assess the relevance of the education students are receiving to their preparation for a career. It will also continue to ask students and employers what addition curricular and co-curricular actions may be taken to improve the quality of students' education. The School will continue to examine specific areas that need to be improved to increase the percentage of those who see their education as doing a good job of preparing them for work and/or graduate school. Recent emphasis of internships will hopefully improve this area. Also the School's Advisory Committee is constantly asked about the relevance of the curriculum to the jobs that each of the committee's members is familiar.

OA #3

The test will again be administered to first year students in the MKT 151 in the Fall of 2010. The results of the fall 2009 test will be compared for statistically significant differences with the same students' scores on the same test when they complete FIN 301 in their senior year.

In addition to the test cited above a business writing assessment is planned for 2010-2011. A second group of first year students will be given the same case to review but instead of writing a paper they will have 30 minutes to prepare a 10-minute presentation to a group of two faculty members and one member of the School of Business Advisory Committee. The faculty members will have a rubric to assess each student's ability to analyze the case, be resourceful in their potential and chosen solutions and their ability to articulate their thoughts through their presentation.

The idea is to use this information to help determine what changes (if any) need to be made in these three skills. It could be determined if students are acquiring those skills while attending the Tiffin University's School of Business. Year-to-year results will be an indicator of whether new teaching and curricular changes are working.

OA #4

This is especially good news. As noted in the Results of Outcomes Activity above more than the targeted 90% of students earned the 80% or "B" goal. This is better than 86% of the students who scored 80% or better the last two years ago. The difference between this year and the past two years are also statistically significant ($p=.05$). Based on a qualitative analysis of the results it appears that students' writing skills and analysis of the problems presented in the case appear to be improving.

During the 2009-2010 academic year the School of Business Faculty will continue to emphasize writing skills in the classroom. Three years ago the Writing across the Curriculum program was implemented across the University, including in the School of Business. The SOB has increased the number of writing intensive courses in its curriculum and is looking for other courses to designate as writing courses. The School is also working with the English Department to create a professional writing course.

Another point of emphasis during the 2010-2011 year is analytical skills. A concerted effort is being made by the faculty is to add more case studies and other analytical thinking exercises to the classroom to shore up this deficiency.

OA #5

This is a strong point as more of the faculty members are engaging in more professional activities as defined by the ACBSP criteria. This year's number is 10% higher than last year. The University provides financial support to encourage faculty members to engage in professional and scholarly activities and this commitment appears to be paying off.

OA # 6

This may be one of the stronger points of the School. Almost the entire faculty reported some sort of engagement in activities with students outside of the classroom. This is part of the culture at Tiffin University. Faculty will continue to be encouraged to engage with students in these activities. This number is also slightly higher than last year's number in this area.

Master of Business Administration GAR

OFFICE OF ASSESSMENT AND ACCREDITATION GOAL ASSESSMENT REPORT: AY 2009/2010 Master of Business Administration

Section One: Activity Statement

The faculty confirmed the addition of a concentration in Healthcare Administration in spring 2009 which is included in the goal assessment report. An international business concentration was approved by the faculty in the fall of 2009 and assessment will begin in 2010-2011. MBA concentrations in human resource management; finance; marketing, and aging populations were also added with assessment beginning 2011-2012.

The School of Business appointed a new Chair of the MBA program for 09-10. The Assessment Plan was reviewed and modified to align with the two general competency areas required of MBA applicants. New programs were taught for the first time in 2009-2010 in Prague (fall 09), Poznan (spring 2010), and Warsaw (spring 2010).

Section Two: Describe which program goal(s) in the Major Program Plan was assessed during the academic year.

Intended Outcomes #1:

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

Assessment Criteria:

MBA graduates taking the ETS MBA Major Field Test will score in the 25th percentile in the overall score as well as on the sub-scores.

Results of Outcome Activity

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
FIELD TEST	Not Met	0 out of 0 students achieved the 25 th percentile of the overall score.

Intended Outcomes #2:

MBA graduates will identify and apply tools and technology to solve quantitative problems and make decisions based on the information they generate.

Assessment Criteria:

75% of students will achieve 90% or higher on the Accounting Cost System Exam in ACC 512.

Results of Outcome Activity

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>				
ACC 512	MET	113 of 143 students (79%) achieved 90% or higher				
		<i>Class</i>	<i>NO. Students</i>	<i>NO. 90</i>	<i>%</i>	<i>Prof</i>
		Fall 09 - 90	21	16		Turner
		Fall 09-91	13	10		Turner
		SP10 - 02	16	10		Turner
		SP10-70	25	25		Tarakas
		SP10-50	N/A	N/A		Gahir
		SP10-90	17	13		Turner
		SP10-91	21	17		Wickham
		SP10-92	20	18		Wickham
		SP 10-93	10	4		Hubler
		TOTAL	143	113	79%	

Intended Outcomes #3:

MBA graduates will submit an assignment focusing on business in local and global environments considering relevant laws and ethical theories, management functions, policies, and when applicable, marketing practices.

Assessment Criteria:

75% of students will achieve 90% or higher on the Legal and Ethical Issues Major Paper in MGT 623.

Results of Outcome Activity

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>				
MGT623	MET	<i>Class</i>	<i>NO. Students</i>	<i>NO. 90 or +</i>	<i>%</i>	<i>Prof</i>
		Fall 09-02	N/A	N/A		Lange
		Fall 09-90	21	18		Sullivan
		Fall 09-91	17	14		Sullivan
		Fall 09 -70	25	22		Per. L. Mays
		SP 10-90	15	14		Sullivan
		SP 10-91	17	12		Sullivan
		SP 10-92	12	3		Dove-Edwin
		TOTAL	104	83	80%	

Section Three: Action Plan

Outcomes #1:

There was a technical difficulty with the administration of the online version of the field test. By the time the problem was discovered, it was too close to the end of the term to require students to take the test. The problem will be reviewed and when the test is re-administered in two-years (spring – 2012) there will be more attention paid to ensuring administrative functions work.

MBA – General Management GAR

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 2009/2010
MAJOR: MBA-GENERAL MANAGEMENT CONCENTRATION

Section One:

Activity Statement:

The general management MBA continued to graduate the highest frequency of students in the MBA program.

Section Two:

Intended Outcomes # 1:

Students in the general MBA program will be able to apply managerial judgment in a collaborative environment which assesses business risks and strategy in the creation of a results-oriented action plan for an international company.

Assessment Criteria:

- 75% of the groups enrolled in MGT624 will achieve a 90% or higher on the operations presentation.

Results of Outcomes Activity:

2009-2010	<u>Met or Not</u>	<u>Data Details:</u>	No. Students	No 90%	Percent	<u>Instructor</u>
MGT624	Met – with Reservations	Fall 09-90	7	5		Mathern
		SP 10-90	16	16		Pratyl
		SP 10-91	10	10		Fournier-Bon.
		SP 10 - 02	N/A	N/A		Debbink
		TOTAL	33	31		94%

Section Three:

Action Plan / Comment

There is a possible discrepancy with assignments taught online and in the seated version. Only the online courses used the assessment and the goal was achieved. The MBA chair will communicate with the seated instructor to identify that the assignment is necessary to measure the intended outcome for MBA general management students.

MBA – Health Care Administration GAR

OFFICE OF ASSESSMENT AND ACCREDITATION

GOAL ASSESSMENT REPORT: AY 2009/2010

MAJOR: MBA - HEALTHCARE ADMINISTRATION CONCENTRATION

Section One:

Activity Statement

The faculty confirmed the addition of a concentration in Healthcare Administration which will begin outcomes assessment in 2010-2011 after the first class of students begin enrolling in their concentration courses.

Section Two:

Intended Outcome:

Graduates will demonstrate managerial knowledge of ethics, professionalism, policy, regulatory environments, economics and ethics in the healthcare industry.

Assessment Criteria:

A minimum of 90% of students in the MGT 642 classes will achieve a B or higher on the case analysis requirements.

Results of Outcomes Activity:

2009-2010	<u>Met or Not Met</u> Not Met	<u>Data Details:</u> 4 out of 8 students achieved a 90% Kuhl – SP10
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Section Three:

Action Plan

Since 2009-2010 was the first class of students recruited for the Healthcare Administration concentration, only one section was offered. No changes will be addressed at this time until multiple sets of data can be compared.

MBA – International Business Concentration GAR

OFFICE OF ASSESSMENT AND ACCREDITATION GOAL ASSESSMENT REPORT: AY 2009/2010 MAJOR: MBA - INTERNATIONAL BUSINESS CONCENTRATION

Section One:

Activity Statement

The Graduate Enrollment Office began recruiting for International Business in 09-10. Full-time professors were assigned to developing the online courses. Due to low enrollment, it is not certain the concentration courses will be offered in 10-11, but they will be developed using E-College.

Section Two:

Intended Outcome:

Graduates will demonstrate knowledge of political, legal, economic, and cultural environments from a transnational perspective while identifying skills required for effective management of firms engaged in international business.

Assessment Criteria:

A minimum of 80% of students in MKT628 (Global Marketing Management) will achieve a B or higher on the term paper.

2009-2010	<u>Met or Not Met</u> N/A	<u>Data Details:</u> Not Assessed
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Section Three:

Action Plan:

The course has not been created yet but will be taught for the first time in 2011 and should be incorporated into the next academic year's assessment plan and goal report.

MBA – Leadership GAR

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 2009/2010
MAJOR: MBA – LEADERSHIP CONCENTRATION

Section One:

Activity Statement:

The third class of MBA students with a leadership concentration graduated in May 2010. Courses were reviewed and project guidelines were simplified for students.

Section Two:

Intended Outcome:

Students in the concentration will be able to create and articulate a vision to influence the acceptance of an idea or program to improve a measurable component of an organization.

Assessment Criteria:

100% of the students completing the Change Action Projects in MGT 620 will receive an above average or excellent rating on the vision and communication categories of the Kentucky Leadership Grid as evaluated by an external business source.

Results of Outcomes Activity:

2009-2010	<u>Met or Not Met</u> Not Met	<u>Data Details:</u>				
		<i>Class</i>	<i>No. Students</i>	<i>NO. A Ave/ Ex</i>	<i>%</i>	<i>Prof</i>
		Fall 09-90	18	13		Bryant
		SP 10-90	22	16		Bryant
		TOTAL	40	29	72.5	

Section Three:

Action Plan

The full time professor identified as the lead instructor for the course will consult with the adjunct to determine why evaluations were not meeting expectation since this was the first time for a deficiency. This project needs to be monitored closely for next year. Criteria will be reviewed next year so the Program Assessment Plan and GAR both measure the number of groups and not individual students.

MBA – Sports Management GAR

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 2009/2010
MAJOR: MBA - SPORTS MANAGEMENT CONCENTRATION

Section One:

Activity Statement:

The sports mentorship guide book was revised and the two individual one-credit hour courses for the Mentorship were consolidated into one course carrying two-credit hours. A database was created to track participants and site supervisors in the mentorship experience.

Section Two:

Intended Outcome:

Graduates will apply managerial knowledge, ethics, professionalism, and leadership in a meaningful supervised practical experience at a sport organization (broadly interpreted).

Assessment Criteria:

A minimum of 90% of students in the MGT 570 classes will achieve an above average or outstanding rating from a worksite supervisor on a specific component of the mentorship evaluation form.

Results of Outcomes Activity:

2009-2010	<u>Met or Not Met</u>	<u>Data Details:</u>				
		<i>Semester</i>	<i>No. Students</i>	<i>NO. A Ave/ Ex</i>	<i>%</i>	<i>Prof</i>
	Yes	Sum 09	3	3	100%	Tiell
		Fall 09	4	4	100%	Tiell
		SP 10	3	3	100%	Tiell
			10	10	100%	

Section Three:

No changes will be made in the assessment process for 2010-11. The success of the mentorship experience as viewed by an industry practitioner will remain an integral piece of the assessment process.

BBA – Accounting GAR

OFFICE OF ASSESSMENT AND ACCREDITATION GOAL ASSESSMENT REPORT: AY 2009/2010 MAJOR: ACCOUNTING

Section One:

Activity Statement:

Our students need to be able to attain a level of technical proficiency in the primary accounting areas. These consist of financial accounting, cost accounting, tax accounting and accounting information systems. Because accounting is a dynamic field, we need to prepare our students to function in an ever-changing environment. We need to take our students to the next level and improve their ability to communicate both written and orally. It is also important for students to be cognizant of opportunities after graduation.

Evaluation was performed for the appropriateness of the current cut-off criteria that is being used in assessing Accounting 313 and 314. We decided to revise the outcome in Accounting 313/314 but given the substantial increase in the number of student enrolled in ACC 313 and ACC 314, the department decided to wait another year before considering a change to the assessment criterion for Intended Outcome #4.

Section Two:

Intended Outcome #1:

Accounting graduates can complete an unstructured research project and present their findings both orally and in a written paper.

Assessment Criteria:

A minimum of 85% of students in ACC 404 will achieve an 80% on class presentations. A rubric will be used to evaluate presentation skills.

Intended Outcome #2:

Accounting graduates can complete a comprehensive accounting information system project.

Assessment Criteria:

A minimum of 85% of students in ACC 403 will achieve an 80% on an accounting system simulation. A manual grading process will compare the student answer with the correct answer and allocate points throughout the solution process as indicated on the answer key.

Intended Outcome #3:

Accounting graduates can complete a comprehensive individual income tax return.

Assessment Criteria:

A minimum of 85% of students in Acc 304 will achieve an 80% on an income tax return that includes a Schedule A, B, and D. A manual grading process will compare the student answer with the correct answer and allocate points throughout the solution process as indicated on the answer key.

Intended Outcome #4:

Accounting graduates can demonstrate knowledge of costing systems and decision-making techniques.

Assessment Criteria:

A minimum of 85% of students in Acc 313 and Acc 314 will achieve at least an 80% average on exams given in each course. A manual grading process will compare the student answer with the correct answer and allocate points throughout the solution process as indicated on the answer key.

Intended Outcome #5:

Accounting graduates have been exposed to a variety of post-graduate options.

Assessment Criteria:

Accounting students will be invited to hear an expert speak about opportunities after graduation for accounting majors.

Results of Outcomes Activity:

<u>2009-2010</u> Outcome 1	Met	92.9% (26 of 28) of the students earned an 80% or better on the class presentation using the evaluation rubric. The average grade was 87.32%
Outcome 2	Met	85.7% of the students earned an 80% or better. The class average was 85.52%.
Outcome 3	Not Met	56.5% of the students earned an 80% or better. The class average was 84%.
Outcome 4	Met	Students received 80% or better on the test, counting each individual test separately. For ACC 313 it was 85.9% and for ACC 314 it was 81.0%.
Outcome 5	Met	Dr. David Stott, MACC Chair from Bowling Green State University and a representative of Becker CPA Review talked to students. Co-Curricular credit was given.

Section Three:

Analysis and Action Plans:

The accounting faculty did have discussions that focused on the appropriate cut-off level for outcome assessment purposes, particularly in regard to Outcome #4. The discussions will continue.

We will try to bring more speakers to campus so students have a better understanding of careers in accounting.

Another area for our study is incorporating more spreadsheets in ACC313 and ACC314 to give the students more experience with spreadsheets.

We are continuing to evaluate different types of practice sets for Accounting for Information Systems to give the students experience with actual software and its implication in the accounting profession.

In ACC301-Intermediate Accounting I and ACC302-Intermediate Accounting II a computerized homework program, Accounting Connect, will be tried.

In ACC304-Income Tax, an earlier deadline for the final tax return will be implemented so that students will have sufficient time to complete the assignment and not interfere with the final exam.

BBA – Computer and Information Technology GAR

OFFICE OF ASSESSMENT AND ACCREDITATION

GOAL ASSESSMENT REPORT: AY 08/09

MAJOR: BBA - Computer Information Technology

Section One:

Activity Statement:

The CIT department re-evaluated our Program Assessment Plan. We are continuing to move to a certification approach for our majors which will incorporate the MCAS objectives. At this point it is cost dependent. In lieu of the actual certification being obtained plans are in place for having the students take a practice exam as part of their coursework.

The school of Business has decided to move to a standardized ETS provided external benchmark with the ability to add program specific questions. This will allow us to compare our students with other universities.

For the foreseeable future we will continue to use the case study approach as measured in assessment 2 and 4 and the research paper standard as used in assessment 3.

We met as a CIT faculty (including adjuncts) to revise and update the current CIT BBA and ABA curriculums to stay ahead of anticipated industry standards and employer requests. We also hosted a dinner for all faculty and adjuncts.

Faculty are continuing research in electronically mediated communication and will be delivering a paper at the Academy of Management Annual meeting in August. Additional faculty service to the Academy includes reviewing submissions for presentation and publication for Technology and Innovation Management. As always, faculty are annually reviewing and choosing texts for virtually all CIT courses.

Two of the CIT faculty began and advised the CIT Club. Activities included:

- A tour of the ITS Facilities and a discussion of various career opportunities and job descriptions;
- A Cyber Security Expert was invited to speak to the campus community;
- Career Building Workshop including resume review, opportunity to work with Director of Career Development and CIT Faculty one-on-one, and pizza party.

A systematic review of Professional Certifications in IT was begun by the faculty.

CIT faculty began Beta Testing classroom management software for use by all faculty teaching in lab classrooms.

Section Two:

Intended Outcomes/Assessment Criteria

Intended Outcomes 1:

75% of our students will demonstrate a proficiency of 70% of Microsoft Certified Application Specialist (MCAS) objectives. MOUS certification, Microsoft Office User Specialist (MOUS) certification is the premier Microsoft desktop certification; a globally recognized standard for demonstrating desktop skills.

Assessment Criteria:

At least 75% of CIT graduates' score will be 70% or better on in class assessment using MCAS learning objectives.

Results of Outcomes Activity:

2009-2010	Met	88% of students scored 70% or better on the final exam
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Intended Outcomes 2:

Make the students think critically by giving students tools to understand and analyze "problems". Incorporate skills and knowledge students have learned from a variety of courses that they have taken across the curriculum during CIT 212.

Situations that force the student to determine the actual problem, analyze the scenario(s) presented, develop alternative courses of actions to "solve" the problem, create an appropriate spreadsheet model for the scenario and solution, and create a professional report to present the findings. These cases incorporate many areas of business (ex. Marketing, finance, economics, production etc.), and students are required to use knowledge from these areas in the "solving" of the scenario problem.

Assessment Criteria:

Case studies: Appropriate analysis (25%), Correct "answers" (20%). Decisions based on the answers obtained (If "answers" are not exact, then did the student make the correct decision assuming the «answer" was correct. (30%) Creating a professional report to convey the results of their analysis and "solutions" (This includes proper terminology, grammar, spelling etc.) (25%) Students are generally required to create a preliminary "solution" that can be reviewed by the professor to make sure the students are headed in the right direction. Expect 70% of students to score a grade of B or better in these case studies.

Results of Outcomes Activity:

2009-2010	Met	82% of students earned a B or better on case.
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Intended Outcomes 3:

Develop student ability to assess needs, define problems and research the appropriate information systems solutions based being sensitive to organizational structure, users, ethics, culture, and inherent system constraints.

Assessment Criteria:

80% of CIT312 final research projects should earn an 80% or better.

Results of Outcomes Activity:

2009-2010:	Met	83% of students scored 80% or better on the final research project
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Intended Outcomes 4:

Student will demonstrate the ability to design, populate, manage and support a spreadsheet when given a typical business application for spreadsheets. Student will also demonstrate proficiency by completing purposefully vague case based projects.

Assessment Criteria:

Using exercises that force the student to determine and analyze the problem, develop alternative courses of actions to "solve" the problem, create an appropriate spreadsheet model for the project, populate, and demonstrate the functionality of the spreadsheet. These projects incorporate many areas of business (ex. marketing, finance, economics, production etc.), and students are required to use knowledge from these areas in the creation of the spreadsheet. 80% of CIT355 final research projects should earn an 80% or better.

Results of Outcomes Activity:

2009-2010	Met	81% of students earned an 80% or better on final project
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Section Three:

Analysis and Action Plans:

Plan of Action – Intended Outcomes #1:

Continue using assessment in CIT 105/111. Plans are in place to use an ETS for the assessment criteria for AY 2010/2011. We will also include some customized questions as well.

Plan of Action – Intended Outcomes # 2:

Continue using assessment in CIT 212.

Plan of Action – Intended Outcomes # 3:

Continue using assessment in CIT 312.

Plan of Action – Intended Outcomes #4:

Continue with the (CIT 355) case study approach as this has been deemed to be a very appropriate and effective way to make the students think analytically, formulate the scenario in a way that can be “programmed” and report the results in a professional format.

BBA - Finance GAR

OFFICE OF ASSESSMENT AND ACCREDITATION GOAL ASSESSMENT REPORT: AY 08/09 MAJOR: BBA - Finance

Section One: Describe all department activities with respect to improving student learning.

This degree prepares students to make integral financial decisions for private and public organizations. Students are educated for financial positions in manufacturing, retailing as well as the financial industry (banking, insurance and financial planning).

Section Two: Describe which program goal(s) in the Major Program Plan was assessed during the academic year.

Intended Outcome 1:

Ensure that all Finance majors are exposed to coursework that require analytical skills

Assessment Criteria:

At least 50% of the course exams and term papers in (FIN 314, 421 and 426) will require the use of financial analysis quantitative techniques.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	The portion of examinations requiring quantitative skills were FIN314-Risk and Risk Management-90%, FIN421-Investments-65%.
<u>2009-2010</u>	Met	The portion of examinations requiring quantitative skills were FIN314-Risk and Risk Management-50%, FIN421-Investments-60%, FIN 426- Not offered.

Intended Outcome 2:

Student will develop an understanding of how financial markets work

Assessment Criteria:

80% of students will achieve a “B” or better on their course final examinations in (FIN 314, 421 and 426)

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not Met	FIN314 Risk and Risk Management: Results: 7 of 11 (64%) of students received “B” or better on the final examination quantitative measures involving market equilibrium.

2009-2010	Met	FIN421-Investments 10 of students 12 students received (83%) received “B” or better on the final examination quantitative measures.
	Met	FIN314- Risk and Risk Management: Results: 82% of students received “B” or better on the final examination quantitative measures involving market equilibrium.
	Met	FIN421- Investments 89% received “B” or better on the final examination quantitative measures. FIN426- Not offered.

Intended Outcome 3:

Students will develop an understanding of negotiable instruments and the role these instruments play in facilitating transactions in the market place.

Assessment Criteria:

80% of the students in Law 212 will achieve a grade of “C” or better on their exam covering negotiable instruments.

Results of Outcomes Activity:

2008-2009	<u>Met/Not Met</u> Met	<u>Data Details</u> LAW212-97% of the students, (33 out of 34) enrolled in LAW212 Business Law II Section 01 in the Spring 2009 semester earned a grade of 70% (C) or better on the negotiable instruments exam administered during the Semester.
2009-2010	Met	LAW212-98% of the students, (43 out of 44) enrolled in LAW212 Business Law II during the Spring 2010 semester earned a grade of 70% (C) or better on the negotiable instruments exam administered during the Semester.

Intended Outcome 4:

Students will develop an understanding of how markets function and apply this theory to real world business decision-making

Assessment Criteria:

80% of the students in ECO 322 will achieve a score of “C” or better on their Micro paper.

Results of Outcomes Activity:

	<u>Met/Not Met</u>	<u>Data Details</u>
2008-2009	No data	
2009-2010	Met	82% of the students in ECO 322 achieved a “C” or better on their Micro paper.

Intended Outcome 5:

Students will develop an in-depth understanding of the basic characteristics of the US monetary system and financial markets and develop a general understanding of the international financial system.

Assessment Criteria:

80% of the students in ECO 420 will achieve a score of “C” or better on their investment assignment.

Results of Outcomes Activity:

	<u>Met/Not Met</u>	<u>Data Details</u>
2008-2009	No data	
2009-2010	Met	82% of the students in ECO 422 achieved a “C” or better

Intended Outcome 6:

Students will develop an understanding of constrained optimization, marginal analysis, and statistical techniques used in the management profession.

Assessment Criteria:

65% of the students in ECO: 422 will achieve a score of “B” or better on the identification questions relating to economic optimization, demand and supply, equilibrium, production and cost decisions, perfect competition and competitive strategy on the final exam.

Results of Outcomes Activity:

	<u>Met/Not Met</u>	<u>Data Details</u>
2008-2009	No data	
2009-2010	Met	83% (15/18) students received a grade of B or better in the final exam which extensively tested for the above concepts.

Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

Given all goals were met during the 2009-10 academic year, no action plan is required.

BBA – Management –Equine Business Management Concentration GAR

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 2009/2010
MAJOR: BBA MANAGEMENT—EQUINE CONCENTRATION

Section One:

Outcomes of the Program / Corresponding Classes

List of Intended Outcomes of the Program	List Corresponding Courses
Student will create a health assessment plan for a horse.	EQM 347

Intended Outcomes/Assessment Criteria

Intended Outcomes #1:

Student will create a health assessment plan for a horse. The plan will determine the conformity of the anatomy of the horse. Based on this conformity assessment the plan will establish goals for the horse's growth and development, nutrition, disease prevention, and exercise program.

Assessment Criteria:

Ninety percent of the students in EQM 347 will earn a grade of 80% or more on their capstone paper that assesses the health of a horse. Student will need to document this plan with information from EQM 254, EQM 254, EQM 347.

Section Two:

This class has not been offered yet in the Equine program.

Section Three:

Action Plan / Comment

This class will be assessed when it is offered.

BBA – Management –Hospitality and Tourism Management Concentration GAR

OFFICE OF ASSESSMENT AND ACCREDITATION

GOAL ASSESSMENT REPORT: AY 2009/2010

MAJOR: BBA - MANAGEMENT – HOSPITALITY AND TOURISM MANAGEMENT CONCENTRATION

Section One:

Activity Statement:

- *MKT 151: In the Fall, 2009 a new textbook was used.
- *HOS 280: In the Spring, 2010 the textbook was revised and a new customized textbook was used.
- *HOS 330: In the Spring, 2010 the students participated in the Tiffin University's Poster Competition.
- *In the Fall, 2010, hospitality students attended the Ohio Hotel Lodging Association conference.

Section Two:

Intended Outcome 1:

Graduates will meet the strategic objectives and directions of the Tiffin University School of Business by providing foundational managerial knowledge in the context of hospitality and tourism management.

Assessment Criteria:

A minimum of 90% of hospitality students in HOS 215 will pass and receive their Servsafe Certification from the National Restaurant Association.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	10 out of the 11 hospitality students passed the ServSafe Certification

Intended Outcome 2:

Graduates will demonstrate the broadened knowledge of career opportunities and qualifications for employment in the hospitality and tourism industry.

Assessment Criteria:

100% of students in MGT 475 will receive a B or higher on their individual portfolio assignment.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	All of the 8 hospitality students passed the portfolio assignment with a B or higher.

Intended Outcome 3:

Graduates will demonstrate application of enhanced oral and/or written presentation skills integrating technology for instructional purposes.

Assessment Criteria:

A minimum of 90% of hospitality students in HOS 330 will receive a grade of B or higher on their final research project presentation.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	All of the 9 hospitality students received a grade of B or better on their final research project.

Intended Outcome 4:

Graduates will successfully integrate theoretical information in practical situations associated with segments of the hospitality and tourism industry.

Assessment Criteria:

A minimum of 90% of hospitality students in MGT 475 will achieve an above average or outstanding rating from an outside evaluator on question number 6 of the School of Business Intern Evaluation form.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	All of the 8 hospitality students received an above average or outstanding rating from an outside evaluator on question number 6 of the School of Business Intern Evaluation form.

Section Three:

Analysis and Action Plans:

For the 2009/2010 academic year, all of the assessment criteria were met. These criteria will remain the same for the 2010/2011 school year.

BBA – Management – Human Resources Management Concentration GAR

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 2009/2010
MAJOR: BBA – MANAGEMENT -
HUMAN RESOURCE MANAGEMENT CONCENTRATION

Section One:

Activity Statement:

The HR Club was formed in Fall 2009; the purpose of the club is to expose students to HR professionals and information. In MGT317, a case study from the Society for Human Resource Management was added. Additionally, in MGT317, the students participated in mock interviews, for which they created resumes and cover letters. Also, MGT317 was taught online for the first time in Summer 2009. In MGT319, a new Mock Negotiation simulation was used.

Section Two:

Intended Outcome #3:

Students will demonstrate the ability to critically analyze current issues in Human Resources Management.

Assessment Criteria:

Student performance on case analysis assignments in MGT317. 80% of the final case analyses will achieve a grade of “B” or higher.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not Met	74% of 46 students earned a B or better on the final case analysis in MGT317.

Section Three:

Analysis and Action Plans:

Faculty decided to focus on Intended Outcome #3 because we hadn't analyzed it in the past. There are HRM concentration students as well as non-concentration students enrolled in MGT317, all of whom were included in this analysis. We believe that the performance of non-concentration students on this case analysis may have brought the average down. For the 2010-11 academic year, we will obtain a list of HRM concentration students from the registrar's office and analyze their performance on this assignment. We will also compare the performance of HRM concentration students with the overall performance of all students enrolled in MGT317 for the academic year. In addition, the list of HRM concentration students will be used to recruit new members to the newly formed HR Club.

BBA – Management – International Business Concentration GAR

**OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 2009/2010
MAJOR: BBA – MANAGEMENT -
INTERNATIONAL BUSINESS CONCENTRATION**

Section One:

Activity Statement:

The International Business Concentration seeks to train students to be managers in an enterprise involved in international business. Accordingly, the Concentration seeks to give the student a broad background in the knowledge and management, economics, marketing, and finance skills useful in working in or running a transnational/global organization. In addition, the program seeks to broaden the cultural understanding and sensitivity of the student regarding other national cultures and histories, and cultural diversity.

In the Fall of 2009, The School of Business accepted a revised set of goals and assessment processes for the IB concentration:

Demonstrate knowledge of the impact of cultural differences on managerial structures and decision making.	MGT 411 - International Management MKT 404 - Global Marketing
Develop analytical and decision-making skills in international trade and finance.	FIN 426 - International Finance ECO 424 - Global Trade
Understand one's own cultural biases in the decision-making process for cross-border problems and situations	Cultural sequence choice: either CUL 312 – Middle Eastern Cultures & HIS 312 – History of the Middle East OR CUL 313 – East Asian Cultures & HIS 313 – History of East Asia

Section Two A:

Intended Outcome #1:

Demonstrate knowledge of the impact of cultural differences on managerial structures and decision processes.

Assessment Criteria:

MGT411 - 85% of the majors completing the case analysis requirements involving cultural differences and managerial decisions will receive an above-average grade of “B” or better for the requirements.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Not Met</u>	<u>Data Details:</u> 80% of the Fall 2009 section met the “B” benchmark [N = 5]
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Section Three A:

Analysis and Action Plans:

As this was the first use of these cases in the MGT411 course, an assessment using the same materials will be conducted again in the fall of 2010 to establish additional data points. Also the N was very low as the course was offered in both semesters last year.

Analysis also indicates the lowest scores were on the second case in the series and the presentation of the materials for this case will be reviewed and revised.

Section Two B:

Intended Outcome #1:

Demonstrate knowledge of the impact of cultural differences on managerial structures and decision processes.

Assessment Criteria:

MKT404 - 85% of the majors completing the global market analysis researching cultural differences and developing marketing managerial decisions will receive an above-average grade of “B” or better for the requirements.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met</u>	<u>Data Details:</u> 100% of the Spring 2010 section met the “B” benchmark [N = 6]
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Section Three B:

Analysis and Action Plans:

As this was the first utilization of the assessment criteria, there is no comparison data available. While the initial results are more than satisfactory, we would like to have additional data before taking any action. The same materials will be used in 2011 to develop comparisons.

Section Two C:

Intended Outcome #3:

Understanding one’s own cultural biases in the decision process for cross-border problems and situations.

Assessment Criteria:

Cultural Sequence Choice - 80% of the majors will demonstrate an above-average [“B” or better] level of understanding of personal cultural references and preferences in one or more written assignments. Assignments will be evaluated using the Writing Across the Curriculum program rubric

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met</u>	<u>Data Details:</u> 80% of the majors enrolled in the CUL312 and HST312 sequence met the criteria [N = 10]
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Section Three C:

Analysis and Action Plans:

As this was the first utilization of the assessment criteria with the Middle Eastern sequence, there is no comparison data available. While the initial results are satisfactory, we would like to have additional data before taking any action. The same materials will be used in 2011 to develop comparisons.

BBA – Management – Managerial Studies Concentration GAR

OFFICE OF ASSESSMENT AND ACCREDITATION GOAL ASSESSMENT REPORT: AY 09/10 MAJOR: BBA – Management - Managerial Studies Concentration

Section One: Describe all department activities with respect to improving student learning in the major. This may include new faculty hires, course revisions, assignment creation, rubric revisions, goal evaluations, etc.

Activity Statement:

Creation of the Business Club. The creation of the Business Club provides an opportunity for managerial studies students to network with industry practitioners, faculty and their peers. Over 100 students were members. Upperclassmen in the major also had the opportunity to participate in speed interviews which allowed them to practice skills with the University President, faculty and members of the Academic Advisory Council. A poster competition also presented additional opportunity for experiential enhancement.

MGT 404 unstructured problem solving: Consistent with last year's action plan, an unstructured problem solving module was added to the decision making chapter through an in-class exercise.

Section Two: Describe which program goal(s) in the Major Program Plan was assessed during the academic year.

Intended Outcome #1:

Students will demonstrate the ability to resolve unstructured problems.

Assessment Criteria:

MGT404 - 90% of exercise analyses will achieve a "C" or better based on the grading rubric.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	100% of 27 students received a "C" or better on the in-class exercise.

Intended Outcome #2:

Prepare students for successful management of a diverse work setting.

Assessment Criteria:

MGT411 – 85% of majors completing the case analysis requirements involving cultural differences and managerial decisions will receive an above-average grade of "B" or better for the requirements.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not Met	70% of the Fall 2009 section met the “B” benchmark.

Section Three: Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

A review of the data indicate that individuals who failed to meet the standard showed a consistent pattern of below-average performance. As this was the first use of these cases in the MGT411 course, an assessment using the same materials will be conducted again in the Fall of 2010 to establish additional data points. Analysis also indicates that the lowest scores were on the second case in the series and the presentation of the materials for this case will be reviewed and revised.

BBA – Marketing GAR

OFFICE OF ASSESSMENT AND ACCREDITATION GOAL ASSESSMENT REPORT: AY 2009/2010 MAJOR: MARKETING

Section One:

Activity Statement:

Assignment Creation:

MKT 253 Incorporation of Yellow Page National Competition

All MKT courses received course and rubric revisions

MKT 151 new text book information

The first Tiffin University School of Business Poster Competition was incorporated into all Spring Marketing courses to increase student presentation, network, and research skills.

Section Two: Describe which program goal(s) in the Major Program Plan was assessed during the academic year.

Intended Outcomes 1:

Marketing graduates will explain how organizations can apply the consumer behavior model to improve organizational performance.

Assessment Criteria:

On an exam at least 90 percent of Marketing graduates will successfully answer a test question where the graduate will list the steps in the consumer behavior model and explain how organizations apply them in their marketing activities. (MKT 252)

Intended Outcomes 2:

Marketing graduates will plan, create and present a marketing research project.

Assessment Criteria:

At least 90 percent of Marketing graduates will earn a grade of 80% or better on a marketing research project where the student plans, creates and presents to the class and faculty member using the grading criteria established by for the project. (MKT 353)

Intended Outcomes 3:

Marketing students will preview the environments of business prior to graduation. Internship – students with a “B” or better.

Assessment Criteria:

(a): Students will be able to participate in a Marketing interest group, which meets once a month during the regular semesters.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
Outcome 1	Met	100% of MKT 252 students in Fall 2009 successfully answer a test question where the graduate will list the steps in the consumer behavior model and explain how organizations apply them in their marketing activities.
Outcome 2	Met	100% of MKT 353 Marketing graduates planned, created, and presented a marketing research project.
Outcome 3	Met	All 2009-2010 Marketing Interns passed with a B or better.

Section Three:

Analysis and Action Plans:

The 2009-2010 outcomes activities were met at a level of one hundred percent. Future analysis of assessment data for MKT 252 will eliminate non-marketing major student data.

BBA – Organizational Management GAR

OFFICE OF ASSESSMENT AND ACCREDITATION

GOAL ASSESSMENT REPORT: AY 2009/2010

MAJOR: BBA - ORGANIZATIONAL MANAGEMENT - DEGREE COMPLETION

Section One:

Activity Statement:

The following upgrades were made to the BBA DCP Organizational Management Major:

- Reviewed and selected new editions of textbooks and new textbooks.
- Re-wrote courses to reflect current business trends.
- Quality recruitment of new instructors
- On-going training of adjunct faculty; initial training for new adjunct faculty.
- Student Advising
- Guidance for on-line and seated adjunct faculty.
- Continuing upgrades to on-line course shells to incorporate advanced technical capabilities.
- Data being gathered for revisions and upgrades to grading scales in courses and to the grading rubrics. Training planned for June, 2010.

Section Two:

Intended Outcome #1:

Students will write with clarity and precision.

Assessment Criteria:

All courses identified as Writing Intensive Course in the Academic Bulletin will have at least one writing assignment and use the Writing Across the Curriculum grading rubric to assess the students writing abilities. A mean score of 3.5 is expected.

Results of Outcomes Activity:

The office of Outcomes Assessment will gather and analyze data from courses identified as Writing Intensive Courses.

Intended Outcome #2:

Adult learners will demonstrate the ability to collect and interpret data.

Assessment Criteria:

Seventy percent of the adult learners will obtain a “B” or higher on the final paper for CIT 312 and on the research project for MGT 468, as measured by the criteria on the writing ability and quality of documentation criteria on the final evaluation report for CIT 312, and on the research project evaluation report for MGT 468.

Results of Outcomes Activity: Not met.

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not met	48% students had a B or better in CIT312
	Met	84% students had a B or better in MGT468

Intended Outcome #3:

Adult learners will demonstrate the ability to communicate effectively, both orally and in the written form.

Assessment Criteria:

Seventy percent of adult learners will obtain a “B” or higher on the graded oral presentation report for MGT 301 and for MGT 468.

Seventy percent of the adult learners will obtain a “B” or higher on the final paper for MGT 301 and on the research project for MGT 468, as measured by the criteria on the writing ability and quality of documentation criteria on the final evaluation report for MGT 301, and on the research project evaluation report for MGT 468.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not met	The oral presentation data for MGT301 was not collected.
	Not met	75% students had a B or better on MGT468 presentation.
	Met	84% students had a B or better on MGT468 final paper
	Met	87% students had a B or better on MGT301 final paper

Intended Outcome #4:

Adult learners will demonstrate the ability to analyze problems and develop effective solutions.

Assessment Criteria:

Seventy percent of adult learners will obtain a “B” or higher on the research project for MGT 468, as measured by the criteria on the research project evaluation report.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	75% students had a B or better on the MGT468 final research project report.

Intended Outcomes 5:

Adult learners will demonstrate the ability to work effectively in groups and as individuals.

Assessment Criteria:

Seventy percent of adult learners will obtain a “B” or higher or higher on the final paper for MGT 361 and on the research project for MGT 468, as measured by the criteria on the writing ability and quality of documentation criteria on the final evaluation report for MGT 361, and on the research project evaluation report for MGT 468.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	met	88% students had a B or better on MGT361 final paper 84% students had a B or better on MGT468 final paper

Intended Outcomes 6:

Students will be exposed to and understand professional practices related to their major field of study.

Assessment Criteria:

All students will successfully pass a professional practices assignment as deemed appropriate by their major field of study program faculty. Classes involved are at the discretion of the major field of study faculty.

Results of Outcomes Activity:

The office of Outcomes Assessment administers the major field of study exam and analyzes the results.

Section Three:

Analysis and Action Plans:

Intended Outcome #2:

These two courses do not assess the ability to collect and interpret data. This outcome is not correct for the Organizational Management major. It should be assessing Critical Thinking. The CIT312 and MGT468 final papers will be assessed for the year 2010-2011 for Critical Thinking.

Intended Outcome #3:

Directions for the oral and PowerPoint presentations will be rewritten to make the assignment and expectations clearer. The grading rubrics will be reviewed and adjusted as necessary. Data will be gathered for this outcome for MGT321.

We will continue to assess the final papers and presentation in MGT468. MGT301 final papers will not be assessed in 2010-2011.

Intended Outcome #4:

The target percentage will be increase to 80 on the final project report in MGT468 for 2010-2011.

Intended Outcome #5:

Neither one of these courses assesses teamwork and group work. For this outcome, the team project report and presentation in MKT355 will be assessed in 2010-2011.

BBA – Sports & Recreation Management GAR

OFFICE OF ASSESSMENT AND ACCREDITATION

GOAL ASSESSMENT REPORT: AY 2009/2010

MAJOR: BBA - SPORTS & RECREATION MANAGEMENT

Section One: Describe all department activities with respect to improving student learning in the major. This may include new faculty hires, course revisions, assignment creation, rubric revisions, goal evaluations, etc.

Activity Statement:

The undergraduate BBA in Sport Management underwent curriculum redesign resulting in three concentrations. The concentrations (Athletic Administration, Sports Marketing, and Recreation & Tourism) enhance the emphasis of real-world experiential learning for students. Career avenues have become more identifiable in the context of interscholastic, intercollegiate, recreational, and professional sports. A certified sports agent was assigned to teach the introductory course.

Section Two: Describe which program goal(s) in the Major Program Plan was assessed during the academic year.

Intended Outcomes 1:

Graduates will successfully integrate theoretical information in practical situations associated with segments of the sport & recreation industry and will create a professional portfolio detailing their experience

Assessment Criteria:

A minimum of 90% of students in MGT 475 will achieve an above average or outstanding rating from the intern supervisor on question number 6 of the Sports & Recreation Management Evaluation form assessing the overall performance of the student intern.

Results of Outcomes Activity:

2009-2010	Met	(MGT475 - Miller, Fall 2009) 14 of 15 students (93%)
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Intended Outcomes 2:

Graduates will successfully prepare a career development plan focusing on securing employment in the field.

Assessment Criteria:

A minimum of 80% of the students in MGT160 will achieve a B or higher on the Career Development Plan.

Results of Outcomes Activity:

2009-2010	Met	Course/Term	No. Students	No. B or higher	%
		<u>Instructor</u>			
		MGT160-01 SP 2010	36	30	Tiell
		MGT160-02 SP 2010	36	29	Greene
		Total	72	59	82%

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 2009/2010
MAJOR: BBA - SPORTS & RECREATION MANAGEMENT
SPORTS AND ATHLETIC ADMINISTRATIVE CONCENTRATION

Section One: Describe all department activities with respect to improving student learning in the major. This may include new faculty hires, course revisions, assignment creation, rubric revisions, goal evaluations, etc.

Activity Statement:

The undergraduate BBA in Sport Management underwent curriculum redesign resulting in three concentrations. The concentrations (Athletic Administration, Sports Marketing, and Recreation & Tourism) enhance the emphasis of real-world experiential learning for students. Career avenues have become more identifiable in the context of interscholastic, intercollegiate, recreational, and professional sports. A certified sports agent was assigned to teach the introductory course.

Section Two: Describe which program goal(s) in the Major Program Plan was assessed during the academic year.

Intended Outcome #1:

A sport management student specializing in athletic administration will be able to identify legal issues in a fact scenario and have a general knowledge of common legal and risk management concepts within the sports industry.

Assessment Criteria:

A minimum of 80 % of students in LAW 260 will achieve an average grade of “B” or better on the case analyses requirement.

Results of Outcomes Activity:

2009-2010:	Met	(Santoro, Spring 2010) 28 of 30 students (93%)
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Assessment Criteria:

A minimum of 80% percent of the students in COM235 will achieve a B or higher on the project requiring maintaining a sport blog over a three month period.

Results of Outcomes Activity:

2009-2010:	Met	(Tiell COM235, SP 2010) 20 of 23 Students (87%)
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**OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 2009/2010
MAJOR: BBA - SPORTS & RECREATION MANAGEMENT
RECREATION AND TOURISM CONCENTRATION**

Section One: Describe all department activities with respect to improving student learning in the major. This may include new faculty hires, course revisions, assignment creation, rubric revisions, goal evaluations, etc.

Activity Statement:

The undergraduate BBA in Sport Management underwent curriculum redesign resulting in three concentrations. The concentrations (Athletic Administration, Sports Marketing, and Recreation & Tourism) enhance the emphasis of real-world experiential learning for students. Career avenues have become more identifiable in the context of interscholastic, intercollegiate, recreational, and professional sports. A certified sports agent was assigned to teach the introductory course.

Section Two: Describe which program goal(s) in the Major Program Plan was assessed during the academic year.

Intended Outcome #1:

Graduates will identify positions in the recreation industry on the local, state, national, and international level.

Assessment Criteria:

A minimum of 90% of students in MGT 291 will achieve a B or higher on the Recreation Job Identification quiz.

Results of Outcomes Activity:

2009-2010:	Not Met	(Roggow, Spring, 2010) 13 of 22 students (60%)
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Section Three: Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

This was the first time the course was taught in the program and the first time the criteria assessed. The results will be shared with the professor/instructor for MGT291 in 2010-2011 and results will be compared to determine if there is progress or a need to alter the assessment or instruction.

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 2009/2010
MAJOR: BBA - SPORTS & RECREATION MANAGEMENT
SPORTS MARKETING CONCENTRATION

Section One: Describe all department activities with respect to improving student learning in the major. This may include new faculty hires, course revisions, assignment creation, rubric revisions, goal evaluations, etc.

Activity Statement:

The undergraduate BBA in Sport Management underwent curriculum redesign resulting in three concentrations. The concentrations (Athletic Administration, Sports Marketing, and Recreation & Tourism) enhance the emphasis of real-world experiential learning for students. Career avenues have become more identifiable in the context of interscholastic, intercollegiate, recreational, and professional sports. A certified sports agent was assigned to teach the introductory course.

Section Two: Describe which program goal(s) in the Major Program Plan was assessed during the academic year.

Intended Outcome:

Graduates will demonstrate application of enhanced oral and written presentation skills integrating technology for instructional purposes related to the marketing of a sport entity.

Assessment Criteria:

A minimum of 80% percent of the students in COM235 will achieve a B or higher on the project requiring maintaining a sport blog over a three month period.

Results of Outcomes Activity:

2009-2010:	Met	(Tiell COM235, SP 2010) 20 of 23 Students (87%)
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Section Three: Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

School of Criminal Justice and Social Sciences
Executive Summary 2009-2010
Prepared by: Dr. Timothy A. Shaw, School Dean

The current year was one of growth and a significant increase in the number of incoming freshman into the school. The School of Criminal Justice and Social Sciences (SCJSS) has had a full year of leadership under the leadership of Dr. Timothy A. Shaw. The SCJSS has continued to grow and the continuity of the SCJSS and its programs has solidified the past year. The faculty has adapted well to the increase demands of larger number of sections and as a result the SCJSS enjoys 94% of the full time faculty teaching at least one class in the seated undergraduate program on campus.

The SCJSS was able to begin programs within the SCJSS, Addictions Counseling certification, Cyber-Defense and Information Security degree program. The Addictions Counseling and Cyber-Defense and Information Security degree programs began in the fall of 2009. Both programs are growing and efforts are being coordinated with undergraduate admissions to increase the awareness of those programs. A Paralegal Studies Program is still being developed and Dr. Stockner is working hard to finish the process which will include the American Bar Association's approval. The Paralegal Studies Program is being finalized and will be presented to the Higher Learning Commission for their approval in the near future.

The assessment and evaluation process has been accepted by the faculty as a part of measuring student learning and effective teaching. The Goal Assessment Reports have begun to help identify those areas for improvement or that may be a concern and faculty is able to identify corrections and changes as needed. I am pleased that faculty is looking at ways to improve our Outcomes Assessments process to improve the curriculum for our SCJSS, and the assessment of student learning has added an additional and helpful dimension to the continuous quality improvement of the programs within the SCJSS School. The internship program and its assessment continue to be an essential connection to the missions of SCJSS and remains an essential component for the practical application of student learning gained in the classroom. The internship opportunities have grown and Dr. Hurwitz has continued the outstanding relationship with the Washington Center. Interns have been placed with the United States Secret Service in both Toledo and Dayton, Ohio offices.

The goal set last year to develop assessment tools that would cover the core criminal justices courses and address the majors and concentrations within the SCJSS was not completed due several reasons. This process will need to be looked at in the AY 2010-2011 Some goals for AY 2010-2011 is to continue to monitor and update our assessment tools to ensure the programs in the SCJSS are kept at a high level. Several assessment plans were re-written last year and will need to be followed up on to ensure we are assessing the proper areas in our programs.

An agreement was signed with the American University in Cairo (AUC) which will allow our students the opportunity to study at AUC. AUC has an Arabic Language Institute which will build on our Arabic classes and allow students to increase their marketability after graduation.

School of Criminal Justice & Social Sciences GAR

OFFICE OF ASSESSMENT AND ACCREDITATION GOAL ASSESSMENT REPORT: AY 09/10 School of Criminal Justice & Social Sciences

Section One: Describe all department activities with respect to improving student learning in the major. This may include new faculty hires, course revisions, assignment creation, rubric revisions, goal evaluations, etc.

Activity Statement:

This has been a year of significant success for the SCJSS. Students within our programs have continued to do extremely well in terms of gaining internships, employment, or entry into graduate programs. Increased demand for the program resulted in the hiring of three full-time faculty as well as several full-time instructor and adjunct instructors. Outside of the classroom, we have been extremely successful in providing students the opportunity for experiential learning, for presentation of research at regional and national conferences, and in activities in various national honor societies and career organizations. Innovative partnerships have been undertaken with the American University in Cairo, with NATO, and with a number of state and federal agencies to improve the quality of classroom experience, research and presentation skills. Student organizations under the cognizance of the SCJSS were extremely effective in attracting high-profile guest speakers to the TU campus for substantive presentations as well as career-oriented events.

The results from the MFT in 2009 served as a baseline for review of curricula within the SCJSS and will continue to be used in the fashion in the future. In looking at the seven criminal justice domains measured--the exam content reflecting the core Criminal Justice courses were the highest amongst our students. SCJSS students scored higher in one of the core areas, Research and Statistics, than students in 45% of the comparison. The Psychology GAR report sets forth data from continued use of its psychology field exam, noting that TU Students continue to fare competitively with students in comparison schools. SCJSS will continue to review results to determine how the SCJSS programs are ranking with other institutions and where continued improvement is needed.

We continue to explore the development of additional assessment tools and processes to determine the success of student learning and program goals across core criminal justices courses and the very unique majors or concentrations within the SCJSS.

Work has started to develop an assessment tool for the core Criminal Justice courses relating to all of our SCJSS majors as well as one targeted specifically to each specialized concentration. We continued to consider the development of a two-tiered assessment process that would measure and allow comparison of the outcomes from two distinct periods in a student's progress toward graduation, as well as the process of preparing our students for careers or graduate school after their undergraduate experience.

Internships in which our students participate continue to be a significant focus of effort and of our assessment process. We have been very successful in placing our students in highly valuable and sensitive internships with local, state, and federal agencies as well as in innovative internships with non-governmental organizations and businesses.

Work also continues on the assessment plans for all of our master's degree programs and concentrations. Specific information on these is included in the associated GAR for each major or concentration. Data will be collected based on the plans and included in next year's report.

Section Two: Describe which program goal(s) in the Major Program Plan was assessed during the academic year.

Intended Outcomes 1:

Report on Activities of the School of Criminal Justice Advisory Board.

Assessment Criteria:

The purpose of the Advisory Board is to:

- Review the SCJ curricula requirements and make work with the SCJ toward improving the overall program.
- Assist in the development of new academic programs.
- Advise the SCJ on employment opportunities in corrections, forensic psychology, law enforcement and juvenile justice.
- Assist the SCJ in identifying agencies that are w willing to serve as field internship sites.
- Assist the SCJ in locating faculty.
- Assist the SCJ in identifying other instructional resources.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u> Not Met	<u>Data Details</u> The School of Criminal Justice and Social Sciences Advisory Board has not yet been reestablished.
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Intended Outcome #2:

Assessment of Internship data to evaluate the overall effectiveness of SCJSS Internships.

Assessment Criteria:

Using the Internship Evaluation form as our rubric. 90% of all interns will be rated above average or better by site supervisor and receive an "85%" or better for their final grade. The grade and the Internship form reside in the Dean's office and the grade is recorded in the registrar's office as SCS470 "Internship."

Results of Outcome Activity:

<u>2008-2009</u>	<u>Met/Not Met</u> Met	<u>Data Details</u> 95% of all internship grades were rated 90% or better by site supervisors.
<u>2009-2010</u>	Not assessed.	Data not retrieved on final papers.

Intended Outcomes 3:

Increase student' opportunities to network with a working professional in their chosen fields of study.

Assessment Criteria:

CJSS will support at least two working professionals to visit campus and present to students/classrooms each semester during the academic years. At least 50% of the school's majors will attend at least one of the presentations during the academic year."

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
Fall 2008	Met	9 visitors met with students Three visitors/sets of visitors met with students in fall, 09. Visitors represented the following majors: GNS, HST, FS, LE
Spring 2009	Met	Six visitors/sets of visitors met with students in spring 09. Visitors represented the following majors: GNS, HST, CJ, LE, HST, COR, FP
<u>2009-2010</u>	Met (estimate only).	Attendance not surveyed at year's end, but overall participation appeared widespread with much satisfaction among students and faculty was reported.

Section Three: Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

Experiential learning, whether through the use of organized simulations such as the Mock Prison Riot, Model NATO, or through the use of real-world materials for intelligence and policy analysis, research opportunities through collaboration with federal, state, and local agencies, and internships have all proven to be both effective in reinforcing curriculum goals across the SCJSS but also highly enjoyable and rewarding for the students. The School intends to continue to explore more ways to add such opportunities to the regular curriculum and well as to extra-curricular experiences.

The Government and National Security Major and Homeland Security/Terrorism curricula will be reviewed in AY 2010/2011 to ensure that recent developments in the relevant career fields and chances to the security environment are addressed. Many students enrolled in these majors seek to obtain a minor in language and cultural studies, primarily in Arabic and MidEast culture. We will continue to seek ways to improve student opportunities in this area, such as the initiative undertaken with the American University in Cairo. The recently established "Tiffin University National Security Institute" will seek to provide a source for student work with organizations such as the Ohio State Highway Patrol's Ohio Fusion Center on open source research and analysis.

Emphasis initiated last year to improve writing skills and oral communication skills of students will remain a focus for AY 2010-2011. Faculty will be continuing to expand the development and use of rubrics to provide students with improved evaluations of the writing required in classes.

Efforts begun in AY2009-2010 to improve the research skills of students, primarily in the field of Forensic Psychology, will be continued and will also be considered for expansion into other majors as appropriate.

Additionally, the SCJSS will be exploring ways to improve the development of critical thinking and analytic reasoning skills, especially as those skills relate to the fields of intelligence and crime analysis. Recent work to improve student use of tools such as I2 and GIS will be complemented by additional emphasis on the analytic reasoning skills needed to effectively apply these and other tools.

Refinement of the Forensic Science Program will continue to be a priority as we continue to develop our in-house faculty, expand collaborative relationships with local agencies for experiential learning opportunities and real-world scenarios and laboratory projects, and further refine the newly-initiated sharing of laboratory facilities with the Tiffin City Schools.

Finally, we intend to revisit the concept of using the Advisory Board as a method for both assessing present teaching and for developing and improving on our programs. The advisory concept was not utilized in 2008-09. The SCJSS intends to evaluate and to develop, as discussed above, further assessment tool(s) and goals that relate to all of our SCJSS majors.

MSCJ – Crime Analysis Concentration GAR

OFFICE OF ASSESSMENT AND ACCREDITATION GOAL ASSESSMENT REPORT: AY 2009/2010 MAJOR: MSCJ - Crime Analysis Concentration

Section One: Describe all department activities with respect to improving student learning in the major. This may include new faculty hires, course revisions, assignment creation, rubric revisions, goal evaluations, etc.

Activity Statement:

During the AY 2009-2010 the MSCJ CA program received further refinement. There still seems to be a lack of uniformity between all professors teaching the courses. One focus begun was to work towards improving communication between adjunct and full-time faculty in order to improve student learning. The Assessment goals of AY2009-2010 were to develop assessment criteria. The program Assessment Plan was developed and published mid-year. Faculty in the major reviewed appropriate program goals and selected one to measure this year and then review both goals and measurement for next year.

Section Two: Describe which program goal(s) in the Major Program Plan was assessed during the academic year.

Intended Outcomes #1:

Graduates will be able to research, prepare, and present in clear written, oral, and electronic/digital formats the results of their inquiries into a variety of course topics.

Assessment Criteria:

In a paper and/or PowerPoint presentation describing the application of geographic information systems in crime analysis ENF 622 and in a project describing the application of concepts gained through the course of study ENF627, 80% of the students will receive a grade of A (90%) on the assignments, evaluated according in a standard rubric.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	87% of students taking ENF 622 received a grade of 90% or higher on the assigned paper and presentation. 93% of the students taking ENF 627 received a grade of 90% or higher on the assigned paper and presentation.

Section Three: Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

As this remains a relatively new online program, TU continues to have many different professors teaching. Many are adjuncts. It is important that adjuncts who teach in the program follow the syllabus and CCG's for the course/major. This can be problematic unless good communication exists between faculty who designed the program and professors teaching in the program. We intend to continue to work towards improving communication between these 2 types of faculty in order to improve student learning and to make assessment

easier in the future. An attempt will also be made to extend Tiffin University's goal of having a "seamless university" to online students. This will include online student involvement in activities such as CJ honor society, paper presentations at conferences, and more stringent alignment with university research requirements.

MSCJ – Criminal Behavior Concentration GAR

OFFICE OF ASSESSMENT AND ACCREDITATION GOAL ASSESSMENT REPORT: AY 09/10 MAJOR: MSCJ - Criminal Behavior Concentration

Section One: Describe all department activities with respect to improving student learning in the major. This may include new faculty hires, course revisions, assignment creation, rubric revisions, goal evaluations, etc.

Activity Statement: (2009-2010)

The Activity Statement for this year: The Assessment goals of AY2008-2009 were to develop assessment criteria. Faculty in the major reviewed appropriate program goals and selected the 5 below at this time. It was decided to select two to measure this year and then review both goals and measurement for next year.

The Activity statement for AY 2009-2010 required refinement in the courses for MSCJ CB. For intended outcome #2, immersion experiences were added to the course requirements. These experiences were obtained by the student and final authorization was given by the faculty. During these experiences, students were able to observe agency implementation of federal mandates. This observation would directly aid students when constructing their own agencies.

Section Two: Describe which program goal(s) in the Major Program Plan was assessed during the academic year.

Intended Outcomes 1:

Graduates will demonstrate knowledge base for continued graduate education or a career in the field of criminal behavior, forensic psychology, psychology, corrections, criminal justice, social services, and other related areas.

Assessment Criteria:

There will be three criteria for assessment: 1) an assessment tool that indicates student's satisfaction with the entire program over required courses/course goals (Likert scale); 2) an assessment tool that demonstrates student knowledge of course goals in required courses; 3) an assessment tool that is an oral, narrative, interview. All assessments will be done at the end of the final semester prior to graduation (within 2-3 weeks of the end of summer session).

Results of Outcomes Activity:

<u>2007-2008</u>	<u>Met/Not Met</u>	<u>Data Details</u>
<u>2008-2009</u>		Not assessed
<u>2009 - 2010</u>		Not assessed

Intended Outcomes 2:

Graduates will develop an understanding about agency operation from policy, procedures, funding sources, day to day operation, therapy and therapy goals.

Assessment Criteria:

Students will construct an agency as a model in the course FOR 636. This agency will incorporate the USDHHS federal mandates for cultural competence. We would expect students to apply the federal mandates into their agency. We would expect 80% of students to be able to do this

Results of Outcomes Activity:

	<u>Met/Not Met</u>	<u>Data Details</u>
2007-2008		Not Assessed
2008-2009	MET	95% of student applied the mandates to their agency
2009-2010	MET	100% of students applied the mandates to their agency

Intended Outcomes 3:

Students will become proficient at writing amicus briefs for a topic of their choice, applying empirical evidence to a current legal issue.

Assessment Criteria:

Students will write an empirically based amicus brief in FOR ___Mental Health Law. Students will write amicus briefs similar to those presented in federal court systems. We would expect 80% of students to be able to do this by the end of the semester.

Results of Outcomes Activity:

	<u>Met/Not Met</u>	<u>Data Details</u>
2007-2008		Not Assessed
2008-2009		Not Assessed
2009-2010	Met	33% A, 50% B, 11% C, 6% F

Intended Outcomes 4:

Students will be able to learn and identify patterns of criminogenic behavior and apply diagnostic categories to individuals in current day situations.

Assessment Criteria:

Students are required to write reaction papers in which they must apply criminogenic typologies to current events (persons committing crimes in the news). Students must examine background information of crime suspects. We would expect 80% students to correctly identify typologies on all papers. (Obtain a B average (80%) for all papers).

Results of Outcomes Activity:

	<u>Met/Not Met</u>	<u>Data Details</u>
2007-2008		Not Assessed
2008-2009		Not Assessed
2009-2010		Not Assessed

Intended Outcomes 5:

Students will be able to learn and identify different types of substances and substance abuse behavior.

Assessment Criteria:

Students are required to complete a final exam which is cumulative. We would expect 80% students to receive a B (80%) on the final exam.

Results of Outcomes Activity:

2007-2008:	Not Assessed	90% of students received a B or better on the final exam. 90% of students received a B or better on the final exam
2008-2009:	Met	
2009-2010	MET	

Analysis and Action Plans:

As this is a new online program, TU has many different professors teaching in the major. Many are adjuncts. It is important that adjuncts who teach in the program follow the syllabus and CCG's for the course/major. This can be problematic unless good communication exists between faculty who designed the program and professors teaching in the program. A plan would be to put these 2 types of faculty in touch with each other to make assessment easier in the future.

During the AY 2009-2010 the MSCJCB program received further refinement. It is noted that there still seems to be a lack of uniformity between all professors teaching the courses. One goal for AY 2010-11 will be to make this even more uniform. An attempt will also be made to extend Tiffin University's goal of having a "seamless university" to online students. This will include online student involvement in activities such as CJ honor society, paper presentations at conferences, and more stringent alignment with university research requirements.

MSCJ – Forensic Psychology GAR

OFFICE OF ASSESSMENT AND ACCREDITATION GOAL ASSESSMENT REPORT: AY 09/10 MAJOR: MSCJ: - Forensic Psychology Concentration

Section One: Describe all department activities with respect to improving student learning in the major. This may include new faculty hires, course revisions, assignment creation, rubric revisions, goal evaluations, etc.

Activity Statement:

During the AY 2009-2010, faculty continued to encourage continued improvement toward students' ability to conduct empirical research (Criteria # 3). The grading rubric for research papers was revised to make the requirements more explicit for students. The rubric was also revised to include a section on Writing Quality. This was done to emphasize the importance of effectively communicating research results to an audience. This was the third year of operation for the Institutional Review board (IRB). All students were required to complete the more detailed Application for Approval to Use Human Subjects, rather than the abbreviated student version. This form requires a more detailed description of the proposed study and inclusion of all research materials to be used. Completion of the form also requires students to more fully consider the possible risks to the participants in their study. The course instructor managed submission of application forms to the IRB.

The assessment for Criteria # 3 was expanded from previous assessments. In past years, assessment of research skills was based solely on students grade on their research papers from PSY 515. For the 08/09 report, this was expanded to incorporate two other courses as well. Students develop the topic ideas for their research project in PSY 511 during the fall semester. This allows them to complete the literature review and conceptual foundation for the project prior to the beginning of the Research Design course in spring. Students also complete PSY 520 Statistical Applications in the fall to gain the knowledge of how to correctly analyze research data. This change allows assessment of some of the preliminary skills.

Research skills can also be improved by exposing students to research that others are doing. As such, the current graduate students enrolled in PSY 515 are encouraged to attend and participate in master's theses proposal and final defenses by Forensic Psychology graduate students from previous years who are completing their degree. Students are encouraged to present their research at conferences. In April, 2010, 17 MSCJ Forensic Psychology students presented the research they had done for PSY 515 at the Ohio Council of Criminal Justice Education Research conference. This opportunity gave them experience communicating research findings to a diverse audience.

In addition to conducting original research, one of the goals of PSY 515 is for students to be able to critically evaluate research. Towards that end, students are required to complete blind reviews of two papers from the class according to a specified rubric. Further, it afforded them the opportunity to critically evaluate other research projects from different disciplines. The activities described in the above paragraph also help to foster development of such critical evaluation skills.

Because research methods can be demanding to students, a research group project opportunity (research contest) was given to the class last year. This was continued again this year. Students were asked to design a research project/product/idea that would improve society in some way. This project/product/idea was researched and constructed, and then presented to the class through power point slides. This assignment was also a competition where students were told that their slide shows were sent to three other faculty members to judge. The winning group members received extra points on their grade for the assignment. This was enthusiastically received by the class. Many creative ideas were presented.

Students enter the MSCJ Forensic Psychology program from a wide array of backgrounds. Students who already possess fundamental research skills, or who are motivated to extend their knowledge and abilities in this area, have the option of conducting a more extensive research project towards completion of a master's thesis. None of the students who entered the program in the Fall of 2009 successfully completed their master's thesis prior to the May 2010 graduation. However, all have at least submitted a first draft and are currently working on revisions.

Section Two: Describe which program goal(s) in the Major Program Plan was assessed during the academic year.

Results of Outcomes Activity:

<p>Write an empirically based research proposal.</p> <p>80% of students in PSY 511 will earn at least a B</p>	<p><u>Met/Not Met</u> Met</p>	<p><u>Data Details</u> 58 % A, 25% B, 8% C, 8% D</p>
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Results of Outcomes Activity:

<p>Correctly apply statistical procedures to analysis of secondary data and write a report.</p> <p>60% of the students in PSY 520 will achieve an A on their statistics project</p>	<p><u>Met/Not Met</u> Met</p>	<p><u>Data Details</u> 100% A</p>
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Results of Outcomes Activity:

<p>Construct, design, conduct, analyze results from and present their own original empirical research</p> <p>80% of students will earn at least a B on the research paper</p>	<p><u>Met/Not Met</u> Met</p>	<p><u>Data Details</u> 73% A, 15% B, 3% C, 9% F</p>
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Analysis and Action Plans:

The goals for all three Outcomes Activity were met. During the 09/10 academic year, we will focus on improving timely completion of master's thesis projects. Through thesis meetings to be held throughout the summer, students will be encouraged to meet intermediate goals towards final completion of the thesis.

MSCJ – Homeland Security Administration Concentration GAR

OFFICE OF ASSESSMENT AND ACCREDITATION

GOAL ASSESSMENT REPORT: AY 2009/2010

MAJOR: MSCJ – Homeland Security Administration Concentration

Section One: Describe all department activities with respect to improving student learning in the major. This may include new faculty hires, course revisions, assignment creation, rubric revisions, goal evaluations, etc.

Activity Statement:

During the AY 2009-2010 the MSCJ HSA program received further refinement. There still seems to be a lack of uniformity between all professors teaching the courses. One focus begun was to work towards improving communication between adjunct and full-time faculty in order to improve student learning. The Assessment goals of AY2009-2010 were to develop assessment criteria. The Program Assessment Plan was developed and published mid-year. Faculty in the major reviewed appropriate program goals and selected one to measure this year and then review both goals and measurement for next year.

Section Two: Describe which program goal(s) in the Major Program Plan was assessed during the academic year.

Intended Outcome#1:

Graduates will be able to research, prepare, and present in clear written, oral, and electronic/digital formats the results of their inquiries into a variety of course topics.

Assessment Criteria:

In a paper and/or PowerPoint presentation describing the application of assessment tools and standards in evaluating criminal behavior and associated state or local criminal justice programs, 80% of the students in PSY 626 or in PSY 636 will receive a grade of A (90%) on the assignment, evaluated according to a standard rubric.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	

Section Three: Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

As this remains a relatively new online concentration, TU continues to have many different professors teaching. Many are adjuncts. It is important that adjuncts who teach in the program follow the syllabus and CCG's for the course/major. This can be problematic unless good communication exists between faculty who designed the program and professors teaching in the program. We intend to continue to work towards improving communication between these 2 types of faculty in order to improve student learning and to make assessment easier in the future. An attempt will also be made to extend Tiffin University's goal of having a "seamless university" to online students. This will include online student involvement in activities such as CJ honor society, paper presentations at conferences, and more stringent alignment with university research requirements.

MSCJ – Justice Administration Concentration GAR

OFFICE OF ASSESSMENT AND ACCREDITATION GOAL ASSESSMENT REPORT: AY 2009/2010 MAJOR: MSCJ – Justice Administration Concentration

Section One: Describe all department activities with respect to improving student learning in the major. This may include new faculty hires, course revisions, assignment creation, rubric revisions, goal evaluations, etc.

Activity Statement:

During the AY 2009-2010 the MSCJ JA program received further refinement. There still seems to be a lack of uniformity between all professors teaching the courses. One focus begun was to work towards improving communication between adjunct and full-time faculty in order to improve student learning. The Assessment goals of AY2009-2010 were to develop assessment criteria. The Program Assessment Plan for this concentration was developed and published mid-year. Faculty in the major reviewed appropriate program goals and selected one to measure this year and then review both goals and measurement for next year.

Section Two: Describe which program goal(s) in the Major Program Plan was assessed during the academic year.

Intended Outcomes #1:

Graduates will be able to research, prepare, and present in clear written, oral, and electronic/digital formats the results of their inquiries into a variety of course topics.

Assessment Criteria:

In a paper and/or PowerPoint presentation, 80% of the students in JUS 610 will receive a grade of A (90%) on the assignment, evaluated according to a standard rubric.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	92% of the students received a grade of 90% or higher on the assigned paper and presentation.

Section Three: Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

As this remains a relatively new online program, TU continues to have many different professors teaching. Many are adjuncts. It is important that adjuncts who teach in the program follow the syllabus and CCG's for the course/major. This can be problematic unless good communication exists between faculty who designed the program and professors teaching in the program. We intend to continue to work towards improving communication between these 2 types of faculty in order to improve student learning and to make assessment easier in the future. An attempt will also be made to extend Tiffin University's goal of having a "seamless university" to online students. This will include online student involvement in activities such as CJ honor society, paper presentations at conferences, and more stringent alignment with university research requirements.

BA – Psychology GAR

OFFICE OF ASSESSMENT AND ACCREDITATION GOAL ASSESSMENT REPORT: AY 09/10 MAJOR: BA - Psychology

Section One: Describe all department activities with respect to improving student learning in the major. This may include new faculty hires, course revisions, assignment creation, rubric revisions, goal evaluations, etc.

Activity Statement:

Student learning, which was assessed in AY 2009-10 resulted in some continued trends and for targeted plans of actions. Other areas requiring plans of actions include continued measurement of student learning related to major content areas, and measurement of cultural competence. Follow-up is listed below.

Plan of Actions Established in AY 2008-2009 with Follow-up from AY 2009-10:

Follow-up: A full-time PhD psychology faculty was added to the program allowing for more consistency in teaching and delivery of the psychology curriculum.

Follow-up: The continued use of the California Brief Multicultural Competence Scale (CBMC), the paired concepts scale, and internship evaluations. These tools were re-administered for AY 2009-10. Results are discussed in this report.

Section Two: Describe which program goal(s) in the Major Program Plan was assessed during the academic year.

Intended Outcome # 1:

Broadly based knowledge of modern

- e. ethical issues and practices

Assessment Criteria:

Assessment Criteria for Outcome A1e:

Target: At least 80% of students in the internship course will score 70% or higher in their analyses of ethical issues and practices.

Method: Students will receive a rating of 3 or better on ethical practices criteria as rated on a 0-5 scale using the Outcomes Assessment Internship Rubric.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
Ethical issues and practices	Goal was met	Two completed forms from site supervisors for AY 09-10 internships were received with consistency of ratings between student and site supervisors. Students had the tendency to rate themselves lower than the site supervisor. Student were rated 100% of the time 3 or better on ethical practices criteria.

Intended Outcome #2:

(Psychology Majors) Increasingly coherent understanding of concepts central to the discipline.

Assessment Criteria:

Method 1: A testing of students' cognitive structures, using departmentally standardized lists of critical concepts, composed for assessment of increasingly coherent understanding of general psychological concepts, presented via a concept-similarity rating task in a Likert-scaled survey format. Units of analysis are individual and mean differences between student and ideal structure schemas. Surveys were conducted in psychology lower and upper numbered course sections. Aggregated student responses are not expected to correlate with faculty responses in the freshman and sophomore years. However, the goal is that junior and senior responses will correlate positively and significantly with faculty responses @ $p = <.05$.

Target: Student responses will be measured from a sample of students taking Psychology courses in 2009-2010 and across class standing and be compared to prior faculty ratings. Upper class student samples will correlate with faculty ratings.

Results of Outcomes Activity:

<u>2009-2010 Outcome# 1</u>	<u>Met/Not Met</u>	<u>Data Details</u>
Method 1	Goal was partially met	For 2009-10 –There was some consistent and linear correlation between mean student mean ratings of concept from junior compared to prior baseline obtained faculty ratings ($r = .654$). Freshman's responses did not correlate with Junior or faculty ratings. Seniors were not measured this year. Table 1 in Appendix presents graph of mean comparisons based on class rank. All correlation results for 2009-10 Paired Concepts are presented in Table 2 in Appendix.

Intended Outcome 4:

Multicultural awareness, tolerance, and competence.

Assessment Criteria:

Method 1: A baseline results on the BA-PSY- Cultural Competence Measure was obtained in 2007-08 and 2008-09. Additional Students in Psychology courses took the California Brief Multicultural Competence Scale (CBMC) in 2009-2010. This was repeated with a larger sample size to compare data over a longer time period.

Target: Outcome performance threshold: 90% of the students will score in identified normed ranges of cultural competency.

Results of Outcomes Activity:

<u>2009-2010 Outcome #4</u> Method 1	<u>Met/Not Met</u> Goal was met	<u>Data Details</u>
		<p>Students (N =48) in Psychology courses took the test measure of the California Brief Multicultural Competence Scale (CBMC) (Gamst, Dana, Der-Karabetian, Aragon, Arellano, Morrow & Martenson, 1994).</p> <p>Target was met for 2009-10, with psychology students and criminal justice students taking the CBMC being normed for comparison scores. Overall the student sample scored in the 68th percentile, indicating a moderate level of cultural competence as compared to established professionals, and a decrease as compared to the 78th percentile obtained last year. But this appears to be due to the inclusion of the various criminal justice majors and when controlled for major Psychology-Human Services and Psychology Criminal justice majors scored in the 74th and 80th percentile respectfully. These students are taking and/or taking an additional cultural competence class which appears to be impacting the students positively. High scoring in the “Multi-cultural Knowledge” and the “Awareness of Barriers” sub-scales were particularly high for the Addictions concentration.</p>

Section Three: Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

Some targeted goals for outcomes were achieved in AY 09-10, and student measurement of cultural competence was again within moderate ranges and did rise from last year as targeted by increasing coursework requirements in the cultural area. Increases in overall student percentile scores should continue as a goal. Measurements of junior level psychology major students appeared to be achieving increased content knowledge (as measured by correlations to a faculty response baselines). Ethical decision continues holding its improvement as a student learning area for both the addictions and human services concentrations.

Since the EST psychology subject exam was administered in 2008-09 it was not given this year. But the weakest area in that administration (Sensory and Physiology sub-area with mean percent score of 33) is still noted. But because of the low n size and the first year of administration prudence of interpretation should be used. Re-administration of the exam should be utilized over a longer period of time to determine meaningful trends that could be fed back into the program. Discussion may still need to occur as to whether Biological Psychology should be placed into the Psychology core (as opposed to a suggested elective). The concentration areas continued to need specific assessment, and the ETS subject exam tool may be able to be modified with additional questions to achieve both the measurement of learning in the overall major and the specialty areas.

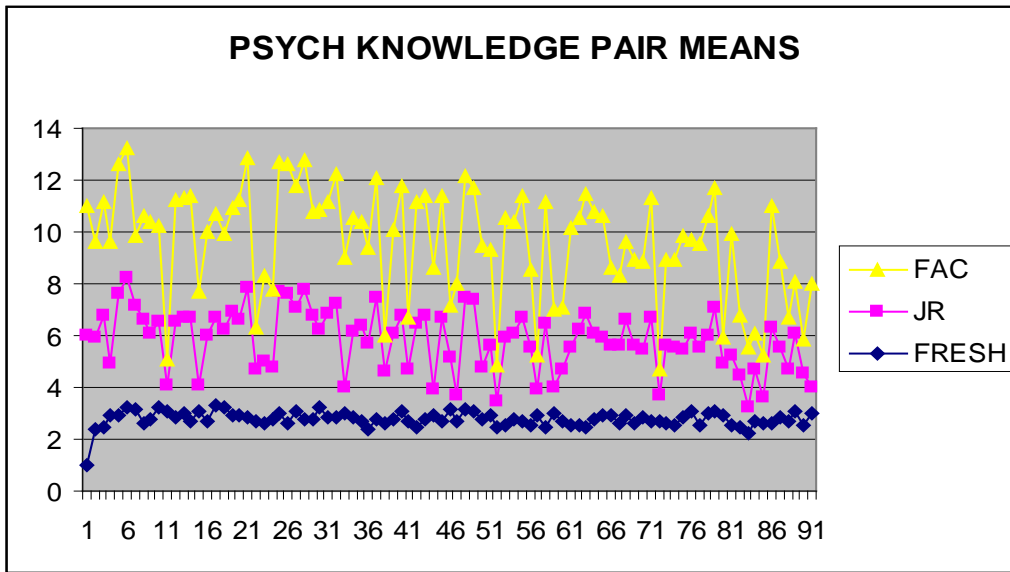


Table 1: Student and Faculty Item Means on Paired Concept Test 2009-1-

Correlations

		FreshMeans	JRMeans	FacultyMeans
FreshMeans	Pearson Correlation	1	.042	.116
	Sig. (2-tailed)		.694	.274
	N	91	91	91
JRMeans	Pearson Correlation	.042	1	.654**
	Sig. (2-tailed)	.694		.000
	N	91	91	91
FacultyMeans	Pearson Correlation	.116	.654**	1
	Sig. (2-tailed)	.274	.000	
	N	91	91	91

** . Correlation is significant at the 0.01 level (2-tailed).

Table 2: Correlations Between Student and Faculty Means on the Paired Concept Test 2009-10

BCJ – Corrections GAR

OFFICE OF ASSESSMENT AND ACCREDITATION GOAL ASSESSMENT REPORT: AY 09-10 MAJOR: BCJ - CORRECTIONS

Section One:

Activity Statement:

Review of the Corrections curriculum began during AY09/10, and will continue in 2010/11. This included a review of the outcomes and assessment criteria. The program sponsored two guest speakers which allowed student to be exposed to the field and also to discuss career opportunities. An experimental collaborative relationship has been started with state agencies and organizations to involve students to support the work of these organizations in examining recidivism; this will provide “real-world” projects to support class work, an approach we have seen pay off in other majors by enhancing student interest and quality of their work, as well as providing opportunities for internships and job-related skills.

Section Two:

Intended Outcome # 1:

Graduates will understand the five main theories of corrections. (COR 220)

Assessment Criteria:

Students will complete a paper on the five Corrections’ theories and score an 80% or higher based on the rubric.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met or Not Met</u>	<u>Data Details</u>
	Met	100% of students received an 80% or higher.

Intended Outcome #2:

Graduates will understand the major constitutional issues of offender supervision. (COR 436)

Assessment Criteria:

Students will outline five land-mark cases in Corrections and receive an 80% or higher based on the rubric.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met or Not Met</u>	<u>Data Details</u>
	Met	100% of students received an 80% or higher.

Intended Outcome #3:

Students will demonstrate effective written and oral communication skills. (COR 220 & COR 230)

Assessment Criteria:

Students will receive an 80% or greater on written and oral presentations, based on the rubric.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met</u> Met	<u>Data Details</u> 100% of students received an 80% or higher.
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Section Three:

Analysis and Action Plans:

Review of the Corrections curriculum began during AY09/10 and will continue through 09/10. Goals associated with this revised curriculum will be developed in AY 10/11. This review will include assessment of enrollment and retention data from the past several years, as well as information on post-graduation activities (job placement and graduate school enrollment) of recent graduates to provide a basis for appraisal of the program.

The initiative begun in AY2009-2010 on collaborative research into recidivism and related topics will be continued and expanded upon.

The revision of the BCJ-Corrections PAP, not completed in AY09/10 because of the ongoing review of the curriculum, will be a focus of effort in AY2010-2011. It is expected that the curriculum review will be completed in the Fall of 2010 and revisions to the PAP made soon thereafter.

BCJ – Forensic Psychology GAR

OFFICE OF ASSESSMENT AND ACCREDITATION GOAL ASSESSMENT REPORT: AY 09/10 MAJOR: BCJ - Forensic Psychology

Section One: Describe all department activities with respect to improving student learning in the major. This may include new faculty hires, course revisions, assignment creation, rubric revisions, goal evaluations, etc.

Activity Statement:

During the AY 2009-2010, faculty continued to encourage continued improvement toward students' ability to conduct empirical research (Intended Outcome # 1). The grading rubric for research papers was further revised to make the requirements more explicit for students. Students in all classes where research was conducted were required to follow the revised rubric. Students are starting to become more familiar with the demands of the Institutional Review Board and are given information about it in every class where research is required. Students were instructed completely in the origin, meaning, operation, and requirements of the IRB. Students were given a strict timeline in which to create their research topic, and how to write it up for submission to the IRB for approval.

The student final project was an area of personal and professional interest. The topic had to be approved first by the professor, and then by the IRB. The final project was to represent the culmination/capstone for all topics covered in the class.

Because research methods can be demanding to students, a research group project opportunity (research contest) was given to the class last year. This was continued again this year. Students were asked to design a research project/product/idea that would improve society in some way. This project/product/idea was researched and constructed, and then presented to the class through power point slides. This assignment was also a competition where students were told that their slide shows were sent to three other faculty members to judge. The winning group members received extra points on their grade for the assignment. This was enthusiastically received by the class. Many creative ideas were presented.

Research skills can also be improved by exposing students to research that others are doing. As such, undergraduate students in SCS 300 and FOR 460 were encouraged to attend and participate in master's theses proposal and final defenses by Forensic Psychology graduate students in the MSCJ. As there were many graduated students doing theses, there were several opportunities for undergraduates to attend proposals and defenses. Finally, students were encouraged to present their research at conferences. During the 2009-2010, 10 undergraduate students presented the research they had done in SCS 300 and FOR 460 at the Ohio Council of Criminal Justice Education Research conference. This opportunity gave them experience communicating research findings to a diverse audience. Further, it afforded them the opportunity to critically evaluate other research projects from different disciplines. Students were also encouraged to submit their research for outstanding student paper as OCCJE awards cash/plaques for outstanding papers at the undergraduate and graduate level. Papers were received by OCCJE from criminal justice students from all over Ohio. A Tiffin University undergraduate in the SCS 300 class did win the outstanding student paper competition.

Section Two:

Intended Outcome #1:

Graduates will demonstrate an ability to apply psychological theories and research to legal issues

Assessment Criteria:

Students will be able to construct research (design) that would empirically answer a current legal issue (prepare a research proposal based on a legal question, to empirically answer this question). 80% of students to do this for their final research project in SCS 300, and FOR 460, and earn a “B” or better on this project.

Results of Outcomes Activity:

2009-2010	<u>Met/Not Met</u> Not Met	<u>Data Details</u> 70% of the students received a B or better
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Intended Outcome 2:

Understand the psychological impact of crime and violence on victims

Assessment Criteria:

80% of students in the FOR 105, and FOR 460 classes to receive a “B” (85%) or better on the final exam.

Results of Outcomes Activity:

2009-2010	<u>Met/Not Met</u> Met	<u>Data Details</u> 81% received a B or better)
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Intended Outcome 5:

Diagnose mental disorders and understand different approaches to treatment by constructing ITPs.

Assessment Criteria:

80% of students to be able to correctly complete a set ITPs (final project) at a grade of “B” or better in PSY 362 and COR 430.

Results of Outcomes Activity:

2009-2010	<u>Met/Not Met</u> Met	<u>Data Details</u> 86% of students received a B or better on the ITP project in FOR 430. Not measured in PSY 362.
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Section Three: Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

The different results obtained from the research projects in FOR 460 (Psychology and Law) were not as good as observed in the data from 2008-09. This can be attributed, in part, to students' preparation for the course. Research concepts and skills are difficult for students to master. The goal for BCJ Forensic Psychology majors is for them to learn the fundamentals of the research process in SCS 300 and complete an empirical research project. By the time students reach Psychology and Law, they have had previous experience conducting research and writing up reports. They refine their research skills by conducting a second research project, specifically related to Forensic Psychology, in FOR 460. Regardless of how well students master the research concepts in SCS 300, the experience of conducting research is invaluable to subsequent performance at a higher level. This is why SCS 300 is a prerequisite for FOR 460. Previous OA data clearly showed that students benefit from increased exposure to, and experience with, this material as performance on research projects in FOR 460 are superior to those conducted in SCS 300. Every year there have been a few exceptions to the SCS 300 prerequisite in FOR 460 with students who take the two courses concurrently. However, in the Fall '09 semester, 11 of the 22 students in the course had not previously completed SCS 300.

Within the process of writing their research papers, both in SCS 300 and FOR 460, students experience the greatest amount of difficulty in the analysis and presentation of their statistical results. Students rely heavily on assistance from faculty teaching these research courses in order to successfully analyze and interpret their data.

Based on this analysis, the following recommendations are made in AY 09/10 for use in AY 10/11:

- (1) Reinforce the use of SCS 300 as a prerequisite to FOR 460. Advisors need to stress to their advisees that SCS 300 needs to be taken during the junior year. Since this course is now offered during both the fall and spring semesters, this should be easier for students to accomplish.
- (2) Revise this specific objective with an emphasis on measuring student improvement between the SCS 300 and FOR 460 classes. This can, in part, be accomplished by tracking the performance of students in FOR 460 and comparing the quality of their work done in that course to the coursework done for SCS 300. Students can also do this by incorporating research projects and preparing for research conferences during the summer.. There are often opportunities for students to then present their research from SCS 300 at conferences held in the early Fall (one example being the Midwest Criminal Justice Association (MCJA) meeting).
- (3) Work with the Math department to see if it is possible to modify the content of MAT 273 Applied Statistics I to include more emphasis on statistical tests.
- (4) Develop a one hour lab course to accompany SCS 300 that would focus on computer applications (i.e., Excel, SPSS) in analyzing and presenting statistical results. There would also be an emphasis on the proper reporting of results in research papers as well as communicating for conference presentations.

BCJ – Forensic Science GAR

OFFICE OF ASSESSMENT AND ACCREDITATION GOAL ASSESSMENT REPORT: AY 09/10 MAJOR: BCJ - Forensic Science

Section One:

Activity Statement:

Our Forensic Science major is in its fifth year, and continues as a partnership major with Heidelberg College. The Criminal Justice courses are taught at Tiffin University and several of the advanced science/lab courses are taught at Heidelberg, although more of the introductory courses are being taught at Tiffin as we add faculty. We continue to experience a significant number of failures (40% D or F) in both Biology and Chemistry and continue to focus on the three areas for remediation identified in the AY08-09 GAR. Many students continue to struggle with the math in Chemistry 101, although the emphasis on MAT 174 has helped. The assignment of faculty mentors from the TU math and criminal justice departments and the use of upper-classmen as supplemental instructors also helped students improve their chances of success. Finally, the change in course requirement from the biology for biology majors to the biology for non-biology majors. This course is now taught on Tiffin campus by Tiffin faculty.

Scheduling of classes remains a significant problem, however, as Heidelberg University class times do not align with the TU schedule. To alleviate this scheduling complexity, but also to permit greater focus on the specific requirements of forensic science students, TU explored the possibility of using lab space at the Tiffin Middle School (a brand-new, state-of-the art school) and using the TU faculty for more of the first- and second-year classes. This will be employed on an experimental basis in AY 2010-11.

The SCJSS instituted a school-wide emphasis on improving the writing of all students. While this emphasis received strong support from faculty and many students, it had an initial negative impact on some student grades in classes. This is expected to reverse as the emphasis continues and the writing across the curriculum focus pays dividends in all fields.

FS majors continued to play significant roles in the student organizations and, through the Criminal Justice Club, brought several guest speakers to campus to present programs on careers and recent developments in the profession.

Section Two:

Intended Outcomes 1:

Graduates will demonstrate the ability to understand and resolve the legal and ethical issues surrounding the use of forensic data in criminal investigations and trials.

Assessment Criteria:

85% of students will earn a grade of 85% or higher on the final exam in JUS 361.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u> Met	<u>Data Details</u> 100% of the students received a final course grade of 85% or better.
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Intended Outcomes 2:

Graduates will be able to demonstrate knowledge of chemical makeup of substances presented in class.

Assessment Criteria:

75% of students will earn a "C" or better on the final exam in CHM 111, 112, 201, 305, & 404.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u> Not Met	<u>Data Details</u> 70% passed the courses with a "C" or better.
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Intended Outcome 3:

Enhance student understanding of the criminal justice system.

Assessment Criteria:

85% of the students will pass the final exam in JUS 110, JUS 201, and JUS 202 with a "B" (85%) or better

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u> Not Met	<u>Data Details</u> 60% of our students received a final exam grade of 85% or better.
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Intended Outcome 4:

Graduates will demonstrate a working knowledge of how evidence is processed for use the courtroom.

Assessment Criteria: 85% of students will earn a grade of 85% or higher on the final in ENF 460.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u> Met	<u>Data Details</u> 100% of the students earned an 85% in the class.
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Section Three:

Analysis and Action Plans:

In AY 2010/11, we will continue refining the outcomes for the Forensic Science majors and continue to enhance the use of faculty mentors from our math and criminal justice departments.

We believe the use of final class scores from the Chemistry Courses to be an accurate indicator of student learning because these courses are taught at Heidelberg University, and so the performance of TU students by necessity includes an objective component because they are graded along with Heidelberg University students in the same class.

We will plan to assess learning in 2010/11 by including the use of Intended Outcome #5 from the Forensic Science PAP, which raises the expectation of the students from achieving a “C” to a “B” in the course. While this goal may not be achieved in 2010/11, we believe it will provide additional information for continued improvement in the courses.

Other Assessment Criteria will continue to be used, while the effectiveness of those criteria are enhanced through the increased development and use of rubrics to ensure consistency of measurement.

We will continue to explore the use of the Tiffin City School laboratory facilities and will examine how the focus of the first- and second-year classes on the specific requirements of the TU FS major and the elimination of the scheduling complexity involved with using Heidelberg classes affects student learning. Collaboration with local law enforcement is providing opportunities to develop classroom and laboratory exercises that relate to actual criminal justice situations, an effort which we believe will make the instruction increasingly relevant and engaging for our students.

BCJ – Government & National Security GAR

OFFICE OF ASSESSMENT AND ACCREDITATION GOAL ASSESSMENT REPORT: AY 09/10 MAJOR: BA - Government and National Security (GNS)

Section One: Describe all department activities with respect to improving student learning in the major. This may include new faculty hires, course revisions, assignment creation, rubric revisions, goal evaluations, etc.

Activity Statement:

Several activities were undertaken or continued this year to continue improvement in the quality of education provided and in the learning experienced by the students. Two full-time faculty were added to the School of Criminal Justice and Social Sciences, increasing the diversity of experience and scholarship available to GNS majors as well as other majors in the department of Criminal Justice and Security Studies. For the second year in a row, the student organization associated with the GNS major sent a team of students to the Model NATO Conference in Washington DC. Several guest speakers were brought to campus, providing special programs on the North Atlantic Treaty Organization, the National Security Agency, and the Department of State. Finally, the GAO was a co-sponsor with four other universities of a conference on American Foreign Policy and National Security. A pilot project was undertaken with the NATO Joint Warfare Centre to use student research as part of the intelligence and scenario material for NATO exercises held in Europe. Material provided by the Joint Warfare Centre was incorporated in classes on National Security and on Intelligence Analysis, providing students with real-world experience.

Improving the quality of student writing and critical thinking was taken as a focus in all classes across the major (Indeed, across the SCJSS). Faculty coordinated on writing assignments, developed or increased the use of standard rubrics, and increased the expectations for quality of student performance. It was decided not to measure this emphasis until the 2010/11 AY to allow both faculty and students the opportunity to adjust to the higher expectations.

The Department selected the spring offering of POL 491 (Senior Seminar in Government and National Security) to assess the intended outcome listed below. This builds on the previous use of POL 205 for AY 2007/08 and for 2008/09 and POL 411 for AY 06/07. POL 491 provides the capstone assessment of learning throughout the GNS major. A review of the National Security decision making processes of all presidencies since 1947 was combined with class discussions of current events and the preparation of a capstone project.

The analyzing assignments included a capstone research project requiring the students to select a current topic in the field of National Security and demonstrate, through scholarship, teamwork, critical thinking, and both written and oral presentation, a meaningful integration of the student's course of study. This class provided the opportunity to assess two intended outcomes from the GNS Program Assessment Plan (PAP)(Outcomes 6 and 7).

In addition, the department selected the assessment of student participation in internships (SCS 470) in order to provide data on the GNS PAP Intended Outcomes 5, and 8.

Section Two: describe which program goal(s) in the Major program Plan were assessed during the academic year.

PAP Intended Outcome 5:

Graduates will understand potential careers and work expectations in the field of national security.

Assessment Criteria:

All GNS students in SCS 470 will complete a successful internship with an agency or organization in the national security field, as evidenced by a score of 80% or better on their personal log.

Results of Outcomes Activity:

<u>2009/10</u>	<u>Met/Not Met</u> Met Met	<u>Data Details</u> All GNS majors graduating in 2010 had completed an internship with an agency or organization in the field of National Security. All of these students received a grade of 80% or better on their personal log.
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PAP Intended Outcome 6:

Graduates will exhibit critical multimodal communication skills.

Assessment Criteria:

85% of all graduates will receive an 85% or better on presentations for POL 491

Results of Outcomes Activity:

<u>2009/10</u>	<u>Met/Not Met</u> Met Met	<u>Data Details</u> All GNS majors graduating in 2010 completed a research project for POL 491 and presented the project orally in a public forum subject to audience questioning as well as in class and through submission of a written report. All received a grade of 90% or better.
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PAP Intended Outcome 7:

Graduates will exhibit the ability to write and think critically.

Assessment Criteria:

85% of all graduates will receive a grade of 90% or better on the final research project for POL 491.

<u>2009/10</u>	<u>Met/Not Met</u> Met Met	<u>Data Details</u> All GNS majors graduating in 2010 completed a research project for POL 491 and presented the project orally in a public forum subject to audience questioning as well as in class and through submission of a written report. All received a grade of 90% or better.
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Section Three: Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

Experiential learning, whether through the use of organized simulations such as the Model NATO, or through the use of real-world materials for intelligence and policy analysis, has proven to be both effective in reinforcing curriculum goals but also highly enjoyable and rewarding for the students. The department will continue to explore more ways to add such opportunities to the regular curriculum and well as to extra-curricular experiences.

Writing and oral communication skills will continue to be a focus, and faculty will be continuing to expand the development and use of rubrics to provide students with improved evaluations of the writing required in classes.

We did not have the chance, but still intend, to explore the use of an externally-developed test, such as the Annual Practice Exam for the Foreign Service (available for a small fee from the State Department), or another of its kind, as an assessment tool to be used at the junior/senior level. This examination is cross-disciplinary in many aspects, but focuses on the extent to which the applicant has developed both the technical knowledge as well as the critical thinking and analysis skills necessary to work in the field of national and international security.

The Government and National Security Major curriculum will be reviewed in AY 2010/2011, along with the curriculum for the Homeland Security/Terrorism major, to ensure that recent developments in the relevant career fields and changes to the security environment are addressed. Many students enrolled in this major (as in the HS/T major) seek to obtain a minor in language and cultural studies, primarily in Arabic and MidEast culture. We will continue to seek ways to improve student opportunities in this area, such as the initiative undertaken with the American University in Cairo. The recently established “Tiffin University National Security Institute” will seek to provide a source for student work with organizations such as the Ohio State Highway Patrol’s Ohio Fusion Center on open source research and analysis.

Finally, the department will be exploring ways to improve the development of critical thinking and analytic reasoning skills. Recent research in the intelligence community since September 11, 2001 has provided a wealth of information on education in the fields of analysis and the Department will be exploring ways to incorporate this material into the continued refinement of courses.

Assessment courses for 2010/11 will include POL 151, the introductory course in National Security, International Security (POL 350), internships (SCS 470) and the Senior Seminar (POL 491). These courses will provide data relevant to most, if not all, of the Intended Outcomes set forth in the Program Assessment Plan.

BCJ – Homeland Security & Terrorism GAR

OFFICE OF ASSESSMENT AND ACCREDITATION GOAL ASSESSMENT REPORT: AY 09/10 MAJOR: BCJ – Homeland Security / Terrorism Major

Section One: Describe all department activities with respect to improving student learning in the major. This may include new faculty hires, course revisions, assignment creation, rubric revisions, goal evaluations, etc.

Activity Statement:

In AY 2009/2010, we continued to stress the importance of how the three key upper-level courses in this major (JUS 215, ENF 343, and ENF 345) integrate the relevant legal principals and directives for the discipline and build upon each other to allow the students to achieve an in-depth understanding of an “all hazards” approach to homeland security. We also incorporated more media training into each of the courses to allow students greater familiarity with how the media impacts the response to an emergency incident. Students were tasked with developing and drafting several response plans to increase their awareness with the “all hazards” approach used by homeland security agencies today. Students were involved in emergency planning of the university and the surrounding communities to maintain a “real world” concept to what they are learning.

A number of guest speakers presented topics relating to the classes, providing the “real world” aspect to the classroom lecture and practical exercises.

A new faculty member with extensive Emergency Management experience was hired for AY 09-10. This improved the University’s ability to achieve the consistency and integration noted above, while also providing students to the exposure of other views. The continuity of the course has been established during AY 08-09 and Results of the evaluation of the Assessment Criteria will be used to further refine the program.

The Department has expanded the Arabic language component of the course of study by the addition of a second faculty member teaching courses and is in the process of developing a study-abroad program with the American university in Cairo.

Section Two: Describe which program goal(s) in the Major Program Plan was assessed during the academic year.

Intended Outcome #1:

Students will be able to identify factors which influence multi-jurisdictional and emergency responses to domestic and foreign terrorist operations.

Assessment Criteria:

Seventy percent of students will have a “75%” or better grade on final quiz/exam that identifies factors influencing jurisdictional emergency responses to domestic and foreign terrorist operations: JUS 215, ENF 343 and ENF 345.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	ENF 345 100% of the enrolled students met the requisite score. ENF 343 98% of the enrolled students met the requisite score. JUS 215 97% of the enrolled students met the requisite score.

Section Three: Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

The Homeland Security/Terrorism curriculum will be reviewed in AY 2010/2011, along with the curriculum for the Government and National Security Major, to ensure that recent developments in the relevant career fields and changes to the security environment are addressed. Many students enrolled in this major (as in the GNS major) seek to obtain a minor in language and cultural studies, primarily in Arabic and MidEast culture. We will continue to seek ways to improve student opportunities in this area, such as the initiative undertaken with the American University in Cairo. The recently established “Tiffin University National Security Institute” will seek to provide a source for student work with organizations such as the Ohio State Highway Patrol’s Ohio Fusion Center on open source research and analysis. Finally, we will be reviewing and expanding the courses and other programs on Emergency Operations Management, including the investigation of ways to include opportunities for students to achieve state and federal certifications as a component of the major.

BCJ – Justice Administration GAR

OFFICE OF ASSESSMENT AND ACCREDITATION GOAL ASSESSMENT REPORT: AY 09/10 MAJOR: BCJ - Justice Administration

Section One: Describe all department activities with respect to improving student learning in the major. This may include new faculty hires, course revisions, assignment creation, rubric revisions, goal evaluations, etc.

Activity Statement:

The following upgrades were made to the BCJ DCP Justice Administration Major:

1. Reviewed and selected new editions of textbooks and new textbooks.
2. Re-wrote courses to reflect current trends.
3. Monitoring effectiveness of IRB in one seated JUS 463 course.
4. Quality Recruitment of new instructors.
5. On-going training of adjunct faculty; initial training for new adjunct faculty.
6. Student Advising.
7. Guidance for on-line adjunct faculty.
8. Designed and implemented study tips and tools: Including teacher/student resources in the following areas: search engines, educational resources, computer resources, little known facts about the public library system.
9. Designed and implemented optional educational resources for students and instructors: Class Live Pro.

Step Two: Describe which program goal(s) in the Major Program Plan was assessed during the academic year.

Intended Outcomes 1:

Students will write with clarity and precision.

Assessment Criteria:

All courses identified as Writing Intensive Course in the Academic Bulletin will have at least one writing assignment and use the Writing Across the Curriculum grading rubric to assess the students writing abilities. A mean score of 3.5 is expected.

Results of Outcomes Activity:

The office of Outcomes Assessment will gather and analyze data from courses identified as Writing Intensive Courses.

Intended Outcomes 2:

Adult learners will demonstrate the ability to collect and interpret data.

Assessment Criteria:

Seventy percent of adult learners will achieve a “B” or higher on the applied research project for JUS 463 as measured by the corresponding grading rubric.

<u>2009-2010</u>	<u>Met/Not Met</u> <u>Met</u>	<u>Data Details</u> JUS 463 – Not Measured
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Intended Outcomes 3:

Adult learners will demonstrate the ability to communicate effectively, both orally and in written form.

Assessment Criteria:

Seventy percent of adult learners will obtain a “B” or higher on the graded oral presentation report for FOR 366 and JUS 463. For the same courses, seventy percent of adult learners will obtain a “B” or higher on the final paper, as measured by the criteria on the writing ability and quality of documentation criteria on the final evaluation report for FOR 366, and on the research project evaluation report for JUS 463.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u> <u>Met</u>	<u>Data Details</u> JUS 463 – Results met: 72% of adult learners obtained a “B” or higher for the project. SOC366 - Results met: 83% of adult learners obtained a “B” or higher for the project. JUS 463 – Presentation was not measured. SOC 366 - Presentation was not measured.
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Intended Outcomes 4:

Adult learners will demonstrate the ability to analyze a contemporary problem and develop an effective solution.

Assessment Criteria:

Seventy percent of adult learners will obtain a “B” or higher on the final paper for ENF 312 and on the research project for JUS 463, as measured by the criteria on the writing ability and quality of documentation criteria on the final evaluation report for ENF 312, and on the research project evaluation report for JUS 463.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	<u>Met</u>	ENF 312 – Results met: 58% of adult learners obtained a “B” or higher on the final paper analysis for the course. JUS463 – Results met: 72% of adult learners obtained a “B” or higher on the final paper analysis for the course

Intended Outcomes 5:

Adult learners will demonstrate the ability to work effectively in groups and as individuals.

Assessment Criteria:

Seventy percent of adult students will obtain a “B” or higher for the final paper for SOC 350, as measured by the criteria on the writing ability and quality of documentation criteria on the final evaluation report for SOC 350, and on the research project evaluation report for JUS 463.

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	<u>Met</u>	SOC 350 – Not Measured JUS463 – Not Measured

Intended Outcomes 6:

Students will be exposed to and understand professional practices related to their major field of study.

Assessment Criteria:

All students will successfully pass a professional practices assignment as deemed appropriate by their major field of study program faculty. Classes involved are at the discretion of the major field of study faculty.

Results of Outcomes Activity:

The office of Outcomes Assessment administers the major field of study exam and analyzes the results.

Section Three: Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

Intended Outcome #3:

The collection and interpretation of the data was not measured. However, oral/powerpoint presentation will be measured in 2010-2011.

Intended Outcome #3:

No data was collected for SOC 366 presentation. This will be removed from the criteria for next year.

Intended Outcome #3:

SOC 366 was measured, not FOR 366 as specified. The incorrect course was specified in 2009-2010.

Intended Outcome #4:

The target percentage did not meet the target number of 70%. ENF 312 – Results only met 58%. 58% of adult learners obtained a “B” or higher on the final paper analysis for the course.

Intended Outcome #5:

Neither one of these courses assesses teamwork and group work, cannot measured. This will be removed from the criteria for next year.

BCJ – Law Enforcement GAR

OFFICE OF ASSESSMENT AND ACCREDITATION GOAL ASSESSMENT REPORT: AY 09/10 MAJOR: BCJ - Law Enforcement

Section One:

Activity Statement:

With the implementation of the Major Field Test and the mini crime scene component for the AY2008/2009, the program has taken steps to better assess the strengths and weaknesses of the curriculum.

The assessment criteria used for AY 2008/2009 was again used in 2009/2010, allowing a comparison of results in an effort to identify any trends in learning effectiveness.

The Law Enforcement program began developing a series of questions that coincide with the minimum course content guide of the core courses for this major with the end goal being to be able to administer those as a standard examination at the beginning of the freshman year and the end of the senior year. This work will continue during 2010/11.

A number of guest speakers from the law enforcement field were brought to campus.

Section Two:

Intended Outcome # 1:

Law Enforcement graduates will be able to describe the four major features of the law enforcement officer role in American society: law enforcement; order maintenance; service; information gathering. (JUS110 & ENF150)

Assessment Criteria:

In response to essay questions, all students will be able to describe the four major features of the law enforcement officer role in American society: law enforcement; order maintenance; service; information gathering and obtain a score of 90% or higher according to a developed rubric.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met</u>	<u>Data Details</u>
	Not Met	93% scored 90% or higher.

Intended Outcome #2:

Graduates will be able to explain the main components of community policing. (ENF 150)

Assessment Criteria:

In response to an essay question, all students will be able to explain the major components of community policing and obtain a score of 90% or higher according to a developed rubric.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met</u> Not Met	<u>Data Details</u> 85% scored 90% or higher.
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Intended Outcomes 3:

Graduates will create a mini crime scene that incorporates the major elements of a criminal investigation. (ENF239)

Assessment Criteria:

Graduates will obtain a score of 90% or higher according to a developed rubric for the mini crime scene.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met</u> Not Met	<u>Data Details</u> 95% scored 90% or higher.
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Intended Outcomes 4:

Graduates will be able to critically evaluate by means of written and oral communication the quality of a major criminal investigation involving crimes against persons, property, technology, and the environment. (ENF 237; ENF 239)

Assessment Criteria:

In both an oral and written presentation, students will be able to critically evaluate the quality of a completed major criminal investigation that is well documented in book and article literature sources using 5 established principles of effective criminal investigation and obtain a score of 90% according to a developed rubric.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met</u> Not Met	<u>Data Details</u> While 90% of students scored a B (85% or better) only 50% scored a 90% or better.
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Section Three:

Analysis and Action Plans:

Several of the assessment criteria continued to not be met, although the relative scores and percentages reflected by the data remain high (generally in excess of 90% of students receiving a, 85 (B) or better on the assessed examination or assignment). Goals are set, however, at a requirement that ALL students achieve a 90% or better (A) on the assessed assignment/exam. Assessment criteria will be reexamined to determine if these criteria remain valid or if they require modification to better reflect realistic expectations.

The Law Enforcement program began developing a series of questions that coincide with the minimum course content guide of the core courses for this major with the end goal being to be able to administer those as a standard examination at the beginning of the freshman year and the end of the senior year. This work will continue during 2010/11. The use of such a test will permit us to develop a pre and post test methodology to determine the effectiveness of our courses in achieving the desired outcomes. Developing and then refining such an examination will be an ongoing process throughout the next several years.

ACJ – Law Enforcement GAR

OFFICE OF ASSESSMENT AND ACCREDITATION GOAL ASSESSMENT REPORT: AY 2009/2010 MAJOR: ACJ –Law Enforcement

Section One: Describe all department activities with respect to improving student learning in the major. This may include new faculty hires, course revisions, assignment creation, rubric revisions, goal evaluations, etc.

Activity Statement:

In the 09/10 AY, the focus was on coordinating with other University resources to improve student learning. A concerted effort was made by faculty teaching individual courses to identify students that were not actively participating in the course and so might be at risk, as early as possible. Individual faculty then worked with the students, with the success coaches, and with other faculty to ensure students got the help they might need to better complete the program. Faculty reviewed courses and made some course revisions based on student feedback. Additionally, the program chairs reviewed program requirements and made revision to those, including new requirements for math and writing. These should be both more realistic in terms of what the students are able to accomplish but also more related to long-term student success in the program.

Section Two: Describe which program goal(s) in the Major Program Plan was assessed during the academic year.

Intended Outcome 1:

Students will write with clarity and precision.

Assessment Criteria:

All courses identified as a Writing Intensive Course in the Academic Bulletin will have at least one writing assignment and use the Writing Across the Curriculum grading rubric to assess the writing ability of students. A mean score of 2.5 is expected.

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not Assessed	None of the courses under the cognizance of the SCJSS for this major are listed as Writing Intensive.

Intended Outcome 2:

Students will communicate with clarity and precision.

Assessment Criteria:

Students will be able to critically evaluate by means of written and oral communication the quality of a major criminal investigation involving crimes against persons, property, technology, and the environment. Seventy percent of students will obtain a score of 80% or higher on the graded presentation report for ENF 237 or ENG 239, as measured by the presentation rubric.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	81% of the students enrolled in ENF 237 and ENF 239 received a score of 80% or higher on the assessed presentation.

Intended Outcome 3:

Students will be able think logically about and critically analyze information.

Assessment Criteria:

Seventy percent of students will obtain a score of 80% or higher on an graded essay for JUS 110 or ENF 150 that will provide examples of police activity and tasks to one or more of the four major features of the police role in American society, as measured by the developed rubric.

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not Met	65% of the students enrolled in JUS 110 received a score of 80% or higher on the assessed essay. 60% of the students enrolled in ENF 150 received a score of 80% or higher on the assessed essay.

Intended Outcomes 4:

Graduates will be able to explain the main components of community policing. (ENF 150)

Assessment Criteria:

Seventy percent of students will obtain a score of 80% or higher on a graded essay for ENF 150 that will be able to explain the major components of community policing, as measured by the developed rubric.

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	85% of the students enrolled in ENF 150 received a score of 80% or higher on the selected essay.

Intended Outcomes 5:

Graduates will be able to describe key ethical and legal dilemmas associated with the police role.

Assessment Criteria:

Seventy percent of students will obtain a score of 80% or higher on an essay for ENF 150 or ENF 237 that will be discuss 3 major legal and ethical dilemmas associated with the police role, as measured by a developed rubric.

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not Met	80% of the students enrolled in ENF 150 received a score of 80% or higher on the selected exam/essay.

Section Three: Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

During AY 10/11, the focus will be on continuing to make course specific revisions in an effort to improve overall program effectiveness. One option to be explored will be to try to start specific course sections instead of relying simply on one general program. Faculty will continue to build on the requirements of entry into the program and will carry over SCJSS objectives of adding more writing intense aspects to the courses in order to improve student writing skills. Finally, the SCJSS and the faculty in the ACJ-LE program will continue to work with the success coaches and other professors to build relationships that will be able to help students meet the program outcome goals.

V. Academic Support Programs Assessment

Academic Advising GAR

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 2009/2010
Academic Advising

Section One: Describe all department activities with respect to improving student learning in the major. This may include new faculty hires, course revisions, assignment creation, rubric revisions, goal evaluations, etc.

Activity Statement:

The Academic Advising Program at Tiffin University integrates student responsibility for following the major curriculum chosen by the student with assistance from the faculty adviser regarding the understanding of the academic requirements and appropriate course offerings, along with career information for internships and post graduate planning.

Advising provides the student with an understanding of the bigger picture of degree completion and stresses the importance of student responsibility and strategies for academic performance.

Section Two: Describe which program goal(s) in the Major Program Plan was assessed during the academic year.

Intended Outcome #:

- Make all advising information readily available to all advisors through various drives and websites.
- Visibly and intentionally link academic advising to other services and initiatives.
- Continue to work with the school deans to more evenly distribute advising loads across schools and faculty.

Assessment Criteria:

- Number of faculty involved in the process.
- Number of traditional students registering for the following semesters.
- Visible and intentional link to other university student services.

Results of Outcomes Activity:

<u>2009-2010</u> Accessibility of information	<u>Met/Not Met</u> Met	<u>Data Details</u> www.tiffin.edu/academics/resources/advising Refer to P and Q drives
Visibly link to Other Student Services	Not Met	Refer to Section Three

Advising Loads	Met and ongoing	<p>A concerted effort has been made to evenly distribute advisees across schools/faculty.</p> <ul style="list-style-type: none"> • Information about loads was not gathered or made available in the past so there are no comparisons to prior years. • School Deans generally have lighter advising loads than school faculty • Faculty with other responsibilities and half-time teaching loads usually have fewer advisees. • New faculty are not assigned advisees during their first or second year. • At the school dean's discretion, specialized majors may be assigned to specific faculty members resulting in an uneven distribution of advisees within a school. • The school of Criminal Justice and Social Sciences continues to be the school with the most advisees per advisor. • Information provided is for traditional undergraduates only and does not reflect official university enrollment or retention numbers. • The number of faculty advisors does not include faculty for whom their primary responsibilities are not for students on the Tiffin Campus. • All numbers are for continuing traditional undergraduates and do not include any incoming first-year students. (Adult students who are advised through the Adult Student Services Office are not included.) <p>School of Arts and Sciences 20 faculty including dean 14 of them are advising students in A&S majors 1 advising transitional students (Chinese) 95 students in majors 7 students per adviser</p> <p>School of Business 19 faculty including dean 18 are advising students 289 students in majors 16 students per advisor</p> <p>School of Criminal Justice and Social Sciences 16 faculty including dean 16 advising students in majors 319 students in majors 20 students per advisor</p> <p>Director of Academic Advising advises students in transition.</p>
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Section Three: Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

Some very exciting changes are being made in Academic Advising. First, the offices of the director of academic advising and the director of career development are being moved to the Student Success Center. This will create a visible center for students who are seeking academic and career information and assistance.

In addition, members of several university departments will be attending the NACADA (National Academic Advising Association) Summer Institute. Attending this week long institute will help us develop a team approach to academic advising that will help develop a interdepartmental vision and mission.

Career Development GAR

OFFICE OF ASSESSMENT AND ACCREDITATION

GOAL ASSESSMENT REPORT: AY 2009/2010

Department: Career Development

Section One: Describe all department activities with respect to improving student learning.

Activity Statement:

- Enhance and sustain an integrated Career Development System through employer and education partnerships.
- Explore with employers and faculty methods to increase utilization of education and training opportunities.
- Promote internship awareness among faculty and students.
- Implement mentoring connections to connect students interested in working in a particular field or industry.
- Implement an online career management system and interview system to create a seamless image for Tiffin Campus and off-site campuses. This will provide employer/student posting and resume search capability, recruiting, and placement options.
- Continue with Employer Advisory Board and include employer and faculty/students panel discussion beginning with Fall Semester meeting.
- Collaborate with the Office of Alumni Relations to re-connect alumni to Tiffin University and call the program "TU Connections".
- Work with consortium members to develop employer recruitment strategies.
- Develop an online survey in collaboration with the Alumni Office to collect and report data about alumni.
- Invite employers (current and new) as well as faculty and students to participate in the employer Advisory Board Fall Semester meeting.

Section Two: Describe which program goal(s) in the Department Program Plan was assessed during the academic year.

Intended Outcome #:

Improve recruitment programs to assist students in preparation for chosen careers.

Assessment Criteria:

Increase activities related to recruitment and evaluate the value to both students and employers.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	Implemented an online career management, resume design, and interview system to create a seamless image for Tiffin Campus and off-site campuses. In addition, this has provided employer/student posting and resume search capability, recruiting, and placement options.
	Met	Developed an online survey in collaboration with the Alumni Office to collect and report data about alumni. The survey was implemented by the Institutional Office of Research.
	Met	Worked with Collegiate Employ-Net Consortium members and developed employer recruitment strategies by offering the Collegiate Employ-Net Career Fair as a physical live fair.

Section Three: Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

2010-2011

- Be student-centered, based on learning activities throughout the undergraduate years.
- Enable students and alumni to plan and pursue a strategic career vision.
- Enable students to select and pursue learning activities within and outside of their formal curricula that would enhance the likelihood of achieving personal and professional goals.
- Be initiated and sustained by student involvement, with assistance from many university resources.
- Be available to students in all majors, in both self-help and brief, staff-assisted modes of intervention.
- Offer a Major Fair.
- Use sophisticated technology available via the internet such as Facebook, Twitter, and LinkedIn to provide outreach.
- Provide employers with Tiffin University students and alumni who are ready to make effective contributions in the workplace.
- Promote career preparation throughout students' undergraduate educational experiences.
- Continue to work with faculty and deans to increase the number of internship opportunities.
- Request for review and implementation of an internship graduation requirement by each school for Bachelor Degree candidates.
- Benchmark with colleagues from other schools to identify internship criteria and goals from existing internship centers.
- Continue to establish new employer contact relations and cultivate existing connections.
- Create an Academic Success Services Newsletter and distribute via e-mail, Dragon News, send to parents, and post to inter and intranet pages.
- Market Tiffin University to global employers to provide international internship opportunities.
- Host student visits of all majors to corporations and organizations with an emphasis on global/study abroad opportunities.

English Language and American Culture (ELAC) Program

OFFICE OF ASSESSMENT AND ACCREDITATION GOAL ASSESSMENT REPORT: AY 2009/2010 ELAC PROGRAM

Section One: Describe all department activities with respect to improving student learning in the major. This may include new faculty hires, course revisions, assignment creation, rubric revisions, goal evaluations, etc.

Activity Statement:

1. Hired Sally Kloepfer as Asst. Director and Instructor for the ELAC.
2. Secured 15 licenses to Rosetta Stone online language learning; students in ELA 101 & 102 were required to spend a minimum of 2 hours per week using this to supplement class instruction. Students will be able to access this through the summer as well.
3. During Spring semester students in ELA 103 & 104 were required to meet with a Success Center tutor for specific work in conversation skills. This was a very positive assignment for students and tutors
4. The new ELA 109 Academic Reading course was offered for the first time in Spring 2010. Six students were enrolled. Three of them made very positive progress in their comprehension skills. Three of them made very little progress; one withdrew at midterm, but continued to come and participate; one failed the course; one received a D+, showing little improvement in comprehension skills.
5. Offered a summer course for the first time. Six international students will take ENG 206, which counts as an elective. Each will focus on particular English skills she or he needs to work on. Hopefully this will improve performance in future semesters.
6. The ELAC uses Accuplacer ESL tests to determine proficiency. Initially only two tests were administered to each student. That was changed to include three tests: Reading Skills, Language Usage, and Sentence Meaning. Placement is based on these average scores:

Accuplacer scores

- a. 100+ (average on RS, LU, SM*) = Regular classes
- b. 99-90 = Level 3 (140/109) + 2-3 undergrad or 1 grad
- c. 89-80 = Level 2 (102, 104, 106) + 1-2 undergrad
- d. 79- = Level 1 (101, 103, 105)

*RS=Reading Skills; LU=Language Usage; SM=Sentence Meaning

These scores are applied to all TU programs on the Tiffin campus and those in other countries.

Section Two: Describe which program goal(s) in the Major Program Plan was assessed during the academic year.

Intended Outcome I:

Students in ELAC courses will improve their English reading skills.

Courses Involved: ENG 101, 102, 107, 108 & 109

Assessment Criteria:

Students in Levels 1 & 2 will take the Accuplacer Reading Skills test at the beginning and end of each semester. 75% of them will show an increase of at least 5 points between the first and second tests.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Not Met</u>	<u>Data Details:</u> A total of 15 students were tested during the 09-10 year. Eight of them (53.3%) improved by 5 or more points.
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Intended Outcome II:

Students in ELAC courses will improve their English writing skills.

Courses Involved: ENG 105, 106, 109, 140 (ESL), 141 (ESL)

Assessment Criteria:

- Using the ENG 105 Grading Rubric, 80% of students in ENG105 will attain a 5 in “Mechanics and Grammar” and “Sentence Structure” based on a prompt from the instructor by the end of the semester.
- Using the ENG141-ESL Grading Rubric, 70% of students in ENG 141-ESL will score an average of 4 on the five criteria of a research paper.

Results of Outcomes Activity:

<u>2009-2010</u> 105	<u>Not Met</u>	<u>Data Details</u> In two semesters a total of 8 students enrolled in ENG 105, 4 students received a ‘5’ in Mechanics (50%) and 3 received a ‘5’ in Structure (37.5%)
141	<u>Not Met</u>	In two semesters a total of 25 students completed the ESL section of ENG 141; 7 of those students received an average of ‘4’ on the five primary criteria (28%)

Section Three: Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

The results of reading skills assessment were consistent throughout the program. Approximately 50% of students make significant improvement and 50% make no significant progress, especially in basic comprehension. The Rosetta Stone program was only used in Spring semester. It made a significant contribution to those students who invested at least 2 hours per week with it. All of the students who improved their reading scores worked with Rosetta Stone consistently.

Requiring students to work with SSC tutors helped improve communication skills. This kind of assignment may be useful for other courses as well.

Instructors are agreed that ELAC students need more consistent classroom contact. The University's 2-day, 1 hour and 15 minute sessions are not the most conducive to learning language skills.

The English Department revised the content of ENG 140 and 141. This will have an impact on the ESL sections as well. ENG 140 now counts as an elective; this will help student motivation in this course.

Several international students were admitted to TU with extremely low English skills. One of these students was here for two full years and made almost no progress. That student has been dismissed. The admissions department has implemented stricter guidelines for English proficiency. They are attempting to have an oral interview with each applicant to give a better sense of a person's ability.

Study Abroad GAR

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 09/10
MAJOR/DEPARTMENT: Study Abroad

Section One:

Activity Statement:

- Identify new ways of promoting study abroad and internship opportunities (ongoing).
- Revise and enhance the website to attract more attention (ongoing).
- Promote study abroad opportunities to the parents of traditional students (ongoing).
- Identify and promote opportunities for internships abroad.

Section Two:

Intended Outcome #:

- Increase the number of students who participate in study abroad programs to 8 or 10 per year and maintain that rate.
- Increase visibility of the Study Abroad Program.
- Maintain Website.

Assessment Criteria:

- Number of actual participants.
- Attend new student orientations to expose them and their parents to the opportunities.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/NotMet</u>	<u>Data Details</u>
Increase the # of participants	Partially met	Five students studied abroad fall 2009 in London.
Maintain website.	Met	http://www.tiffin.edu/academics/programs/abroad/
Increased visibility of the study abroad program.	Met	Attendance at all spring 2010 new student orientations provides an opportunity to speak with the parents. Almost 400 students and their parents attend.

Section Three:

Analysis and Action Plans:

- It appears that there may be more than five students participating in study abroad programs for 2010-2011.
- Identify additional ways of promoting study abroad and internship opportunities.
- Attend New Student Orientations to promote worldwide educational opportunities to new students and their parents.
- Promote internship opportunities abroad.
- Research additional program locations for studying or internships.

Student Success Center GAR

OFFICE OF ASSESSMENT AND ACCREDITATION GOAL ASSESSMENT REPORT: AY 2009/2010 STUDENT SUCCESS CENTER

Section One: Describe all department activities with respect to improving student learning in the major. This may include new faculty hires, course revisions, assignment creation, rubric revisions, goal evaluations, etc.

Activity Statement:

The Learning Center changed directors in June 2009. It also acquired an extensive amount of new furniture during the summer. This allowed for a reconfiguration of resources, which seemed to make the Center more effective. Four new computers were added, giving students access to eight computers. There was also a printer available just for the student computers and a second printer used by staff and faculty in the Center. A computer projector, screen, and white board were also added to the Center, allowing group workshops to take place on a regular basis.

In September the Center solicited faculty and student input into a name change. A student vote led to the selection of the name "Student Success Center" that was approved by the administration. In late September the Center sponsored a singer-song writer in concert to celebrate the name change. The name change also led to repainting the two signs in the Center. An art student designed and painted the signs. The Center also developed bookmarks with the TU Logo and important schedule and contact information for the SSC. These are given to all visitors and are also given out at each Freshman Orientation.

Professor Kloepfer conducted a tutor training workshop in early September. Attendance at this workshop allowed tutors to earn a \$.50 per hour wage increase. She also conducted further training sessions in fall and spring semesters. These helped tutors work toward certification with CRLA (College Reading and Learning Assn). Prof. Kloepfer also assembled the necessary documentation for the Center to apply for CRLA certification. This was not available in previous years. This certification process took most of the academic year. Several tutors will receive CRLA certification. This will be an important addition for the tutoring services in the future.

The SSC cooperated with the English Department to offer grammar and writing workshops. A total of 43 workshop presentations were given covering 16 different topics. Generally workshops were presented twice in one week at different times and days to allow students some choice in scheduling. The series of workshops was present in the first half of the semester and then repeated in the second half. Most ENG 141 and 142 professors required a certain number of workshop attendances as part of course expectations.

The Center displayed art work from Columbian High School in the first semester and from TU art classes in the second semester. In the future plans call for a student art show with prizes awarded to contributing artists.

The SSC and TU's Academic Support Programs were represented at a community autism fair at the Sentinel Career Center in late April.

Section Two: Describe which program goal(s) in the Major Program Plan was assessed during the academic year.

Intended Outcome 1:

The ratio of scheduled tutoring hours and actual hours of tutoring will reflect an effective use of the universities physical and financial resources.

Assessment Criteria:

The yearly totals of hours scheduled (tutors available in the LC) and hours tutored (actual time spent tutoring) will show that peer tutors spend 35% of their time in individual and/or group tutoring.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Not Met</u>	<u>Data Details</u> Fall semester: 348.48 tutoring hours /1540 scheduled hours = 22.6% Spring semester: 317.22 tutoring hours/1722 scheduled hours = 18.4%
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Intended Outcome 2:

The Center will provide effective individual tutoring for students seeking help with writing projects.

Assessment Criteria:

75% of tutee evaluations will rate their sessions with a 4 or 5 on the scale where '5' indicates 'Very helpful' and '0' indicates 'Not helpful.'

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met</u>	<u>Data Details:</u> 122 Tutee evaluations collected in both semesters indicate that over 95% rated tutors in the 4 or 5 category (93/5 & 23/4).
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Intended Outcome 3:

The Center will provide accountability for students who have study session requirements.

Assessment Criteria:

- Supplemental Instruction sessions will achieve 80% attendance from the students who are required to attend in each semester.
- Athletic teams will achieve 90% attendance at the hours required by coaches using the center in each semester.
- Success coach students will log 90% of the hours required by their coaches in each semester.

Results of Outcomes Activity:

<u>2009-2010</u> SI Attend.	<u>Not Met</u>	<u>Data Details:</u> Fall semester prior to midterms: 52.7%; post midterms: 24.5%; Spring semester prior to midterms: 45.9%; post midterms: 28.2%
Athletic teams	<u>Not Met</u>	<u>Data Details:</u> The Athletic Dept. GA kept a record of total hours spent in the SSC by members from various teams; however, the coaches did not establish a requirement figure that could be used to establish a percentage. This criterion could not be completed.
Success Coaches	<u>Not Met</u>	<u>Data Details:</u> Statistics for Fall semester indicate a 52.7% attendance prior to midterm exams; post midterms the average was 26.6%. The Coaches decided to keep individual records during Spring semester, so the SSC did not track totals.

Section Three: Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

1. The Student Success Center had an effective peer tutoring program. The percentage for tutoring/scheduled tutors was fairly arbitrary since there were no previous figures. SSC staff can do some research into other centers to see if similar figures are kept. That would provide some comparison with what happened at the SSC. At this point there may be some minor adjustments to the schedule, but the number of tutors will not be significantly reduced—there was no specific pattern of use that would permit such a reduction. Sometimes the Center was very active in the morning and quiet in the evening, on other days the situation was reversed. The Center needs to have at least two tutors available during open hours.
2. The evaluation process needs to be continued; however, the initial results show that SSC tutors were able to provide positive service to students. This was especially encouraging since the Center made a point NOT to provide simple ‘proof reading’ services and asked tutees to be more engaged in the editing and correcting process.

3. The data material from the Athletic Teams and Success Coaches was not totally within the scope of the Center. The attempt was made to monitor student activity, but much of the data depended on the respective coaches. Athletic teams set different expectations for different athletes, so there was not a fixed requirement of team hours. The Success Coaches had a per-student requirement, but chose not to have the Center track total student attendance in the spring semester. In the future the SSC will maintain registration books, but will not attempt to monitor the total success of each coach's requirements.
4. Plans have been made to relocate the offices of the Directors of Academic Advising and Career Development in the SSC. This will provide students with a single location for all of the major academic support services. The Dean of Academic Support Programs and the Coordinator of Disability Services will also have offices in the Friedley Hall location. This transition should be complete by the beginning of fall semester.

VI: Athletic Division Assessment

OFFICE OF ASSESSMENT AND ACCREDITATION GOAL ASSESSMENT REPORT: AY 09/10 Athletic Division

Section One: Describe all department activities with respect to improving student learning.

Activity Statement:

- Athletic department fundraising: Organized and administered various fundraising initiatives to help expedite the construction of the athletic indoor recreation center.
- Community engagement analysis: all teams were required to be involved in the community and a system was implemented to analyze the frequency of participation by students, staff, and community members as well as the frequency of visits to the TU campus.
- Squad Retention analysis: analysis was implemented to study athletic team retention rates with intention of improving rates.
- GPA: An overall athletic GPA goal was established and all teams worked to meet or exceed the goal.
- Continued monitoring using NCAA Best Practices initiatives:
 1. Academic Tracking System-a web-based software application developed by the NCAA to enable Division II institutions to monitor the academic performance and outcomes of entering cohorts of student-athletes and submit information to the NCAA.
 2. Academic Performance Census-a research initiative that tracks cohorts of student-athletes creating longitudinal records of academic performance. It provides Division II institutions the ability to engage in informed discussions regarding initial and continuing eligibility.
- Continued promotion of study tables and the Learning Center to assist academic progress.
- Continued partnership with faculty to form Faculty Sponsor Programs for all teams to improve communications, to stress academic support services, to enhance overall understanding of student-athlete challenges.

Section Two: Describe which program goal(s) in the Department Program Plan was assessed during the academic year.

Intended Outcome:

Improve student-athlete academic achievement.

Assessment Criteria:

Achieve an overall student-athletes GPA of at least 3.0. Squad size on each team will meet institutional standards. Increase athletic team retention. Increase efficiency in monitoring academic performance and maintaining eligibility standards via NCAA software.

Results of Outcomes Activity:

<u>2009-2010</u>	<u>Met/Not Met</u>	<u>Data Details</u>
GPA goal	Met	Exceeded student athlete GPA goal of 3.00
Squad sizes	Met	All teams met squad size requirements in 2009-10
Retention	Met	Implemented Academic Performance Census from NCAA
Academic Monitoring	Met	Implemented Academic Tracking System from NCAA to monitor

Section Three: Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

- Financial Aid/Retention Coordinator: Will add a Financial Aid/Retention Coordinator that will work predominantly with student athletes.
- Will continue expanded development of new athletic website.
- Athletic department fundraising: Organize and administer various fundraising initiatives to help expedite the construction of the athletic indoor recreation center.
- Community engagement analysis: all teams are required to be involved in the community and a system will be implemented to analyze the frequency of participation by students, staff, and community members as well as the frequency of visits to the TU campus.
- Squad Retention analysis: analysis will be implemented to study athletic team retention rates with intention of improving rates.
- GPA: An overall athletic GPA goal will be established and all teams will work to meet or exceed the goal.
- Continue monitoring using NCAA Best Practices initiatives:
 3. Academic Tracking System-a web-based software application developed by the NCAA to enable Division II institutions to monitor the academic performance and outcomes of entering cohorts of student-athletes and submit information to the NCAA.
 4. Academic Performance Census-a research initiative that tracks cohorts of student-athletes creating longitudinal records of academic performance. It provides Division II institutions the ability to engage in informed discussions regarding initial and continuing eligibility.