TIFFIN
UNIVERSITY

Office of Outcomes Assessment Summary Report
Academic Year 2010-2011

Prepared for: Dr. Charles R. Christensen,
Vice President for Academic Affairs
& Dean of the Faculty

Prepared By: Office of Assessment & Accreditation
Professor Rhonda Gilreath, Director of Outcomes Assessment
Ms. Jeanie Fisher, Assistant to the VPAA

Table of Contents

I. Executive Summary

This report presents a summary of Tiffin University's Outcomes Assessment (OA) strategies, data gathered, analysis conducted, and conclusions reached as a result of assessment activities carried out in the Academic Year (AY) 2010-2011. This annual report limits itself to the actual assessment data collected, analyzed and the resulting action plans. For specific data details, contact the Director of Outcomes Assessment at 419-448-3581. Progress toward the strategic goals for the Office of Assessment for the Academic Year 2010-2011 and the goals for Academic Year 2011-2012 are outlined below.

AY 2010/2011 Goals Update

1) Transition to a new Director of Outcomes Assessment.

Result: Transition was successful with the load reduction and summer hours. The 2009-2010 Outcome Assessment Report was completed with the assistance of the previous Dean of Outcomes Assessment, Dr. Teresa Shafer and the current Director of Outcomes Assessment, Rhonda Gilreath. The 2010-2011 Outcome Assessment Report was completed by the current Director of Outcomes Assessment. The summer hours are sufficient to complete the report because the deadline for the report has been extended by one month to September 30, 2011 by Dr. Christensen. The reason for the revised deadline is because the NSSE survey results were not received by Tiffin University until August 2011. It was decided that pushing the deadline back one month was beneficial to be able to include the most current NSSE results as opposed to including them in the following year's report when the data would be one year old.

2) Transition to two new academic school deans (School of Arts & Science and School of Business) and a new School of Business Outcomes Assessment representative.

Result: Transition was adequate. The Director of Outcomes Assessment has met with the all of the academic deans several times throughout the academic year to discuss outcomes assessment relative to their school. The new SOB-representative is understanding the process and participating more in the role the second semester of the academic year.

3) Establish an institutional task force to discuss 2009 NSSE results prior to re-administration.

Result: A NSSE committee was formed and met two times during the academic year. The first meeting was to share the three previous NSSE results and discuss the goal of improvement in Tiffin University's NSSE results. The second meeting consisted of the committee members bringing ideas of what can be done to help improve students experiences at Tiffin University. The NSSE committee will meet early in the 2011-2012 academic year to evaluate the NSSE results from the spring 2011 semester survey. The committee members consist of Gene Crutsinger, Mike Herdlick, Sherry Truffin, Lisa Kirchner, Annette Staunton, Gene Chintala and Rhonda Gilreath.

4) Host the 3rd Annual TU Assessment Day, with MAPP exams for juniors and MFT for seniors

Results: The 3rd Annual TU Assessment Day was a success. The 2010-2011 academic year was designated for the Major Field Test not the MAPP exam. The MAPP exam will be administered in the spring of 2012. The School of Business implemented a requirement in the capstone course (MGT495) for the students to take the Business Major Field Test. A raffle for prizes helped improve participation from the previous MFT administered in 2009.

5)   Coordinate completion of Program Assessment Plans for new MBA concentrations and all other new programs

Results: The following programs were implemented for the 2010-2011 academic year:
            MBA-Elder Care Management (Mt. Lyon)
            MBA-Health Care Management
            MBA-Human Resource Management
            MBA-International Business
            MBA-Marketing
            BA-General Science-Green Technologies
            BBA-Org Management-Health Care Management-Degree Completion
            BCJ-Law Enforcement
            ABA-Health Care Administration

All new programs have a Program Assessment Plan in place and have reported the results from the 2010-2011 academic year in the annual Goal Assessment Report.

6)   Automate data collection efforts with respect to the WAC program

Results: A new spreadsheet was created for faculty to use to report the data. A new database is being   created to import the data. The purpose of creating a database is to be able to have a common   depository   for   all years data. The database will support the creation of comparative reports that will give detailed information which can be analyzed in different ways then currently assessed.   The new database was started in the summer of 2011.   The Writing Across the Curriculum Committee has approved a new rubric that simplifies the data analysis of each paper analyzed. The new rubric will be implemented starting with the Fall 2011 semester. The data gathered   from the fall of 2011 and beyond will not be comparable to previous WAC data.

7)   Automate GAR submissions

Results: This goal was established based upon two ideas: 1. Put procedures in place to help automate the GAR submission process and 2. Evaluate the possibility of technologically automating the submission. The first goal of putting procedures in place to help automate the process of the GAR   submission was completed. The new processes include the Director of Outcomes Assessment evaluating the schedule for all assessment courses. That information is then sent to the Outcomes Assessment reps and they are to make sure that the appropriate faculty are aware that their class is an Outcomes Assessment course and the criteria they should be measuring. This process will eliminate faculty forgetting about collecting data and make sure adjunct faculty are also collecting data. Adjuncts were previously removed from the data collection process. There will also   be   an annual Outcomes Assessment workshop at the end of the academic year. The goal is that the faculty will come together and finalize the Goal Assessment Report for the year. An important part of this process is to allow faculty to determine if their outcomes need to be evaluated and changed. The faculty can decide on the changes and make sure the changes are in place for the coming academic year. These steps will drastically help implement the reporting of the Goal Assessment Reports on a timely basis.

The second goal of evaluating the use of technology to help the Goal Assessment Report submission   results was   completed. Outcomes Assessment software was evaluated and all the software packages evaluated would only increase the amount of time and effort to collect data. In addition, the cost of these software packages was a large initial charge and yearly fees. Cloud software, public type survey software, Cengage Assessment Programs and eCollege Assessment   add-ons were evaluated. While each had benefits that would be beneficial only to a small   percentage of the data collection process, none of the tools evaluated would give Outcomes Assessment an increased benefit from how we currently collect data. To use one type of

assessment tool, all of the programs would have to change their program assessment plans to be able to measure data based off of "how can we collect data" as opposed to determining the identifiable student learning outcome. However, Ivy Bridge is embedding the measurements in the master shells in eCollege so that the individual chairs will be able to pull data from each course and they will then analyze the data. In conclusion, there is no software to collect our Goal Assessment Reports but data collection is being technologically automated as much as possible.

8)   Monitor action plans originating from the 2000-2010 outcome assessment results
        Results: Action Plans are monitored and evaluated on a continuous basis.

Academic Year 2011-2012 Goals

1. Transition to two new academic school deans (School of Art & Science and School of Criminal Justice).

2. Continue the newly formed institutional task force (NSSE Committee) to review the 2011 NSSE results and identify two to three goals to help improve the student experience and student learning at Tiffin University.

3. Host the 4th Annual TU Assessment Day for the junior MAPP exam.

4. Coordinate completion of Program Assessment Plans for new programs and continue monitoring of current Program Assessment Plans and Goal Assessment Reports.

5. Implement the new Writing Across the Curriculum Rubric into Writing Intensive courses. Training sessions will be held to help ensure adequate understanding of the new rubric. Video taping of training sessions will be embedded in the Minimum Course Content Guides of Writing Intensive courses and Degree Completion and Ivy Bridge master shells.

6. Map Student Learning Outcomes from page 37 of the 2010-2011 Academic Bulletin to the class level to ensure adequate coverage of all assessment goals.

7. Develop a database to incorporate all Outcomes Assessment data to have a centralized location for historical data.

Overall Evaluation and Action Plan

The Minimum Course Content Guides were reviewed for the second year in a row. It appears more effort has gone into updating the Guides. The Guides are critical in ensuring that all faculty and adjuncts cover the required information and follow the identified assessment requirements. The faculty outcomes assessment workshops held in May 2011 stressed the importance of maintaining these documents. It was also stressed to incorporate rubrics used for assessment into the Guides to make sure that data collected for each criteria is consistent. The faculty will be requested to evaluate the Minimum Course Content Guides again in the fall. The deans will be requested to take responsibility for the updating of those documents. The lead instructors would be the obvious ultimate responsible faculty.

The GEC OA Council was combined into the TU Academic Outcomes Assessment Committee to help streamline roles and responsibilities. The committee members remain the same as last year with the exception of the Outcomes Assessment Rep for the School of Business. The committee made no major changes in the areas of assessment. No major changes were made because it was decided that the focus should be on using the data collected to evaluate where improvement can be made in assessment. The School OA Reps continued to maintain spreadsheets that documented the outcome measures in their respective schools. The deans requested

that the School OA Reps notify the faculty in their schools of the all of the classes that will be used in any form of assessment (program and general education) . It was thought that having one primary outcomes assessment contact would help eliminate confusion among faculty of who they report data to.

Meetings were held with the TU Academic Outcomes Assessment Committee members responsible for the General Education outcomes. The issue addressed was consistency among all classes no matter who teaches the course(s) or the modality of delivery. Common rubrics was requested to be created. Ivy Bridge was given the data as it was developed to implement into the master shells.

The Academic Outcomes Assessment Committee will continue to play a crucial role in assessment to determine the goals and measures, expand the knowledge of assessment, and facilitate a culture of assessment.

The non-academic divisions have not been consistently incorporated into the Annual Report. The indication is that non-academic divisions play a critical role in the student experience and indirectly in student learning outcomes. This year, Enrollment Management was incorporated into the Annual Report. Next year, another division will be identified to incorporate into the Annual Report in an effort to give a increased evaluation of Tiffin University's role in students and their learning experience.

The 3rd Annual TU Assessment Day took place on April 6th, 2011. The Major Field Test was administered to School of Business students and Criminal Justice students.

The School of Business embedded the Major Field Test for Business into the senior capstone course, MGT495, for the spring semester. The School of Business will be administering the Major Field Test in Business as a pre-test in MKT151, the first business course that business majors will take. The Major Field Test will then be given as post-test in the capstone course, MGT495. The use of the Major Field Test as a pre- and post-test in the School of Business will be done for a 3-4 year period. Every student in those courses will be required to take the exam. The goal of this is to measure a percentage increase of business knowledge gained in the business courses and use this as a baseline measure. A secondary benefit of this process is to gain additional Major Field Test results for ACBSP accreditation.

The School of Criminal Justice discussed the possibility of incorporating the Major Field Test as a requirement. Further discussions are to be held next year. The next scheduled year for the Major Field Test for the School of Criminal Justice is spring of 2013. This will allow adequate time to embed the Major Field Test if that is the final decision made by the faculty.

The MBA Major Field Test resulted in zero participants. The MFT was given online at the last administration of the exam in April 2009. ETS indicated that the test cannot be given in a non-proctored environment so it was decided that the MBA students would be given the MFT on two separate dates. Emails were sent to all eligible students requesting their participation. The Dean of Graduate Program, Dr. Bonnie Tiell, has developed some possible incentives to help the participation rate of the next exam administration. The next scheduled date for the MBA MFT is April 2013.

Tiffin University has an adequate assessment plan in place. The piece that was identified as missing is the mapping of the Student Learning Outcomes. The Writing Skills component of the outcomes is covered at various levels of the curriculum . Time and effort went into mapping the Writing Intensive courses across every curriculum that Tiffin University offers. It became apparent through this process that there were deficiencies in several programs in all three schools. The faculty was ask to identify courses at the appropriate level. The School of Arts & Science and the School of Business has identified the courses to ensure coverage and will be changing those courses to Writing Intensive courses next academic year with one course the following academic year. The School of Criminal Justice has identified the course(s) that they could use to fill the

deficiencies but expressed the fact that they could not make these courses Writing Intensive because there is not enough faculty to be able to cover the additional sections added because of the 25 student limit per class in writing intensive courses. Once these deficiencies are addressed, TU will have a Writing Intensive course at every level of the student's curriculum. Every student will be exposed to a minimum of five Writing Intensive courses in their curriculum to ensure that they have true Writing Across the Curriculum exposure.

Each of the three schools participated in a year-end workshop. The goals of the workshop was to help meet the deadline of Goal Assessment Reports to the school deans by May 15th and to assist in closing the loop in the outcomes assessment process. A majority of the year-end Goal Assessment Reports was completed by the end of the week. Closing the loop is a critical part of Outcomes Assessment. The Goal Assessment Reports were completed at the workshops and the critical process of discussing the measurement results was done with a timeline that now allows faculty to make changes in the goals during the summer and actually implement the changes in the fall. The assessment of the goals and results should help portray a picture of student learning. It was stressed at the workshops that the process should now be held to a higher standard of improving where we are at now. If goals have been met for many years, then it is time to raise the standard or go on to measuring another goal. The process of continuous improvement in the assessment process was stressed.

The CTE Director was very beneficial to various aspects of outcomes assessment this year. Dr. Truffin and Dr. Rovira played a critical role in assisting the Writing Across the Curriculum Committee in developing a new rubric for Writing Intensive courses. Measures were place in the new rubric to assist in data collection of Research Skills and Literacy/Critical Thinking in Reading. The Director of Outcomes Assessment identified that no formal process was in place to measure and collect data in those areas of Student Learning Outcomes (pg 37 of the 2010-2011 Academic Bulletin).

The Institutional Research Director took over the NSSE process this year. Professor Herdlick worked with IT to get the appropriate students to receive the survey. Professor Herdlick will report the NSSE data to the Director of Outcomes Assessment when the results are finalized. The NSSE was given to TU freshmen and seniors. The data is not given to TU until August. The Annual Report will be delayed by approximately one month until September 30th, 2011 to be able to incorporate that data. Dr. Christensen and the Director of Outcomes Assessment determined that the NSSE data was important to include in the academic year of the Annual Report that the report was given as opposed to the next Annual Report.

Deans, Outcomes Assessment Reps and faculty will be encouraged to continue the culture of assessment. Faculty participation in the spring Outcomes Assessment workshops and continuous conversations about student learning outcomes and measurements will help ensure the assessment culture.

II. Academic Affairs Division Assessment

Intended Outcome 1: (ID - Faculty Engagement)

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)

- **Section One:**

Activity Statement:

The following committees continue from AY 09/10:

      Academic Standards and Policies Committee
      Athletic Aid Appeals Committee
      Athletics and Academics Committee
      Co-Curricular Committee
      Diversity Committee
      Faculty Development Committee
      Freshmen Honors Program Committee
      Green Committee
      Health Insurance Advisory Committee
      Housing Appeals Committee
      Information Technology Committee
      Institutional Review Board
      Outcomes Assessment Advisory Committee
      Pfeiffer Library Committee
      Prior Learning Assessment Committee
      Tuition Review Committee
      Undergraduate Admissions
      University Curriculum Committee
      Web Content Committee
      Writing Across the Curriculum Committee

The following committees were discontinued at the end of AY 09/10:

      Course Evaluation Committee
      Faculty Hiring and Designation Committee
      Graduate Faculty and Culture Committee
      Portal Committee
      Teaching Center Committee

The following committees were created for AY 10/11:

      Graduate Senate Sub Committee
      Social Networking Committee

Section Two: Results of Activity:

2010-2011	Met/Not Met	Data Details
	60% for a four year period	2007-2008 – 54 Total Faculty – 30 Faculty Members on Committees (55%)
		2008-2009 – 60 Total Faculty – 46 Faculty Members on Committees (76%)
		2009-2010 - 68 Total Faculty - 27 Faculty Members on Committees (40%)
		2010 - 2011 - 76 Total Faculty - 52 Faculty Members on Committees (68%)

- **Section Three:** Describe analysis of assessment data and action plans for upcoming academic year.
    - Based on the four years of data analysis we have collected to date, our average of faculty involvement on committees is 68%. We will assess this outcome during the coming year for inclusion in next year's report.

Intended Outcome 2: (ID – Faculty Development)

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)

- **Section One:**

Activity Statement:

This data is collected from the information submitted by each full-time faculty member on the Scholarly and Professional Activities web site.

- **Section Two:**

Results of Outcomes Activity:

2009-2011	Met/Not Met	Data Details
		Faculty Members: 68 in 2009-2010 & 76 in 2010-2011 for 72 Total
	Not Met	Professional Conferences: 44 of 72 or 61%
	Not Met	Published: 19 of 72 or 26%

11

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

Based on an assessment of the last two years worth of data, we have not met the stated goal. I will review the placement of this outcome to see if it can be better managed from within the individual schools.

Intended Outcome 3: (ID – Effective Teaching)

Adjunct to full-time Faculty 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)

- **Section One:**
Activity Statement:
This information is generated from POISE as in the past.

- **Section Two:**
Results of Outcomes Activity:

2010-2011	Met/Not Met	Data Details
	Not Met	52% of Fall 10 classes taught by ranked faculty 50% of Spring 11 courses taught by ranked faculty
Undergraduate Fall 2010		61%: Of 305 total undergraduate courses 185 were taught by ranked faculty.
Graduate Fall 2010		37%: Of 176 total graduate courses only 65 were taught by ranked faculty
Undergraduate Spring 2011		58%: Of 276 total undergraduate courses 160 were taught by ranked faculty.
Graduate Spring 2011		38%: Of 182 total graduate courses 70 were taught by ranked faculty

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

Within the caps placed on faculty teaching load and the resources allocated for new full-time faculty, we will not be able to meet the goal of 60% in the foreseeable future. This outcome will be reviewed during the upcoming year.

Intended Outcome 4: (ID – Effective Teaching)

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)

- **Section One:**

Activity Statement:

It is no longer possible to collect this information using the current course evaluation process.

- **Section Two:**

Results of Outcomes Activity:

2010-2011	Met/Not Met	Data Details
	Met	1,596 evaluations for Summer 10, Fall 10 and Spring 11 from seated and online courses for undergraduate, graduate, Degree Completion and Ivy Bridge. Course Score: Full-time Faculty: 639 evaluations for an average of 89.07% Adjunct Faculty: 957 evaluations for an average of 89.08% Difference of .01 (.0112%) Instructor Score: Full-time Faculty: 639 evaluations for an average of 92.44% Adjunct Faculty: 957 evaluations for an average of 91.37% Difference of 1.07 (1.16%)

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

  While assessment of this outcome is not feasible with the current student information system, I expect to have the ability to assess this outcome in the 2011/2012 academic year. In addition, we have created an administrative teaching assessment tool for Deans and Program Chairs to use to evaluate faculty. This will allow us more than one data point for evaluating the effectiveness of full-time and adjunct faculty.

Intended Outcome 5: (ID - Faculty Development)

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)

- **Section One:**

Activity Statement:

The adjunct workshop hosted by Degree Completion Programs was not held during the 2010-2011 academic year. There is a new process currently being developed.

- **Section Two:**

Results of Outcomes Activity:

2010-2011	Met/Not Met	Data Details
	Not Met	Faculty Workshop – August 24, 2010
		Of the 35 adjuncts that were invited to attend only 3 attended.

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

As part of an overall evaluation of our orientation/professional development training, we will be creating an mandatory online training program for new faculty. In addition, we have created an online teaching manual that will be part of our overall orientation for new and continuing online faculty.   All faculty members also attend a mandatory faculty workshop at the beginning of each year. Finally, we have assigned faculty mentors for all new faculty members in lieu of a formal orientation program. We will gather data for this outcome next year and I believe we will see a significant increase in this number.

Intended Outcome 6: (ID – Effective Teaching)

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)

- **Section One:**

Activity Statement:
The new course evaluation process does not allow data to be compiled into a database.

- **Section Two:**

Results of Outcomes Activity:

2010-2011	Met/Not Met	Data Details
	N/A	

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

This intended outcomes will be assessed to determine if it needs to be changed or eliminated.

Intended Outcome 7: (D – Writing Skills)

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)

Section One:

Activity Statement:

Section Two:

Results of Outcomes Activity:

2010-2011	Met/Not Met	Data Details
	Not Met	21.7%: 203 Upper Level Courses - 71 WIC Courses
		25.6% growth in total number of WIC from 2009-2010
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

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

Mapping of Writing Intensive courses for all programs revealed several programs that did not have adequate coverage of writing intensive courses across the curriculum. Courses were identified to cover all programs. The courses should be implemented within two years. After the identified courses become writing intensive courses, Tiffin University students will be exposed to five writing intensive courses in their program. In addition, students will have a writing intensive course at every level of their curriculum.

Intended Outcome 8: (ID – Positive Educational Experience)

Students will have a favorable impression of their educational experience at Tiffin University.

Assessment Criteria:

NSSE results will increase 5% from the last administration.

- **Section One:**

Activity Statement:

The NSSE was administered from January through May to Freshmen and Seniors. Participation increased from the 2009 administration of NSSE. Details can be found in the NSSE section of the Gen Ed Goal Assessment Report. Tiffin University scored in the top 10% of Highly Engaging Institutions in one area of the NSSE.

- **Section Two:**

Results of Outcomes Activity:

| 2010-2011 | Met/Not Met
Met | Data Details
The averages across all areas increased a total of 5% from 2009 (2009-46%; 2010-51%)

Academic Challenge: 2011 - 50% ; 2009 - 48%
(Increase 2%)
Active Learning: 2011 - 46% ; 2009 - 41%
(Increase 5%)
Student Faculty Interaction: 2011 - 53% ; 2009 - 47%
(Increase 6%)
Enriching Educational Experience: 2011 - 42% ; 2009 - 36%
(Increase 6%)
Supportive Campus Environment: 2011 - 63% ; 2009 - 55%
(Increase 8%) |

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

This outcome will not be measured until the next administration of NSSE which will be in 2013.

Intended Outcome 9: (D – Career Readiness)

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)

- **Section One:**

Activity Statement:

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 Two:**

Results of Outcomes Activity:

| 2010-2011 | Met/Not Met
N/A | Data Details |

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

The Director of Outcomes Assessment will work with Career Development to ensure the Career Development Alumni Survey will be administered for the 2011-2012 academic year. This outcome is part of the Department of Education new guidelines and will be assessed next year.

III. General Education Curriculum Assessment

As stated in the Executive Summary, Tiffin University has an adequate assessment plan in place. The piece that was identified as missing is the mapping of the Student Learning Outcomes from the overall learning outcomes of the university to the class level.   The mapping of the student learning outcomes across all curriculums has been started. The first student learning outcome of Writing Skills was mapped out to ensure adequate coverage across all programs at each level of a student's undergraduate level from the freshmen year through the senior year. All student learning outcomes in the general education area will be addressed in the next couple of years to verify adequate coverage.

General Education Outcome Assessment 1 - Writing Skills (Writing Abilities)

Intended Outcome:
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.

Classes involved: Writing Intensive Courses

Section One-Activity Statement:

- The 2007 version of the WAC rubric and data spreadsheet continued.
- The Writing Across the Curriculum (WAC) Committee devoted the year to evaluating and re-writing the current rubric. The revised rubric will enable more detailed analysis of writing intensive papers. The data will be collected to determine a baseline for each level of a students' academic performance after several years worth of data collection. The data will be used to formalize writing expectations to improve faculty comfort level with the Writing Intensive Program. The revised Writing Intensive Rubric will be implemented starting with the Fall Semester 2011.
- Associate courses were requested to submit data for writing intensive courses.
- The new English curriculum that was reorganized went into effect the fall of 2010.
- Evaluated Writing Intensive data by course level to look for trends.
- The Director of Outcomes Assessment mapped the writing intensive courses across each program at each level. Programs were identified that did not have adequate coverage. The deans and faculty were requested to evaluate the programs that did not have adequate coverage and identify the course(s) to be used for writing intensive courses. Once those courses have been identified and implemented, every program at Tiffin University will have a minimum of five writing intensive courses that students will be exposed. Students will have exposure to writing intensive courses at each level of their program.

Section Two-Assessment Results:

2010-2011	Met/Not Met	Data Details	Academic Year		
			10-11: 100 classes, n=1824	**09-10:** 86 classes, n=1593	Change in Mean from 09-10
		Fall: **Freshmen:**	**5 classes, n=93**	**8 classes, n=120**	
	Not Met	Structure	2.62	2.68	2.2%Decrease
	Not Met	Citation	2.37	2.36	.4% Increase
	Not Met	For./Language	2.47	2.31	6.9% Increase
	Not Met	Grammar	2.56	2.48	3.2% Increase
	Not Met	Punctuation	2.46	2.24	9.8% Increase
		Spring: **Freshmen:**	**11 classes, n=223**	**11 classes, n=200**	
	Not Met	Structure	2.7	2.93	7.8%Decrease
	Not Met	Citation	2.2	2.63	16.3% Decrease
	Not Met	For./Language	2.55	2.44	4.5% Increase
	Not Met	Grammar	2.49	2.65	6% Decrease
	Not Met	Punctuation	2.53	2.57	1.6% Decrease
		Fall: **Sophomore:**	**12 classes, n=239**	**10 classes, n=185**	
	Not Met	Structure	2.86	3.21	10.9%Decrease
	Not Met	Citation	2.68	2.71	1.1% Decrease
	Not Met	For./Language	2.73	2.91	6.2% Decrease
	Not Met	Grammar	2.63	3.02	12.9% Decrease
	Not Met	Punctuation	2.71	3.2	15.3% Decrease
		Spring: **Sophomore:**	**7 classes, n=147**	**5 classes, n=99**	
	Met	Structure	3.34	3.21	4% Increase
	Not Met	Citation	2.84	2.67	6.4% Increase
	Not Met	For./Language	3.12	3.16	10.8% Increase
	Not Met	Grammar	3.17	3.1	2.3% Increase
	Met	Punctuation	3.29	2.97	2.3% Increase
		Fall: **Junior:**	**38 classes, n=475**	**21 classes, n=287**	
	Not Met	Structure	3.22	3.34	3.6% Decrease
	Not Met	Citation	2.86	2.96	3.4% Decrease
	Not Met	For./Language	2.9	3.15	7.9% Decrease
	Not Met	Grammar	3.03	3.25	6.8% Decrease
	Not Met	Punctuation	3.03	3.31	8.5% Decrease
		Spring: **Junior:**	**21 classes, n=287**	**28 classes, n=460**	
	Not Met	Structure	3.23	3.28	1.5%Decrease
	Not Met	Citation	2.99	3.03	1.3% Decrease

Not Met	For./Language	3.07	3.1	1% Decrease
Not Met	Grammar	3.08	3.14	1.9% Decrease
Not Met	Punctuation	3.07	3.12	1.6% Decrease
	Fall: **Senior:**	**15 classes, n=205**	**11 classes, n=143**	
Met	Structure	3.28	3.52	6.8%Decrease
Not Met	Citation	2.92	3.2	8.8% Decrease
Not Met	For./Language	2.96	3.38	12.4% Decrease
Met	Grammar	3.31	3.35	1.2% Decrease
Met	Punctuation	3.48	3.53	1.4% Decrease
	Spring: **Senior:**	**7 classes, n=116**	**11 classes, n=111**	
Not Met	Structure	3.34	3.36	.6% Decrease
Not Met	Citation	3.03	3.36	9.8% Decrease
Not Met	For./Language	3.06	3.27	6.4% Increase
Not Met	Grammar	3.03	3.52	13.9% Increase
Not Met	Punctuation	3.13	3.43	8.7% Increase
	Fall: **All Students:**			
Not Met	Structure	3.09	3.19	3.1%Decrease
Not Met	Citation	2.79	2.81	.7% Decrease
Not Met	For./Language	2.83	2.94	3.7% Decrease
Not Met	Grammar	2.95	3.02	2.3% Decrease
Not Met	Punctuation	2.99	3.07	2.6% Decrease
	Spring: **All Students:**			
Not Met	Structure	3.12	3.2	2.5% Decrease
Not Met	Citation	2.74	2.92	6.2% Decrease
Not Met	For./Language	2.93	2.99	2.0% Increase
Not Met	Grammar	2.93	3.1	5.5% Decrease
Not Met	Punctuation	2.98	3.02	1.3% Decrease

*Data above may not match the WIC database because additional data may have been collected after publishing the Annual Report.

Section Three-Analysis and Action Plans:

- A session will be held at the Fall Faculty Workshop in August to share the new writing intensive rubric. The session will cover the new categories for measurement and the reporting of the data back to the Director of Outcomes Assessment. In addition, the Writing Across the Curriculum Committee will be testing the new rubric for reliability.
- A video clip will be created to embed in master shells and Minimum Course Content Guides to provide training for faculty to review when they are teaching a writing intensive courses. The goal is to maintain common evaluation across faculty.
- The new database will be populated as the writing intensive data is collected. Analysis will not be able to be made against prior years data.
- Discussions will continue with the WAC Committee on adopting a strategy of a panel assessment to select a sample of writing from each level to assess the issue of rater reliability.

- Discussions will continue regarding improving data analysis by adopting a strategy of "value added" by taking a sample of a freshmen and senior writing sample and determine improvement.

General Education Outcome Assessment 2 - Communication Skills (Speaking Abilities)

Intended Outcome:

Students will speak with clarity and precision.

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.

Class involved: COM130

Section One-Activity Statement:

- The Director of Outcomes Assessment met with Jan Samoriski and Colleen Vallo at the beginning of the year to discuss the assessment of Communication Skills. The discussion led to the determination that the current assessment will continue to be used. The faculty were requested to use the assessment in every COM130 course as opposed to random selection of courses. The reasoning behind the request is that since Tiffin University only measures Communication Skills in COM130, it is important to verify that all students are being taught and assessed to know that every graduate will be taught the same essential skills.

Section Two-Assessment Results:

2010-2011 COM130	Met/Not Met Met	Data Details Improvement occurred between the two speeches. The average for the informational speech-74%. The average from the persuasive speech was 86%. This represents a 12% increase from the first speech using the same evaluative criteria; slightly more than last years' improvement in the oral presentation.

Section Three-Analysis and Action Plans:

- The assessment in COM130 needs to be documented and embedded in the Minimum Course Content Guides to ensure that every course is using the same rubric.
- Renew discussions related to Speaking Across the Curriculum program so that students will continue to use and improve their speaking skills as they progress through their college career.
- Identify the expected improvement between the two speeches to allow further analysis to measure improvement.
- The rubric scoring sheets will be collected by the Director of Outcomes Assessment. The collection of the scoring sheets will be implemented to gather artifacts related to this specific assessment.

General Education Outcome Assessment 3 - Quantitative Skills (Quantitative Reasoning)

Intended Outcome:

Student will be able to work with numbers and understand statistics.

Assessment Criteria:

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

Classes involved: MAT173, 174, 181, 273

Section One-Activity Statement:

- Background:
  In the spring semester of 2006, the Department of Mathematics and Natural Science started a Pre-/Post-Test assessment and in the fall expanded the courses assessed. A rotation was set up in which each of the core courses are assessed every two years. In the fall of 2010, another course was added into the rotation. The test collected data using test-like questionnaires developed by members of the department in the rotation of assessed courses. Due to the nature of multiple-choice mathematics questions, we cannot be sure that students 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.
- In the Fall semester of 2010, the Department of Mathematics and Natural Science administered a Pre- and Post-Test assessment of the MAT100 course. The MAT174 course was assessed during the Fall and Spring semesters of 2010-2011 using an assignment case study. The MAT273 course was assessed during the Fall and Spring semesters of 2010-2011 using an assigned case study.
- Data was collected using test-like questionnaires developed by members of the department for the MAT100 course. To facilitate data collection these were written using multiple-choice questions. The MAT100 questionnaire was comprised of 10 multiple-choice questions. The analysis consisted of computing the mean scores for the pre-test and the post-test and an item analysis of the post-test results. Data was collected from two sections of the MAT174 course during both the Fall semester and the Spring semester. The grades on an assigned case study were collected for analysis. The data for MAT was derived from three sections during the spring semester.

Section Two-Assessment Results:

2010-2011	Met/Not Met	Data Details
Pre-Post-Test assessment of MAT100	Not met; i.e., no significant improvement	MAT100 (n = 18): Pre-Test: 45% Post-Test: 72% +27% point change Area of concern: Word Problems
MAT174 Case Study Assessment	Met	MAT174 (n = 186) 85% of students received a 70% or better on case study
MAT273 Case Study	Not Met	MAT273 (n = 18) 72% of

Assessment		students received a 70% or better on case study

Section Three-Analysis and Action Plans:

- Embed the case(s) within the Minimum Course Content Guides to allow for consistent measurement in all sections.
- From the fall semester of 2010 we have data on four sections: two sections of MAT100 and two sections of MAT174.
- MAT100-We have completed data for 18 students in MAT100, pre-test and post-test information. The average score on the pre-test was 45 and the average on the post-test was 72, for an improvement of 27 percentage points. The questions that showed weakness are Questions 8, 9, and 10 (the word problems). These are perennial area of concern in developmental mathematics and mirror the data from Spring 2006.
- MAT174-We have completed the data from a total of 102 students in MAT174 using grades from a case study assigned during the semester. 91% of the students received a grade of 70% or better. There are no areas of concern.
- MAT273-We have completed the data from a random sample of 18 of the total of 75 students in MAT273 using grades from a case study assigned during the semester. 72% of the students received a grade of 70% or better. The areas of concerns were terminology and level of analysis.
- It appears that the teaching of the foundation courses is somewhat effective as evidenced by the fact that improvement figures were almost all in the 27 percentage point range. Nevertheless, the results show that improvement can be made. With respect to MAT273, we will be administering more case studies earlier on in the semester. We are hoping that exposure to deeper critical thinking and higher expectations will reflect higher levels of analysis with correct terminology in the later case studies such as the one that is used for this assessment artifact.
- MAT174, MAT181 and MAT273 will be assessed each semester using a case study format. The assessment will be graded through an approved rubric for all courses.

General Education Outcome Assessment 4 - Technology Skills (Technical Proficiency)

Intended Outcome:

Students will acquire skills in modern information technologies and the ability to think logically about and critically analyze information.

Assessment Criteria:

Eighty percent of the students in CIT105 and CIT111 will score at least 70% on a test(s)/project(s) covering Word, Excel and PowerPoint skills.

Classes involved: CIT105, 111

Section One-Activity Statement:

- CIT105 and CIT111 are courses that 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 test that measures the students skills based on knowledge they gained in the two courses.
- Associate degree students were requested to be assessed on the same criteria as Bachelor degree students.
- CIT105 will be eliminated from course offerings at Tiffin University because it was determined that the students already had knowledge of the topics covered in this course.
- The CIT faculty and the Director of Outcomes Assessment met at the beginning of the academic year and decided to revise the criteria to provide clarity "Eighty percent of the students in CIT105 and CIT111 will score 70% or better on a test(s)/project(s) covering Word, Excel and PowerPoint skills".

Section Two-Assessment Results:

2010-2011 CIT105/111	Met/Not Met	Data Details
	Met	83% of CIT105/111 students scored 70% or better on the test covering Word, Excel and PowerPoint skills. (n=349) .

Section Three-Analysis and Action Plans:

- All students will be required to take CIT111. A rubric and assessment tool needs to be verified and embedded in the Minimum Course Content Guide to ensure the same measures across all sections of CIT111. CIT105 is no longer offered.
- Determine ability to break the data results into Word, Excel and PowerPoint. This would allow the faculty to identify specific topics to focus teaching in CIT111.

General Education Outcome Assessment 5 - Scientific Method (Natural Science Knowledge)

Intended Outcome:

Students will apply the scientific method to a general natural science domain.

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" or better using a common rubric.

Classes involved: Designated NAT classes

Section One-Activity Statement:

- Implemented evaluation tool in BIO101courses during the Fall semester of 2010. A sampling from Dr. Ghosh's BIO101 classes was assessed using the rubric at the end of the Spring semester 2011.
- Faculty presented informal trainings on internet sites applicable to content areas.
- Met with Sister Valerie from Lourdes College on course offerings and lack of enrollment.
- Re-evaluated need for a Bachelor of Science in Mathematics through the use of a survey to all undergraduate students.

- Began search for a new Natural Science/Mathematics professor.
- Decided to include NAT310, MAT370 and the NAT internship as writing intensive courses.
- Held discussion toward adding a 400-level NAT course requirement for majors.

Section Two-Assessment Results:

2010-2011	Met/Not Met	Data Details
BIO101	Not Met	17% earned an 80% or better

Section Three-Analysis and Action Plans:

- Assessment criteria was not met as the current assignment was voluntary to all students and was ungraded. The students did not take the assignment seriously. The department decided that the assessment tool must be a graded take home assignment - one typed page minimum. The department also plans to amend the current form as it was impossible to determine who was and was not a General Science major.

General Education Outcome Assessment 6 - MAPP (Critical Thinking, Reading in Humanities, Social Sciences)

Intended Outcome:

Students will demonstrate proficiency in critical thinking, reading, writing and mathematics in the context of humanities, social sciences and natural sciences.

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.

Classes involved are those in the general education core as described in the current academic bulletin.

Section One-Activity Statement:

- The MAPP exam is given every other spring semester. The MAPP was not given during the 10/11 academic year.

Section Two-Assessment Results:

- N/A

Section Three-Analysis and Action Plans:

- Deans and faculty need to stress the importance of the MAPP exam that will be given during the spring of 2012. Faculty will be requested to make sure that the students participate in the TU Assessment Day for the juniors.
- The Writing Intensive Rubric now includes a section on measuring critical thinking and reading comprehension. This will enable a measurement to be performed at every level of a students' program. Data collection using this tool will start the fall of 2011. Measurement will be made parallel to the writing skills.

General Education Outcome Assessment 7 - Literacy Skills (Literacy, Research Skills)

Intended Outcome:

Students will gain information literacy and research skills and be able to distinguish credible sources.

Assessment Criteria:

Ninety percent of the participants involved in the Pfeifer Library Workshop on Information Literacy and Research Skills will receive a satisfactory or better rating on the workshop assignment dealing with distinguishing credible sources.

Classes involved: FRE100, ENG141, 142

Section One-Activity Statement:

- Information Literacy presentations are given in each of the ENG141 sections. With assistance from the Success Center, staff developed an Information Literacy exercise. The purpose of the exercise was to have each student actually locate books and articles via OhioLink.

Section Two-Assessment Results:

2010-2011	Met/Not Met	Data Details
ENG141	Met	92.2% of students passed the assigned exercise. (n=270)

Section Three-Analysis and Action Plans:

Discussion have started with the English chair, Miriam Fankhauser, and the Director of the library regarding the Library Presentation (now called Information Literacy) and the revised English curriculum. Beginning this fall, OhioLink will be introduced in ENG 141 with the more detailed approach in ENG 142. The research paper is now done in ENG 142.

Other activities including Information Literacy skills include: A Library Scavenger Hunt for all Freshmen Seminar groups and LibGuides installed for each School.

General Education Outcome Assessment 8 - Civic Responsibility (Civic Responsibility Ethical Concerns)

Intended Outcome:

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: Classes involved are those used for the Social Science section of the general education core.

Section One-Activity Statement:

- The Department of Social and Behavioral Sciences discussed using scenarios to use to measure this intended outcome in previous years. Possible options to determine fit with the various disciplines represented in this area of the general education core.

The measurement of Civic Responsibility for students across majors in the Introduction of Psychology course was also piloted (which also can be applied to a General Education Outcome requirement).

- The Civic Responsibility Scale (CRS) was chosen by the Department of Behavioral and Social Sciences to pilot the measurement of civic engagement of students taking Introduction of Psychology. The CRS was developed by A. Furco, P. Muller, and M.S. Ammon at the Service Learning Research and Development Center, University of California, Berkeley. It is a 24-item survey that measures a sense if civic responsibility as indicated by connection to the community, civic awareness, and civic efficacy. Range of scores= 0 to 120 with higher scores indicate greater sense of civic responsibility. Psychometric data has shown it to be a reliable and valid instrument. Data means are presented by major area in the appendix. But caution should be used interpreting this data—as it is very provisional—and was gathered only as a pilot and baseline measurement.

Civic Responsibility Survey
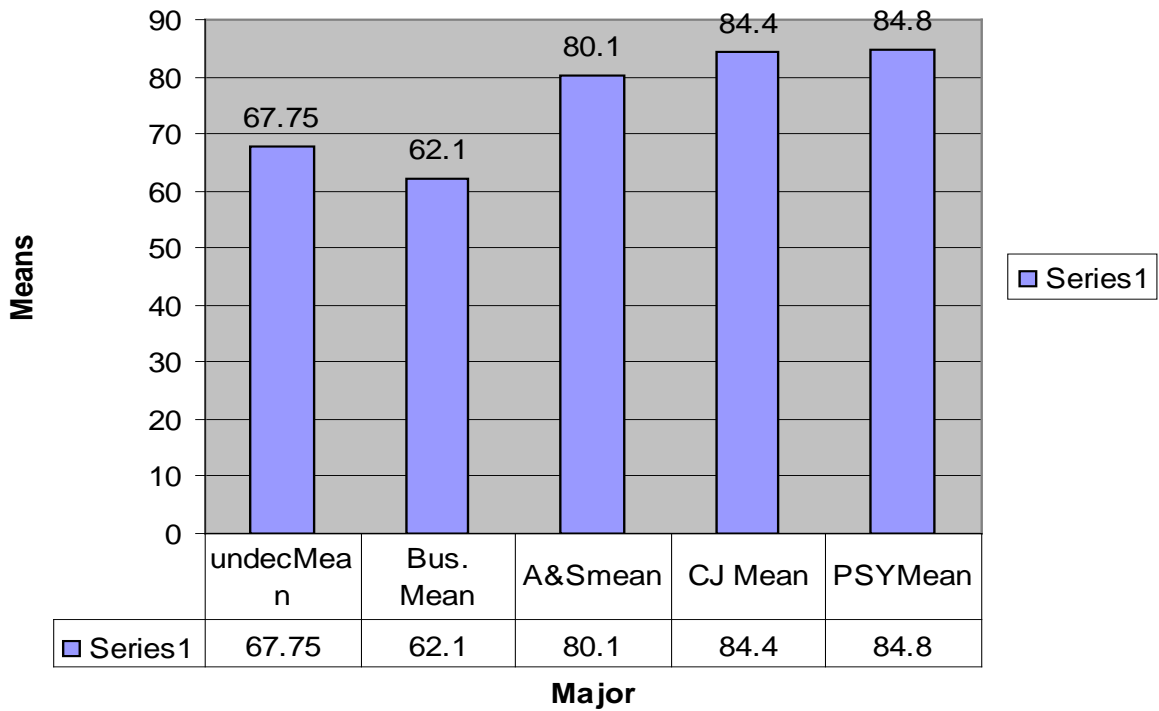
	undecMean	Bus. Mean	A&Smean	CJ Mean	PSYMean
Series1	67.75	62.1	80.1	84.4	84.8

Means (y-axis) / **Major** (x-axis)

Bar values: undecMean = 67.75, Bus. Mean = 62.1, A&Smean = 80.1, CJ Mean = 84.4, PSYMean = 84.8

Legend: Series1

Civic Responsibility Survey

Rating Scale:
1=Strongly disagree
2=Disagree
3= Slightly disagree
4=Slightly agree
5=Agree
6=Strongly agree

Instructions: Please indicate how strongly you disagree or agree with each statement. Circle the number that best describes your response.

Items:

1. I have a strong and personal attachment to a particular community.
2. I often discuss and think about how political, social, local or national issues affect the community.
3. I participate in political or social causes in order to improve the community.
4. It is my responsibility to help improve the community.
5. I benefit emotionally from contributing to the community, even if it is hard and challenging work.
6. I am aware of the important needs in the community.
7. I feel a personal obligation to contribute in some way to the community.
8. I am aware of what can be done to meet the important needs in the community.
9. Providing service to the community is something I prefer to let others do. (R)
10. I have a lot of personal contact with people in the community.
11. Helping other people is something that I am personally responsible for.
12. I feel I have the power to make a difference in the community.
13. I often try to act on solutions that address political, social, local or national problems in the community.
14. It is easy for me to put aside myself interest in favor of a greater good.
15. I participate in activities that help to improve the community, even if I am new to them.
16. I try to encourage others to participate in the community.
17. Becoming involved in political or social issues is a good way to improve the community.
18. I believe that I can make a difference in the community.
19. I believe that I can have enough influence to impact community decisions.
20. I am or plan to become actively involved in issues that positively affect the community.
21. Being concerned about state and local issues is an important responsibility for everybody.
22. Being actively involved in community issues is everyone's responsibility, including mine.
23. I try to find time or a way to make a positive difference in the community.
24. I understand how political and social policies or issues affect members in the community.

Section Two-Assessment Results:

2010-2011 Pilot Testing	Met/Not Met	Data Details
	Not Met	An "average mean" of "individual school averages means" revealed a total average mean of 75.83%. Note that the data was not collected to give a percentage of students but by means by school.

Section Three-Analysis and Action Plans:

- The Director of Outcomes Assessment will evaluate options to measure this outcome. The measurement can be performed in the Philosophy courses. Every student takes a Philosophy course as a requirement in every program. Another option is to measure the Co-Curricular program. Education continues outside of the classroom, across the campus, and in the community. The Co-Curricular Program, the fifth component of the Undergraduate Education, builds on the theme of integration of knowledge and

human values. Through this component, the University provides access to opportunities that expand the personal and social perspectives of the student.

General Education Outcome Assessment 9 - Career Readiness

Intended Outcome:

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: N/A

Section One-Activity Statement:

- 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-Assessment Results:

- N/A

Section Three-Analysis and Action Plans:

- Discussions with the school Deans will happen in the fall semester to be able to gather data by school as opposed to major. Many things are done across the schools to help students be exposed to and to understand professional practices related to their major field of study. The Director of Outcomes Assessment and the VPAA needs to change the Assessment Criteria for this outcomes to allow better measurement across schools that would allow the diversity of activities of each school.

National Survey of Student Engagement

In April 2011, the fourth administration of the National Survey of Student Engagement (NSSE) was held. The NSSE was also administered in 2005, 2007, and 2009. In order to focus discussion about the importance of student engagement and guide institutional improvement efforts, the creators of NSSE established five clusters or benchmarks of effective educational practices: 1.) Level of Academic Challenge (LAC), 2.) Active and Collaborative Learning (ACL), 3.) Student-Faculty Interaction (SFI), 4.) Enriching Educational Experiences (EEE), and 5.) Supportive Campus Environment (SCE). Eighty-five questions surrounding these five areas were administered to freshmen and seniors in an online format.

Table 1: NSSE Benchmark Comparision/Freshmen 2009/2011

Benchmark	TU 2009 N:100	PEERS 2009	TU 2011 N:	PEERS 2011
LAC	54	53	56	57
ACL	43	45	47	45
SFI	36	36	40	36
EEE	26	27	30	28
SCE	64	63	73	66
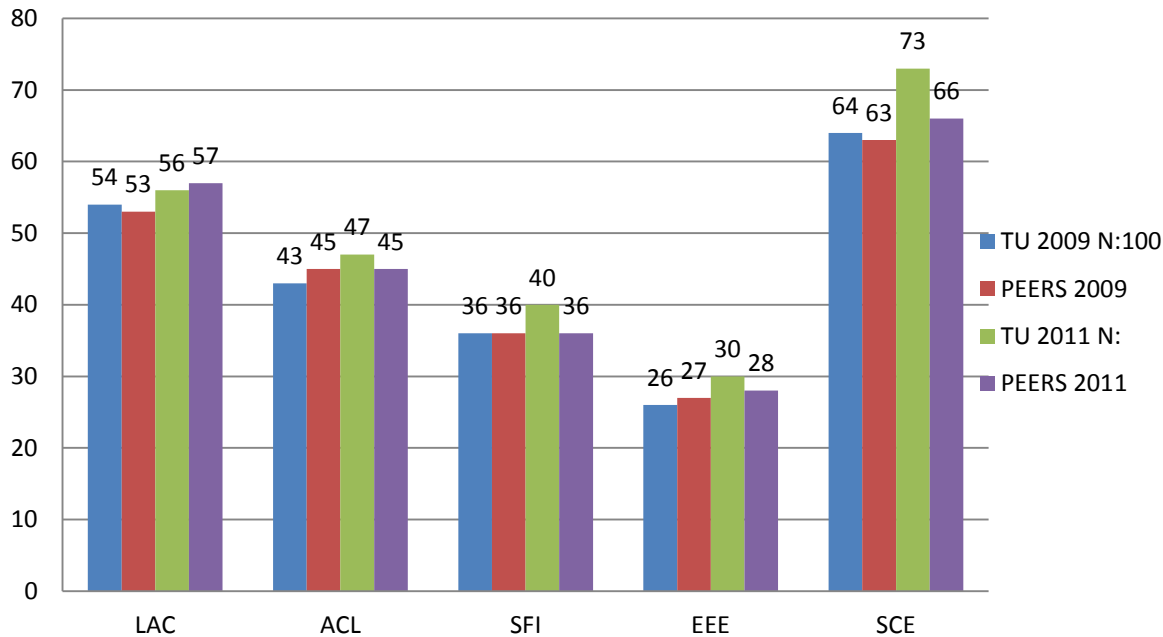
Table 1 shows the NSSE Benchmark for Freshmen for 2009 and 2011. As the table shows, in 2011, Tiffin University improved in all benchmarks as compared to 2009. The largest increase was in the area of Supportive Campus Environment (SCE). The measure was 64 in 2009 and 73 in 2011. The increase is believed to be the result of several factors. One of the factors believed to be causing the increase is because faculty are encouraged to interact with the students by the Vice President of Academic Affairs and the college Deans. The second factor that is believed to also affecting the increase is that the Freshmen Seminar is now taught by the faculty. A majority of the students are paired with a faculty member who teaches in their specific program. The faculty also advised the freshmen students on their Spring 2011 and Fall 2011 class schedule. Advising has also been expanded to include assisting students beyond the advising function. With these changes, students are interacting with the faculty that normally they may not interact with until their sophomore or junior year. The Supportive Campus Environment benchmark placed Tiffin University in the top 10% of Highly Engaging Institutions among other colleges and universities in relation to the same benchmark.

Table 2: NSSE Benchmark Comparison/Seniors 2009/2011

Legend:
- TU 2009 N:100
- PEERS 2009
- TU 2011 N:
- PEERS 2011

	LAC	ACL	SFI	EEE	SCE
TU 2009 N:100	54	54	41	39	60
PEERS 2009	58	53	44	40	61
TU 2011 N:	60	53	46	43	64
PEERS 2011	61	54	44	42	63
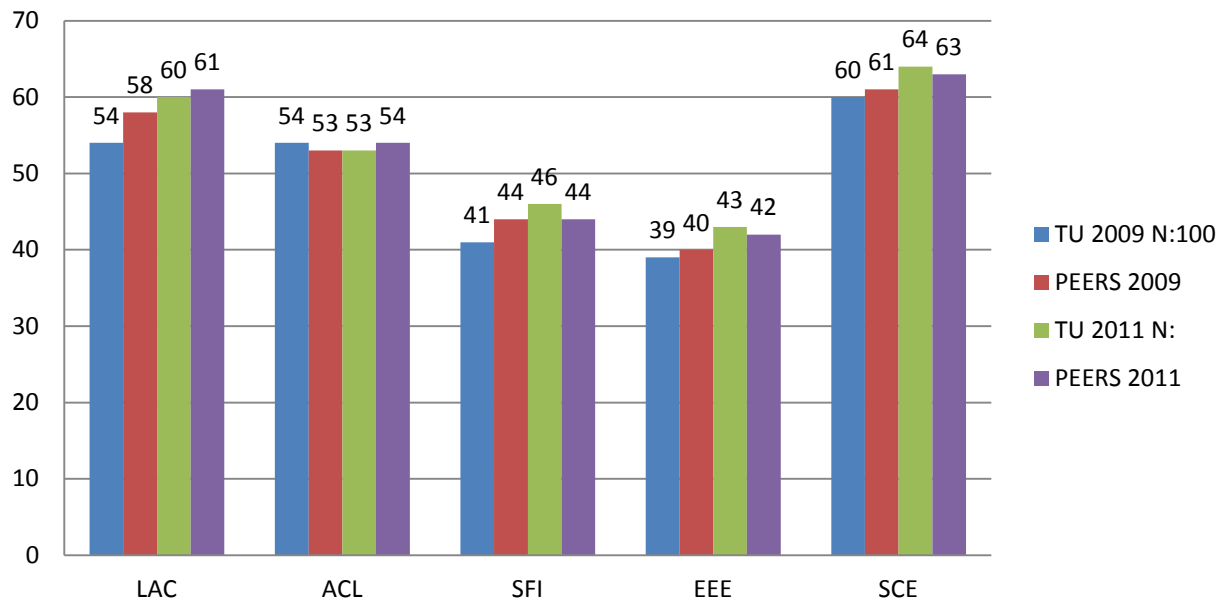
Table 2 shows the NSSE benchmarks for seniors from 2009 to 2011. Tiffin University's benchmarks increased in 2011 from 2009 with the exception of Active and Collaborative Learning. Active and Collaborative Learning went from 54 to 53. The difference is considered minimal. The Level of Academic Challenge (LAC) increased 6% (from 54 in 2009 to 60 in 2011), Student-Faculty Interaction (SFI) increased 5% (from 41 in 2009 to 46 in 2011), Enriching Educational Experiences (EEE) increased 4% (from 39 in 2009 to 43 in 2011), and Supportive Campus Environment (SCE) increased 4% (from 60 in 2009 to 64 in 2011).

Table 3: NSSE Multi-Year Benchmark - Freshmen

Legend:
- 05
- 07
- 09
- 11

	LAC	ACL	SFI	EEE	SCE
05	57	42	37	24	62
07	51	42	38	27	65
09	54	43	36	26	64
11	56	47	40	30	73

Table 4: NSSE Multi-Year Benchmark - Senior

Tables 3 and 4 show the NSSE data for 2005, 2007, 2009 and 2011 for Freshmen (Table 3) and for Seniors (Table 4). Trends show that in the six years since Tiffin University start participating in the NSSE, the benchmarks have improved overall.

A committee was created in the fall of 2010 to review the 2009 NSSE results. The committee represents individuals from the university from academics to student life. The committee identified several areas that was of concern. The results of the 2011 will be reviewed by the committee in the fall of 2011. If the same areas show as areas of concern, the committee will form initiat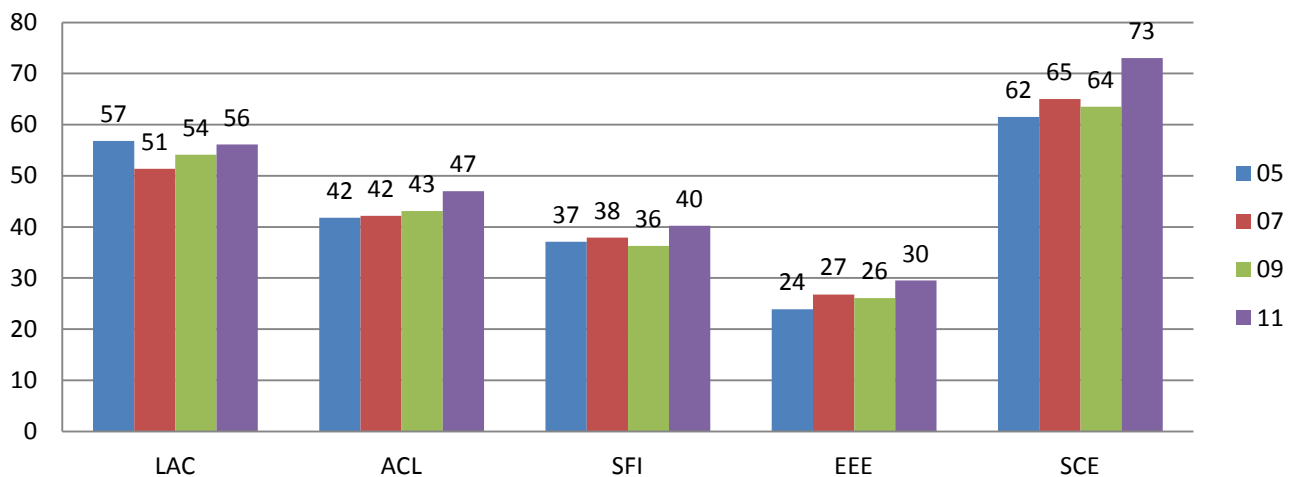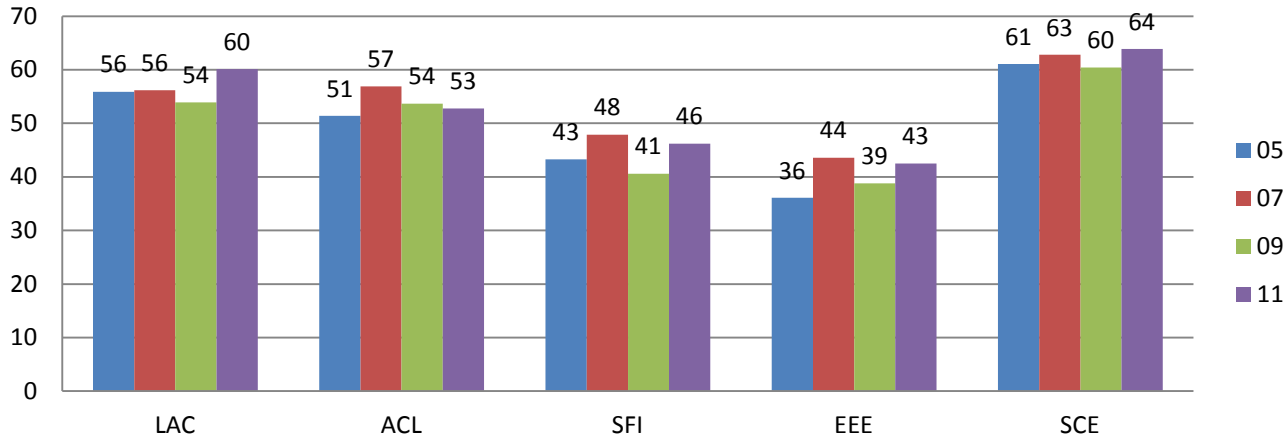ives to help improve those benchmarks. The results of the 2012 NSSE benchmarks will then be evaluated to determine if the initiatives made a difference.

The table below represents a comparison of Tiffin University's NSSE data from 2011 to 2009 and gives the percentage change from 2009.

NSSE RESULTS FOR 2011 AND 2009			
Academic Challenge	**2011**	**2009**	**Change**
To what degree is studying and spending time on academic work emphasized?	97%	77%	20%
Do faculty hold students to higher standards?	71%	66%	5%
How much time do students spend on homework each week?			
15 hours or more	29%	33%	-4%
5 hours or less	9%	21%	-12%
What types of thinking do assignments require?			
Memorizing facts, ideas or methods:	58%	54%	4%
Analyzing basic elements of an idea or theory:	83%	82%	1%
Synthesizing and organizing ideas:	74%	60%	14%
Making judgments about value of information:	73%	69%	4%
Applying theories or concepts:	85%	67%	18%
How much writing is expected?			
More than 10 papers of 5-19 pages	4%	10%	-6%
At least one paper more than 20 pages	11%	18%	-7%
How much reading is expected during the school year?			

Read more than 10 assigned books and packs of course readings	37%	49%	-12%
Read fewer than 5	19%	18%	1%
Do exams require students to do their best work?	44%	42%	2%

Active Learning

How often are topics from class discussed outside of the classroom?	61%	58%	3%
Do students work together on projects-inside and outside of class?			
Frequently worked with other students on projects in class	54%	46%	8%
Worked with peers on assignments outside of class	52%	41%	11%
How often do students make class presentations?	49%	39%	10%
How many students participate in community-based projects in regular courses?			
Frequently participated in service-learning or community-based projects during a given year	13%	10%	3%
Never took part in such activities	61%	64%	-3%
How many students apply their classroom learning to real life through internships or off-campus field experiences?	59%	58%	1%
Do students have opportunities to tutor or teach other students?	17%	13%	4%

Student-Faculty Interaction

Are faculty members accessible and supportive?	68%	54%	14%
How many students work on research projects with faculty?	20%	15%	5%
Do students receive prompt feedback on academic performance?	65%	60%	5%
How often do students talk with advisors or faculty members about their career plans?			
Seniors at least occasionally discussed career plans with faculty	87%	89%	-2%
Never talked with faculty members about career plans	13%	11%	2%
Do students and faculty members work together on committees and projects outside of course work?	65%	54%	11%

Enriching Educational Experiences

What type of honors courses, learning communities, and other distinctive programs are offered?			
During their first year they participated in a learning community	7%	20%	-13%
By their senior year they had taken an independent study class	32%	30%	2%
How often do students interact with peers with different social, political, or religious views?	71%	51%	20%
How often do students interact with peers from different racial or ethnic backgrounds?	71%	45%	26%
How many students study in other countries?	8%	5%	3%
Do students participate in activities that enhance their spirituality?	28%	24%	4%
What percentage of students participate in community service?	74%	75%	-1%

Supportive Campus Environment

How well do students get along with other students?	70%	62%	8%
Are students satisfied with their overall educational experience?			
First year students reported a favorable image of this institution	96%	81%	15%
Seniors would have chosen this school again if they could start their college career over	81%	77%	4%
How much time do students devote to co-curricular activities?			
First year students spent more than 15 hours a week participating in co-curricular activities	28%	16%	12%
Spent no time participating in co-curricular activities	13%	28%	-15%

How well do students get along with administrators and staff?	62%	47%	15%
To what extent does the school help students deal with their academic and social needs?			
First year students felt that this institution had a substantial commitment to their academic success	86%	79%	7%
Felt well-supported by the institution regarding their social needs	71%	53%	18%

IV. Academic School Assessment

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

AY-2010-2011 Summary of Student Learning Outcome Results (results in parenthesis are from AY 09-10)	
Direct Measures of learning	
Career Readiness	Met standards on 77% of assessments (100%)
Career Readiness – Program Specific	Met standards on 72% of assessments
Civic Responsibility - Ethical Concerns	Met standards on 67.8% of assessments (100%)
Communication skills	Met standards on 100% of assessments
Critical Thinking	Met standards on 57% of assessments (75%)
Literacy	Nothing Assessed This Year
Natural Science Knowledge	Met standards on 100% of assessments
Reading Skills	Met standards on 50% of assessments
Research Skills	Met standards on 60% of assessments
Speaking Abilities	Met standards on 55% of assessments (100%)
Technical Proficiency	Met standards on 100% of assessments (80%)
Quantitative Reasoning	Met standards on 100% of assessments
Writing Abilities	Met standards on 76% of assessments (55%)
Indirect Measures	
Enrollment Services	Met standards on 67% of assessments
Faculty Engagement Outside of Classroom	Met the standards in 75% of the assessments (100%)
Faculty Development	Not Met standards in any assessments
Effectiveness of Academic Advising	Met standards in 100% of assessments
Effective Teaching	Met standards in 75% of assessments
Positive Educational Experience	Met standards in 100% of assessments
Student Activities	Nothing Assessed This Year
Student-Athletic Academic Achievement	Met standards on 75% of assessments
Study Abroad	Met standards on 100% of assessments
Supplemental Instruction	Met standards on 40% of assessments
Tutoring Services	Met standards on 50% of assessments

* Program specific assessment can be included in other measures if the assessment is applicable.

School of Arts and Sciences
Executive Summary 2010-2011
Prepared by: Dr. Jan Samoriski, School Dean

Introduction

This year was a year of growth for the School of Arts and Sciences. A new major in Professional Music was added and the BA in Paralegal Studies found a new home within the school. In addition, new courses in chemistry, Spanish and numerous special topics classes were created. New science labs were approved for the school's expanding science curriculum. This marks the first time that laboratory facilities have been available on campus, thereby eliminating our reliance on Heidelberg University to teach our basic science courses in biology and chemistry. The labs are on schedule to be open in the fall.

As other programs within the university have grown, the School of Arts and Sciences has had to add additional sections of English, communication, math and other core courses to accommodate increased enrollment. The demand has been met with the addition of two full-time faculty positions in English and Communication as well as the addition of adjuncts to staff existing courses.

Addressing deficiencies in reading and writing among incoming freshmen has been a big focus. The English department has continued to implement assessment measures and curriculum changes to place students in appropriate English courses to give them the writing skills they will need to be successful during their college career and in the professional world.

The School of Arts and Sciences has continued to contribute to the university's cultural environment with its newly re-structured Arts and Angles Series. Innovative programs, such as two presentations from the Gaden Shartse Cultural Foundation in Tibet and an Indian Drum Circle highlighted the schools programming year. As a result, attendance at Arts and Angles events was up.

All minimum course content guides for the School of Arts and Sciences were updated during the fall, which allowed faculty to update courses and textbooks to reflect the latest in their field.

BACHELOR AND ASSOCIATES OF ARTS IN PROFESSIONAL STUDIES

See on-line degree assessment section.

ARTS ADMINISTRATION – VISUAL ARTS

The focus of efforts in Arts Administration was on getting students to apply basic vocabulary to art criticism and historical works. Assessment was undertaken in the area of examining the ability of students to develop, design and make art an effective and informed tool of communication. Professor Fearnside was active in creating and coordinating art exhibits.

COMMUNICATION

A new, full time faculty member was hired in communication to start in the fall. This will decrease the program's reliance on adjuncts to teach basic communication courses.
Both Dr. Samoriski and Dr Vallo taught in the undergraduate and graduate programs, supervised student projects and served as advisors to communication organizations.

ENGLISH

A full time faculty member in composition as added to the English faculty. Professor Todd Truffin, who was part of Ivy Bridge College, returned to the main campus to teach. The English department continues to implement changes in freshman English as part of its efforts to improve the writing skills of our students.

GENERAL SCIENCE

Three new chemistry courses were added to the general science curriculum, decreasing the university's reliance on Heidelberg University for science curriculum. Approval was received to build science and biology laboratories on campus, which will be complete for the beginning of fall semester.

HISTORY

Faculty who teach in the history program continued to look at the program plan and ways to critique assignments and get students to improve their understanding of history.

MASTER OF EDUCATION

The program is showing stability. Fifteen students graduated this spring. Minimum standards for faculty were established and a capstone project was initiated this year. Outcome assessment and evaluation standards are being continually adjusted.

MASTER OF HUMANITIES

Concentrations were developed in Art and Visual Media, Communication and English. A number of special topics courses were also created to go along with the new concentrations. Progress was made towards creating an alternative to the traditional thesis project.

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 2010 - 2011
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 gathered assessment on four of the five goals.

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

Intended Outcome 1*:* (D – Career Readiness)

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:

	Met/Not Met	Data Details
2008-2009	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
2009-2010	Not Met	Class of 2008-2009 Undergrads: 38% are in grad school; 31% are working in their field of study and 31% are unknown Graduate data was not available
2010-2011	NA	The university did not collect data on graduates this year.

Intended Outcome 2: (D – Career Readiness)

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:

2008-2009	Met/Not Met	Data Details
	Met	We had professional speakers this year in NAT 291 Drugs and the Body, part of the Science Major.
2009-2010	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.
2010-2011	Met	This year's speakers included a presentation by Monks from Gaden Shartse Cultural Foundation in Tibet. The Monks gave a presentation titled "The Gaden Shartse Monastery and the Culture of Tibet" and a Bi-tonal Chant Workshop before large audiences in Chisholm auditorium during the month of September. An Indian Drum Ceremony was also held on campus featuring native Americans during Fall semester.

Intended Outcome 3: (ID – Faculty Engagement)

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.

40

Results of Outcomes Activity:

2008-2009:	Met/Not Met	Data Details
	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 09-10 Arts and Angles series.
2010-2011	Not Met	26% of the full-time faculty participated in the 10-11 Arts and Angles series.

Intended Outcome 4: (D – Career Readiness)

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:	Met/Not Met	Data Details
	Not Met	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.
2010-2011	Met	In 10-11 our average attendance was 44.

Intended Outcome 5: (ID – Faculty Development)

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:	Met/Not Met	Data Details
	Not Met	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.
2010-2011	Not Met	In 10-11, 33% 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: Data was hard to come by because the University on an annual basis is not doing surveys. We need to work with Alumni Affairs and Institutional Research to track what our students do after graduation and report those numbers in next year's assessment. We also need to track what is happening to our graduate students once they leave our graduate programs.   Next year's action plan will focus on getting data on the status of last year's and this year's graduates.

Outcome #2: Getting away from showing movies as the mainstay of the Arts and Angles program was a good move.   We will continue to bring in outside speakers and groups as a way of enhancing the cultural environment of the university consistent with the mission of the School of Arts and Sciences.

Outcome #3: This year 26% of the faculty participated the Arts and Angles program.   This was similar to last year's 25% participation. Faculty should be encouraged to participate more in the Arts and Angles series. The Arts and Angles subcommittee needs to meet regularly to plan events for the year consistent with the goal of sponsoring two programs each semester.   Next year's assessment activity will be to monitor participation.

Outcome #4: Attendance at this year's Arts and Angles events was substantially improved from previous years. Focusing on presenting two programs each semester proved to be a good strategy.   Rather than showing movies, as has been the case in previous years, expanding the Arts and Angles series to bring in cultural speakers and presenters significantly increased attendance.

Outcome #5: Faculty attendance at conferences was slightly improved from last year, but still down from the previous year despite an increase in the funding allocated to each faculty member.   Even with the $1,000 allowance for professional development and conference travel, few faculty took full advantage of it.   We will encourage faculty to make use of their professional development funds and monitor the extent to which they do.

Master of Education GAR

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 2010-11, 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
    - 20% faculty currently enrolled in post-graduate programs
    - All faculty hold K-12 teaching credentials
    - One faculty successfully completed additional Reading & Writing Specialist Endorsement
  - Student enrollment increased 1,000 % over inaugural year
  - Graduated 15 students, a 250% increase over inaugural year
  - Initiated EDU680 ePortfolio to serve as a capstone project

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

Intended Outcome 1: (D – Career Readiness – Program Specific)

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%

Results of Outcomes Activity:

2010-2011	Met	Data Details
	☑	• 91% of MEd candidates met the standard of 90% or better in EDU542-90 Multicultural Education (9% decrease over previous year)
	☑	• 83% of MEd candidates met the standard of 90% or better in EDU542-91 Multicultural Education (17% decrease over previous year)
	☑	• 90% of MEd candidates met the standard of 90% or better in EDU544-90 Integrating the Arts (1% increase over previous year)
	☑	• 86% of MEd candidates met the standard of 90% or better in EDU544-91 Integrating the Arts (2% decrease over previous year)

43

| | ☑ | • 89% of MEd candidates met the standard of 90% or better in EDU550-90 Special Needs Learners (8% decrease over previous year) |
| | ☑ | • 88% of MEd candidates met the standard of 90% or better in EDU550-91 Special Needs Learners (9% decrease over previous year) |

Intended Outcome 2: (D – Career Readiness – Program Specific)

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%

Results of Outcomes Activity:

2009-2010	Met	Data Details
	☑	• 85% of MEd candidates met the standard of 90% or better in EDU534-90 Educational Foundations
	NOT MET	• 64% of MEd candidates met the standard of 90% or better in EDU534-91 Educational Foundations
	NOT MET	• 50% of MEd candidates met the standard of 90% or better in EDU552-90 Educational Leadership (44% decrease over previous year)
	NOT MET	• 53% of MEd candidates met the standard of 90% or better in EDU552-91 Educational Leadership (40% decrease over previous year)
	☑	• 94% of MEd candidates met the standard of 90% or better in EDU571-90 U.S. History of Education (1% increase over previous year)
	☑	• 92% of MEd candidates met the standard of 90% or better in EDU571-91 U.S. History of Education (1% decrease over previous year)
	☑	• 89% of MEd candidates met the standard of 90% or better in EDU611-90 Psychology & Sociology of Education
	☑	• 83% of MEd candidates met the standard of 90% or better in EDU611-91 Psychology & Sociology of Education
	NOT MET	• 67% of MEd candidates met the standard of 90% or better in EDU613-90 Current Issues in Curriculum & Instruction (6% decrease over previous year)
	NOT MET	• 50% of MEd candidates met the standard of 90% or better in EDU613-91 Current Issues in Curriculum & Instruction (30% decrease over previous year)
	NOT MET	• 65% of MEd candidates met the standard of 90% or better in EDU617-90 Practices in Classroom Behavior & Management (14% decrease over previous year)

	☑	• 91% of MEd candidates met the standard of 90% or better in the EDU650 Series – Analysis of Standards (9% increase over previous year)

Intended Outcome 3: (D – Career Readiness – Program Specific)

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%

Results of Outcomes Activity:

2009-2010	Met	Data Details
	☑	• 79% of MEd candidates met the standard of 90% or better in EDU538-90 Information Literacy/Digital Citizenship
	NOT MET	• 69% of MEd candidates met the standard of 90% or better in EDU538-91 Information Literacy/Digital Citizenship
	NOT MET	• 62% of MEd candidates met the standard of 90% or better in EDU548-90 Advanced Technology for Teachers (23% decrease over previous year)
	NOT MET	• 47% of MEd candidates met the standard of 90% or better in EDU548-91 Advanced Technology for Teachers (41% increase over previous year)

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

Analysis and Action Plans:

- Outcome 1: Recommend raising the minimum assessment criteria to 80%.

- Outcome 2: Recommend evaluating assignment parameters and difficulty level, content instruction, and assignment assessments in order to increase student achievement.

- Outcome 3: Recommend evaluating assignment parameters and difficulty level, content instruction, and assignment assessments in order to increase student achievement.

- During AY11-10 the entire spectrum of course offerings is used to make comparisons to previously established baseline measures. Student achievement across the full range of courses was examined. It was noted that candidates completed course requirements with scores of at least 90% in 13 out of 22 offered courses (59%). In order to stimulate enrollment entrance requirements were moderated, however, these data may indicate a drop in student ability levels with the wider enrollment population and might indicate a need for faculty to develop instruction for the purposes of remediation.

- The student achievement data reflect a consistent disparity between sections -90 and -91with students in the second section achieving lower cumulative course grades in 9 of 10 paired classes (90%). MEd and Graduate Admissions should collaborate on mechanisms to assist students by achieving more equitable enrollment distributions as course shells are populated.

- Based on student achievement and feedback, instructors should continue to make design improvements in the content and construct of courses during AY11-12 academic year. Faculty must exploit a wide range of learning platforms to provide students with the greatest opportunity for success.

- MEd faculty met and identified representative assignments and appropriate artifacts for inclusion in the ePortfolio which was piloted and evaluated during SU10. EDU680 ePortfolio template came online during AY 10-11, and will serve as the capstone project for MEd students who matriculated in AY10-11.

Master of Humanities GAR

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 concentrations in Art & Visual Media, Communication, and English (each requiring 18 hours within the program) to start Fall, 2011.

HUM593 Ethnic Voices has been turned to a permanent class (ENG570) to support concentration.

Approved creation of ART592, Special Topics in Art and Visual Media.

Approved creation of COM592, Special Topics in Communication

Approved creation of ENG592, Special Topics in English

Approved creation of the first Special Topics in English course, ENG592, Art & Culture of the Graphic Novel *[Fearnside]*

Included new Special Topics courses: (Summer '10) HUM594 Anthropology & Cultures Through Fiction, HUM592 Film Censorship, HUM594 Anthropology of Religion; (Fall '10) HUM592 Cultural Anthropology, HUM594 Third Cinema; (Spring '11) HUM592 The Vietnam War, HUM593 Science Fiction as Cultural Metaphor, HUM594 Classic Hollywood Cinema.

Started discussion and considered proposals for alternatives to the classic thesis:
Creative Thesis
Comprehensive Exams (in concentration areas)
Rewrite (to publishable quality) of paper from program

Started work on new thesis approval process.

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

Assessment Criteria:

Intended Outcome 1: (D – Critical Thinking)

Students will develop/further develop the ability to analyze and evaluate works of scholarship or the arts.

Over the duration of the course ART623, each student completed 13 précis papers designed to demonstrate their ability to analyze and evaluate significant writings by important philosophical figures in the field of aesthetics. The combined cumulative average of student achievement for these assignments was 94.3 %.

<u>Intended Outcome 2</u>: (D – Critical Thinking)

Students will develop/further develop the ability to engage in honest, courteous, intelligent, scholarly discourse.

Over the duration of the course ART623, each student participated in 27 threaded discussions designed to demonstrate their ability to engage in honest, courteous, intelligent, scholarly discourse. The combined cumulative average of student achievement for these assignments is 97.4 %.

Over the semester in ENG530, students participated in weekly threaded discussions designed to demonstrate their ability to engage in honest, courteous, intelligent, scholarly discourse. Students were rated by a Threaded Discussion Rubric (see Appendix 1). Two students had above a 90% average on their discussions, two scored between 80 and 89%, one s%, student between 60 and 70%, two in the 50-59% range, and one student scored 27%.

In CUL530, students participated in 22 threaded discussions designed to demonstrate their ability to engage in honest, courteous, intelligent, scholarly discourse focusing on Cult and Independent films, also on the projects of their classmates. Discussions were graded using the Threaded Discussion Rubric in Appendix 2. Students also engaged in one or two live chats during the course of the semester. Five students scored above 90% and participated in two chats. Five scored 90% or above and participated in one chat. Two students scored 80-89% and participated in both chats. Four scored 80-89% and participated in one chat. Two students scored below 80% and participated in neither chat.

<u>Intended Outcome 3</u>: (D – Critical Thinking)

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. Courses Involved: ART623, COM520, COM630, CUL530, *HUM592*

The two culminating assignments in ART623 included the creation of a virtual art museum and the crafting of a personal philosophy paper that represented a synthesis of the philosophers covered in the course. The cumulative average on the synthesis paper was 92.2%, and based on a peer review, the cumulative average for the virtual museum assignment was 92%.

For the final grades in CUL530 (showing the synthesis of the different avenues of knowledge), seven of sixteen students earned 90% or above. Eight earned 80-89%, and one earned 75%.

Assessing CUL620 and CUL680 (thesis projects) can only be done on a case by case basis. Creative theses synthesize the knowledge of the various domains in different ways from analytic theses. All theses passed with an A or B grade and showed synthesis and knowledge of the Humanities. Due to incompletes and unfinished theses, there is no data about the number of theses that did not pass or were not defended.

BA - Arts Administration – Music Concentration GAR

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 10-11
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 2010-11, the TU Music Department coordinated the following activities designed to improve student learning:

- ⚞ Hired two new full-time music director staff members, both of whom have extensive experience in professional music performance and production.
- ⚞ Created new rubric for outcomes assessment in music theory courses (attached below).
- ⚞ Hosted four music industry workshops with professional recording and touring artists. These workshops were attended by large numbers of BA-AA majors and non-majors alike.
- ⚞ A fourth touring ensemble was added to the music program. This group included multiple instrumentalists and vocalists performing jazz and popular music.
- ⚞ Added DJ'ing, beatmaking and turntablism as options for private music instruction, and purchased professional DJ equipment to support this instruction.
- ⚞ 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.
- ⚞ Identified and hired adjunct private music instructors who have extensive professional performing experience.
- ⚞ Added significant new audio and video production equipment to the TU recording studio, which is enjoying consistent and increasing use by students working on independent projects. The studio continues to be booked by outside bands and artists for independent projects, and staffed by TU student engineers.
- ⚞ Increased touring of select small music ensembles.
- ⚞ TU student-led music projects were 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 Outcomes: (D – Career Readiness – Program Specific)

- ⚞ Develop a foundation in the language & practice of music
- ⚞ Prepare students to function intelligently & knowledgeably among musicians and others form the music industry

Assessment Criteria:

- ⚞ All students enrolled in MUS 321 were required to prepare and present a final project that was evaluated by the instructor using a new rubric designed for outcomes assessment.
- ⚞ 75% of BA-AA majors were to demonstrate competency in (1) applying theoretical concepts covered in the course, (2) understanding relationships between harmony and melody, (3) creatively producing an

49

original musical work, (4) synthesizing musical ideas from multiple influences, and (5) using music notation software.

<u>Results of Outcomes Activity:</u>

2010-2011	Met	Details
		80% (8 of 10) of all students enrolled in MUS 321 who completed the OA assignment demonstrated the desired level of competency. Two students in the course did not complete the assignment. 100% (7 of 7) BA-AA majors enrolled in MUS 321 who completed the OA assignment demonstrated the desired level of competency. One BA-AA major did not complete the assignment.

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

- ⅄ Outcomes Assessment activities intended to be conducted in MUS 121 were not completed as planned. The instructor of this course was in his first semester of full-time TU employment, and the department director who would normally supervise the OA activities was on medical leave much of that semester. The following semester's OA activities run in MUS 321 will in the future serve as the basis for MUS 121 OA activities the next time the course is run.
- ⅄ In 2010-11 goals related to music technology and appreciation skills will be addressed through activities in MUS 230 Intro to Sound & Recording, and MUS 327 Survey of American Popular Music.
- ⅄ With the establishment of the BA in Professional Music, OA activities for courses that overlap in the BA-AA and BA-PM degrees will be adjusted as needed so they may serve to relate to goals in both majors.

OA Rubric designed for use in MUS 321:

MUS 321 Music Theory & Application
Composition Project Grading Rubric

Student Name:_____

GOAL	5 **Excellent**	4 **Good**	3 **Fair**	1 **Poor**
Music Score/ Lead Sheet	Music Score is very neat and all required elements are included: Title, Composer, Clef, Key Signature, Time Signature, Instrument(s)	Music score is neat. Two or less of the required elements are missing from the musical score.	Music score is legible. Three to four of the required elements are missing from the musical score.	Music Score is illegible and many of the required musical score elements are missing.
Meter & Rhythm	All measures have the correct # of beats and a variety of rhythms are used. Including the use of Whole, Half, Quarter, Eighth, and Sixteenth notes.	85% of measures have the correct # of beats and a variety of rhythms are used. Including the use of Whole, Half, Quarter, and Eighth notes.	70% of the measures have the correct # of beats. Rhythms are very basic and do not expand beyond quarter notes.	Under half of the measures have the correct # of beats. Composition needs to be edited and resubmitted.
Harmony/ Chord Symbols	Composition contains accurate chord symbols above the melody line. Chords are stylistically and harmonically appropriate.	Composition contains 85% accurate chord symbols above the melody line. Chords are stylistically and harmonically appropriate.	Composition contains 70% accurate chord symbols above the melody line. Chords are stylistically and harmonically appropriate.	Composition contains 50% or less accurate chord symbols above the melody line. Chords are neither stylistically or harmonically appropriate.
Melody/Notation	Composition contains a melody that is creative, original, and interesting. All notes are written neatly using proper barline placement.	Composition contains a melody that is creative, original, and interesting. Most notes are written neatly using proper barline placement.	Composition contains a melody that is somewhat creative, original, and interesting. There are some issues with neatness and proper barline placement.	Composition contains a melody that is not creative, original, or interesting. There are several issues with neatness and proper barline placement.
Synthesis	Student demonstrated fully the ability to combine in-class concepts with their own stylistic predilections.	Student proficiently demonstrated the ability to combine in-class concepts with their own stylistic predilections.	Student showed some deficiency in their ability to combine in-class concepts with their own stylistic predilections.	Student lacked the ability to combine in-class concepts with their own stylistic predilections.

A = 23-25 points   B = 20-22 points   C = 18-19 points   D = 15-17 points   F = below 15 points

BA – Arts Administration – Visual Arts Concentration GAR

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:

Last year's assessment report showed that the majors were not able to apply the basic vocabulary of art criticism to historical works. This is a serious lack, and one that should be addressed across the major. Several changes were made to Art 201 Introduction to Art History, the course assessed last year. First, a preliminary deadline for the final project was assigned, to insure that students started work on it in a timely manner. This deadline included submitting a preliminary bibliography, and a conference about their topic for feedback. A cohesive unit on this formal terminology was implemented in the beginning of the course, both in lecture and discussion in class, online materials, and in the first test. The use of this language, which is the basic vocabulary and building blocks of all advanced art historical methodology, was emphasized throughout the course. I modeled the use of this terminology in lectures, encouraged in discussion, and routinely assessed in tests and evaluations. In addition, I increased efforts to integrate this terminology in other courses in the curriculum, including in Art 110 Painting, the course assessed this year.

In addition:

- Revised ART 410 to CUL 410 to attract more students, and place the course in the larger context of the Cultural Studies program.
- Prof. Fearnside curated an exhibition at the Diane Kidd Gallery, exhibiting works from twenty-eight artists who made connections between art and film. Artists came from the state, the country, and three other nations (Canada, the UK and New Zealand). The exhibition included a special screening day of selected video works with question and answer, which drew 50 students from area high schools. I also gave a lecture on curatorial practices to the students in SAS 465 Managing the Arts, using this show as an example.
- I had a solo exhibition at Chadron State University in Nebraska, featuring photographs from a long-term project about houses under construction.
- I had selected work exhibited in a juried "Toledo Area Artists" exhibition at the Toledo Museum of Art.
- I had selected work exhibited in a juried show at the Printmaking Center of New Jersey in an exhibition entitled "A Reverence for Water."

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

Intended Outcome 2: (D – Career Readiness – Program Specific / D – Critical Thinking)

Competent to develop, design and make art as an effective and informed tool of communication.	ART 110 - Painting

Assessment: to develop a painting project in ART 110 that expresses a thematic idea. 75% of majors will be proficient or better.

Results of Outcomes Activity:

2010-2011	Met/Not Met	Data Details
	Met	The Arts Administration Visual Arts Concentration majors were proficient (75%) or better. The mean score was 90%.

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

Analysis and Action Plans:

There were two major students in this class. This course had a wide range of both age and ability and skill levels, with a high school junior, several freshmen, and upperclassmen. Some students had taken many art classes previously, mostly in high school, and some students had never taken an art course and were intimidated by materials. Over the length of the course, students completed a series of projects that aimed to familiarize them with the materials of painting; to develop their ability to see and perceive spaces, line, shape, color, and composition; and to develop the ability to both create work that addresses content and/or concept. Each project was introduced with a lecture and discussion on artists' work that could apply to the project theme, and ended with a critique discussion that taught the students how to evaluate each other's work. For the final project, a self-portrait, students were asked to create a self-portrait that would communicate something about their personality, their experiences, their personal histories or their viewpoints through the painting itself (not through any introductory verbal statement).

The two majors made exceptional work for this project. One recreated family snapshots, collected on a laundry line, which created a narrative. The other's self-portrait created more of a mood. He portrayed himself in a pose reminiscent of Rodin's *The Thinker*, a bronze sculpture that he mentioned in his discussion as a deliberate reference, against a background that utilized dark colors with thick, layered paint. Both students were able to receive critical suggestions as well as compliments during critique, and were able to defend their work. More importantly, the initial interpretations of their paintings by their classmates worked with their intentions.

This data supports my anecdotal observations that on the whole the Arts Administration Visual Arts Majors are very creative, and often come to the major with the idea of being able to find a career that fits their creativity. Harnessing this creativity in the non-studio aspects of the curriculum could be a strategy to engage these students in the varied aspects of the major beyond the studio. This could take the form of creative projects as sources for preliminary research in the art history courses, and incorporating gallery activities into the non-studio courses.

BA – Communications GAR

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:

At the end of the 2010-2011 academic year a new, full-time faculty member with expertise in organizational communication and public relations was added to the communication faculty. The hiring of Professor Li followed a two-year effort to fill the position.

The addition of a new faculty member will decrease the program's reliance on Adjuncts to teach communication courses and provide coordination for the public relations concentration. This will allow full time faculty to connect more directly with majors and students from other schools and departments who take communication courses.

This academic year, communication 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, 476 students were enrolled in the basic speech course, which required considerable staffing coordination.   This was an increase of one section over last year.

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

On the extracurricular side, the Communication Club was formed and is now a Public Relations Students Society of America (PRSSA) affiliate.   The Communication Club is also a chapter of Lambda Phi Eta, the National Communication Association Honor Society.

Dr. Vallo

- Supervised 3 graduate thesis projects and was a second reader for an additional two thesis projects
- Taught three undergraduate Senior Seminars.
- Supervised five undergraduate Internships
- Eight editions of *TU News* were using students as reporters and editors from the Journalism concentration and senior seminar participants.

Dr. Samoriski

- Supervised one graduate thesis project.
- Taught one graduate independent study.
- Supervised three undergraduate Internships
- Served as faculty advisor for the Communication Club.

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

Intended Outcome 6: ((D – Career Readiness – Program Specific / D – Research Skills / D – Speaking Abilities)

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 in COM 340: Law and Communications. 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:

2010 - 2011	Met/Not Met	Data Details
	Not Met	Only 54% of students were able to apply online, multimedia, interactive and human communication skills in the final project for COM 340: Law and Communication.

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

Analysis and Action Plans:

Student performance fell short of expectations. While most students seemed to be able to research and analyze a Journal Article Review, they seemed to have problems presenting it in a meaningful and interesting way in front of the class. Most students are not accustomed to doing legal briefings and this may have been a factor in their presentations. Law is a complex area with a lot of nuance and for many of our students this will be the first and only opportunity they will have to present legal information before an audience.

More attention needs to be placed on oral presentation across the curriculum. The idea received little support this year and last when the Writing Across the Curriculum Committee declined to incorporate speaking across the curriculum under the writing across the curriculum initiative. Another effort will be made to do so next year.

Next Year's GAR

Intended Outcome 5:

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

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.

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY   2010 - 2011
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

At the end of the 2010-2011 academic year a new, full-time faculty member with expertise in organizational communication and public relations was added to the communication faculty. The hiring of Professor Li followed a two-year effort to fill the position.

The addition of a new faculty member will decrease the program's reliance on Adjuncts to teach communication courses and provide coordination for the public relations concentration. This will allow full time faculty to connect more directly with majors and students from other schools and departments who take communication courses.

This academic year, communication 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, 476 students were enrolled in the basic speech course, which required considerable staffing coordination. This was an increase of one section over last year.

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

On the extracurricular side, the Communication Club was formed and is now a Public Relations Students Society of America (PRSSA) affiliate.   The Communication Club is also a chapter of Lambda Phi Eta, the National Communication Association Honor Society.

Dr. Vallo

- Supervised 3 graduate thesis projects and was a second reader for an additional two thesis projects
- Taught three undergraduate Senior Seminars.
- Supervised five undergraduate Internships
- Eight editions of *TU News* were using students as reporters and editors from the Journalism concentration and senior seminar participants.

Dr. Samoriski

- Supervised one graduate thesis project.
- Taught one graduate independent study.
- Supervised three undergraduate Internships
- Served as faculty advisor for the Communication Club.

<u>Intended Outcome 1:</u> (D – Career Readiness – Program Specific / D- Writing Abilities)

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

<u>Assessment Criteria:</u>

Students will develop their writing skills for their professional foundations courses 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..

<u>Results of Outcomes Activity:</u>

2009-2010	Met/Not Met	Data Details
	Met	All students achieved 80% or higher in the final portfolio project.

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

<u>Analysis and Action Plans:</u>

The course was very demanding, with an assignment almost every other day. Consequently, there were only about 20 total absences in the entire class the whole semester, or about one absence per student.

Each assignment was assessed on completion, which means that an assignment completed to the specifications received all of the points for that assignment. Most classes were spent working these exercises individually and together.

Adobe Photoshop CS4 was preferred, but not required. However, most students employed CS4 since it was well-suited to the assignments. Following this pattern, the final exam required students to create/re-create images consistent with a specific process. For example, an image was presented, and the student was required to follow a list of alterations/fixes.

Overall, Digital Photography seems to be going well.

<u>Next Year's GAR</u>

<u>Intended Outcome 2:</u>

Students will understand and demonstrate acceptable digital and graphic design techniques.

<u>Assessment Criteria:</u>

Students will develop their digital and graphic design techniques in COM 204 or CIT 255. This will be demonstrated by 80% of students achieving a "B" or higher on their final project in COM 204 or CIT 255.

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 2010/2011
MAJOR: BA-COMMUNICATION 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 continued for a new, full-time faculty member with expertise in speech, communication research and public relations. Three candidates were brought in for interviews. Outcome is pending.

The allocation of this position was based on the growth of the Communication major, our high reliance on Adjunct Instructors to teach our basic and advanced courses in communication 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 Communication major.

In addition to teaching communication core and concentration specific courses, Communication faculty and Adjunct Instructors taught a total of 15 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 Communication Major and in the Master of Humanities programs throughout the academic year, thereby enhancing student contact, teaching and learning at both levels.

Communication Faculty:

- Supervised 3 graduate thesis projects (Dr. Vallo) and was a second reader for an additional two thesis projects (Dr. Vallo).

- Taught three undergraduate Senior Seminars (Dr. Vallo).

- Supervised five undergraduate Internships (Dr. Vallo).

- Eight 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.

- A chapter of the Public Relations Student Society of America (PRSSA) was established on campus (Dr. Samoriski).

Note: Dr. Samoriski served as Dean of Arts and Sciences during the academic year, thereby limiting his availability in helping to coordinate the Communications Program. Dr. Vallo 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: (D – Career Readiness – Program Specific / D – Writing Abilities)

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.

Results of Outcomes Activity:

2009-2010	Met/Not Met	Data Detail:
	Met	Eighty-five percent of the students demonstrated acceptable writing skills appropriate to contemporary journalism practices as part of the curricula in COM 318: Feature Writing.

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 318 is an upper level communications course that typically attracts upperclassmen from Communication.

The Communication faculty and the School of Arts and Sciences continue to emphasize the importance of oral and written communication skills across the curriculum. Where possible, we plan to include more writing and speaking as part of the courses taught in the communication discipline. 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. In this regard the Communication curricula will include a new research methods course (COM 300) as part of the core requirements.

Section Four: Describe unique experiences that the assessed class gave to Tiffin University students.

Dr. Vallo participated in the weekly workshops offered by the Center for Teaching Excellence. This year's assessed course, COM 318, was selected as a trial course in which to use student-centered teaching practices. Two students from COM 318 were selected to be interviewed for a teaching practices video to be used during the faculty development workshop in August 2011. Dr. Vallo was also interviewed for this video. She specifically outlined her approach to helping students write feature stories that incorporated the literary techniques of description, dialogue, characterization and narration.

<u>Next Year's GAR</u>

The Journalism Assessment Report for the Communication major for next year will focus on Intended Outcome #2: Students will understand and recognize theories of mass communication. 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.

BA – Communications – Public Relations Concentration GAR

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:

At the end of the 2010-2011 academic year a new, full-time faculty member with expertise in organizational communication and public relations was added to the communication faculty. The hiring of Professor Li followed a two-year effort to fill the position.

The addition of a new faculty member will decrease the program's reliance on Adjuncts to teach communication courses and provide coordination for the public relations concentration. This will allow full time faculty to connect more directly with majors and students from other schools and departments who take communication courses.

This academic year, communication 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, 476 students were enrolled in the basic speech course, which required considerable staffing coordination. This was an increase of one section over last year.

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

On the extracurricular side, the Communication Club was formed and is now a Public Relations Students Society of America (PRSSA) affiliate.   The Communication Club is also a chapter of Lambda Phi Eta, the National Communication Association Honor Society.

Dr. Vallo

- Supervised 3 graduate thesis projects and was a second reader for an additional two thesis projects
- Taught three undergraduate Senior Seminars.
- Supervised five undergraduate Internships
- Eight editions of *TU News* were using students as reporters and editors from the Journalism concentration and senior seminar participants.

Dr. Samoriski
- Supervised one graduate thesis project.
- Taught one graduate independent study.
- Supervised three undergraduate Internships
- Served as faculty advisor for the Communication Club.

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

Intended Outcome 2: (D – Career Readiness – Program Specific / D- Critical Thinking)

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.

Assessment Criteria:

Students will recognize theories of public relations practices in COM 441 Organizational Communication and Conflict Resolution. This will be demonstrated by 80% of students achieving a "B" or higher on their final project

Results of Outcomes Activity:

2010 - 2011	Met/Not Met	Data Details
	Not Met	85% of the students in COM 441: Organizational Communication and Conflict Resolution scored 80% or higher on the final project.

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

Analysis and Action Plans:

Students seem to be doing well when it comes to understanding theories of public relations in this communication course. Knowing how organizations work and how conflict is managed is critical in today's modern workplace.

Next Year's GAR

 Intended Outcome 2:

Students will recognize theories of public relations practices.

Assessment Criteria:

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. Next year's

BA – English GAR

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, the English department focused on implementing changes made last year and made further minor adjustments to the English curriculum.

During the 10/11 academic year, the English dept. accomplished the following:

- Collected data on failure rates in freshman English courses.
- Implemented changes made in the freshman English curriculum in the teaching of ENG 100 Introduction to College Writing and Reading (non-credit); ENG140 Fundamentals of College Writing (for credit); ENG 141 Rhetoric and Introductory Research Writing; and ENG 142 Writing, Research, and Literature.
- Implemented diagnostic essays for Freshman Weekend for writing placement, keying them against student ACT scores and the student's high school G.P.A. to adjust placement.
- Dr. James Rovira and Dr. Sherry Truffin worked with Prof. Gilreath to slightly revise the WIC rubric for the Spring 2011 semester, and to prepare a complete revision of the WIC Rubric to start in the Fall 2011 semester.
- Dr. James Rovira, Dr. Sherry Truffin, Dr. Terry Collins, Dr. Mary Grennen, and Dr. Vince Moore presented papers at conferences during the 2010/2011 academic year.
- Dr. Mary Grennen oversaw the production of two plays (*'Til Beth Do Us Part* by Jones, Hope, and Wooton, and *The Dining Room* by A.R. Gurney).
- Completed the redesign of the website of the *TU Review*. Dr. James Rovira supervised Morris Allison's work on this project. As of today, the website redesign is complete and simply needs to be uploaded to TU's server.
- Created ENG 381, Major Authors in English and American Literature, as a requirement for English majors (not English Ed. majors). ENG 313, Theoretical Approaches to Reading and Writing, is no longer a requirement for English majors but continues to be a requirement for English Ed. majors.
- Dr. Sherry Truffin and Dr. James Rovira both presented on an in-house panel about book publishing for an Arts and Angles.
- Dr. James Rovira and Prof. Lee Fearnside opened their exhibit *Scars* at the Kidd Gallery, a combination of Prof. Fearnside's photography with Dr. Rovira's poetry along with one minute sound loops of the subjects' discussion of their scars.
- Prof. Miriam Fankhauser presented a workshop on "Parallelism" for the Student Success Center and Dr. Laura Lamalie on "Internal Documentation" in the Library.
- Dr. Sherry Truffin, as Director of the Center for Teaching Excellence, hosted workshops on writing evaluation for TU faculty at large. Dr. Mary Grennen presented a session on "Sentences that Send Unclear Messages," Dr. Vince Moore on "Plagiarism," Prof. Miriam Fankhauser on "Parallelism," and Dr. Sherry Truffin on "Common Writing Errors."
- Continued sponsoring a contest for Ohio Poetry Day in honor of Dr. Janet Hanna.
- Focused Outcomes Assessment on literature courses, using Literature Rubric.
- Focused Outcomes Assessment on ENG 223, Advanced Grammar.

- ⚲ Revised our Assessment initiative involving the "Literature in English" Major Field Exam (ETS) to the GRE Subject Test in English. English majors will now be required to take the GRE Subject Test in English. English Ed. majors have the option of taking the Subject Test in English, but will continue to be required to take the Praxis test.
- ⚲ 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: (D – Career Readiness – Program Specific)

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

Previous 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).

Future Intended Outcome:

Students will demonstrate familiarity with the literary canon by meeting or exceeding the national average for the GRE Subject Area Test in English.

Previous 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).

Future Assessment Criteria:

Our goal is for 75% of Majors to achieve scores equivalent to or exceeding the national average in the GRE Subject Area Test in English.

Results of Outcomes Activity:

2008-2009 25% (1 out of 4) students met the goal.	Met/Not Met Not Met	Data Details 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.
2009-2010 0% (0 out of 3) students met the goal.	Met/Not Met Not Met	Data Details 3 students took the exam. Scores were 133, 137, and 140. Mean score was 136.6.

2010-2011	Met/Not Met	Data Details
No students graduated in the Spring 2011 semester so no students were evaluated on this measure.	Not evaluated	No students took the exam.

Intended Outcomes 2: (D – Career Readiness – Program Specific / D – Critical Thinking / D – Writing Abilities)

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 (Writing, Research, and Literature), further their knowledge in ENG 441 (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 Outcomes:

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.

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:

2006-2007	Met/Not Met	Data Details
80% of English majors met outcomes goals of 3 or higher on the Literary Theory component of the literature rubric.	Met	Available on English Goal Assessment Report 06/07
2007-2008	Met/Not Met	Data Details
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.	Met	Available on English Goal Assessment Report 07/08

2008-2009	Met/Not Met	Data Details
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.	Met	Available on English Goal Assessment Report 08/09
2009-2010 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.	Met/Not Met (new assessment target) Not Met	Data Details (Now tracking by student #) 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%)

2010-2011	Met/Not Met	Data Details
94% of assignments (17 of 18 students) by English and English Education majors received scores of 3 (80%) or higher on the Literary Theory component of the literature rubric.	Met	001: No longer a major. 002: ENG 350-01, 3 (80%) 003: ENG 292-01, 3.5 (85%); ENG 360-01, 3 (80%); ENG 390-01, 3.5 (85%) 004: ENG 360-01, Did not submit papers in his/her ENG class this semester. 005: ENG 292, 3.5 (85%); ENG 348, 3.75 (87.5%) 006: ENG 390-01, Did not submit papers in his/her ENG class this semester. 007: No data collected for this student this semester. 008: No longer a major. 009: No longer a major. 010: No data collected for this student this semester. 011: No data collected for this student this semester. 012: No longer a major. 013: No longer a major. 014: ENG 292-01, 3.5 (85%); ENG 390, 4 (90%) 015: No longer a major. 016: No longer a major. 017: No data collected for this student. 018: No longer a major. 019: No longer a major. 020: ENG 360-01, 2.5 (75%); ENG 390-01, 4.0 (90%) 021: No longer a major. 022: ENG 292-01, 3.5 (85%) 023: ENG 360-01, 3.5 (85%) 024-027: No longer majors. 028: No data collected. 029-030: No data collected. 031: ENG 292-01, 3.5 (85%) 032: ENG 360-01, 3.5 (85%) 033: No data collected

Intended Outcome 3: (D – Career Readiness – Program Specific)

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 in ENG 223.

Results of Outcomes Activity:

2005-2006:	Not Met	66% English and English Education majors achieved a score of 80% or higher, and 62% of non-majors achieved a score of 70% or 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%.
2010-2011	Not assessed	Advanced Grammar was not taught this year.

Intended Outcome 4: (D – Career Readiness – Program Specific / D – Research Skills / D – Writing Skills)

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:

2006-2007	Met/Not Met	Data Details
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
2007-2008	Met/Not Met	Data Details
50% of majors achieved a score of 90% or above on their senior seminar projects.	Not Met	2 students achieved A grades 1 student achieved a B 1 student achieved a C
2008-2009	Met/Not Met	Data Details
75% of majors who have completed their senior seminar projects have achieved scores of 90% or above.	Not Met	3 students achieved A grades 1 student achieved a grade of B
2009-2010	Met/Not Met	Data Details (incomplete data)
	Not Met	1 student achieved a grade of A- 1 student achieved a grade of B 1 student received an incomplete
2010-2011	Met/Not Met	Data Details (incomplete data)
	Not Assessed	No students graduated in English or English Ed. in the Spring 2011 semester, so no students completed a senior seminar.

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

<u>Analysis and Action Plans:</u>

Literary Canon:

No students were scheduled to graduate in the Spring 2011 semester, so no students took the Major Field Exam. The English department is hoping that by shifting to the GRE Subject Test in English for assessment data on this measure that students will worker harder to perform well on this exam as it is more important to their professional futures; i.e., required by, or at least accepted by, graduate programs in English.

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, adjunct faculty has not yet submitted data, resulting in some gaps (i.e., information was not collected for all English and English Education majors taking ENG 142).

Students demonstrated marked improvement in their application of conceptual models to literary texts this year compared to previous years. Of the students measured, 94% of assignments (17 of 18 students) by English and English Education majors received scores of 3 (80%) or higher on the Literary Theory component of the literature rubric. This performance exceeds our goals of 85% of majors achieving 80% or better in the application of critical theory in written work according to the departmentally developed grading rubrics in literature courses.

Finally, the department still needs to 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:

No students were scheduled to graduate in the Spring 2011 semester, so no students completed senior seminar projects.

English Grammar:

English Grammar was not taught this year.

BA – General Science – Behavioral Science Concentration GAR

Section One:

Activity Statement:
- Implemented evaluation tool in the BIO101 courses during Fall semester of 2010. A sampling from Dr. Ghosh BIO101 classes was assessed using the rubric at the end of Spring semester 2011.
- Faculty presented informal trainings on Internet sites applicable to content areas.
- Began search for new Natural Science/Mathematics professor.
- Decided to include NAT310 , MAT370, and the Nat internship as writing intensive courses.
- Held discussion toward adding a 400-level NAT course required for majors.

Section Two:

Intended Outcome 2: (D – Career Readiness – Program Specific / D – Critical Thinking)

Assessment Criteria:

Students in BIO101 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" or better using a common rubric.

2010/2011	Not met	17% earned an 80% or better.

Section Three:

Analysis and Action Plan:

Assessment criteria were not met as the current assignment was voluntary to all students and was ungraded. The students did not take the assignment seriously. As a department we decided that the assessment tool must be a graded take-home assignment – one typed page minimum. We also plan to amend current form add line item for major, as it was impossible to determine who was/was not a General Science major.

BA – History GAR

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
- Continued to revise critique for writing assignments
- Plan to eliminate HIS 212 and replace with HIS 137, as they are redundant
- Introduced a new procedure for returning graded essays: students receive essays without a grade or my evaluation sheet; they must submit a written self-assessment, based on my comments written on their essays, before they learn their grades.
- Plan to add a 5th category to the History Grading Rubric that takes into account students who do not turn in assignments being evaluated or who do not demonstrate a substantial effort.

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

Intended Outcome 1: (D – Career Readiness – Program Specific / D – Critical Thinking / D – Writing Abilities)

Students were evaluated on their ability to successfully trace and fully explain a chain of linking events that demonstrate the relationship between cause and effect in a historical episode.

Assessment Criteria:

80% of students in HIS-212 achieve ratings of "exceptional" or "good" on their essays, according to the historical causation portion of the History Grading Rubric.

Results of Outcomes Activity:

2009-2010	Met/Not Met	Data Details
		Instead of 80% or better, only 43% of the history majors in HIS-212 attained the target level.
		Exceptional – 3 Good – 0 Fair – 2 Poor – 2

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

Analysis and Action Plans:

I would like to introduce an exercise early in the semester that leads students through an example that traces the chain of events showing cause and effect in a historical episode. This will be difficult because our majors are scattered among non-majors in all of our history courses. Still, this exercise would no doubt prove beneficial to non-majors.

BA – Professional Studies GAR

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 BA in Professional Studies Degree has entered its second year. The first cohort has completed the program in December 2010. There were 8 students that successfully completed the first cohort. During 2010, three additional cohort groups started and BA 4 began in March 2010. Several major events took place during this GAR reporting period:

- The BA Program Chair, Dr. Jason Slone, was transferred to the CEO of the Associate's Degree Programs to manage and administer those programs in October 2010. During that period, Dr. Slone continued to oversee the BA program in addition to his new duties.
- A new BA Program Chair was assigned February 1, 2011, Professor Wendy Ziems-Mueller.

Due to the transferring of Program Chairs and responsibilities, the outcome assessment plan that was put into place was not fully executed. All writing intensive courses were assessed and delivered directly to the Director of Outcomes Assessment. However, the remaining goals listed in the 2010-2011 PAP for the BA in Professional Studies program were not executed.

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

Intended Outcome 1: (D – Career Readiness – Program Specific / D – Writing Abilities)

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:

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

Intended Outcome 2: (D – Career Readiness – Program Specific / D – Critical Thinking / D – Writing Abilities)

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:

2010-2011	Met/Not Met	Data were not collected.

Intended Outcome 3: (D – Career Readiness – Program Specific / D – Speaking Abilities)

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:

2010-2011	Met/Not Met	Data were not collected.

Intended Outcome 4: (D – Career Readiness – Program Specific / D – Civic Responsibility – Ethical Concerns / D – Writing Abilities)

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:

2010-2011	Met/Not Met	Data were not collected.

Intended Outcome 5: (D – Civic Responsibility – Ethical Concerns / D – Writing Abilities)

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:

2010-2011	Met/Not Met	Only one section of CUL 443 occurred during the evaluation period. 6/10 students scored higher than a 70% on the assessed project. Of the remaining 4 students, one student did not complete the course and/or assignment resulting in 66.7% of the students achieving a B or higher. In order to meet this assessment next year, a new textbook will be chosen to allow for a more comprehensive approach to the subject matter.

Intended Outcome 6: (D – Career Readiness – Program Specific / D – Natural Science Knowledge / D – Writing Abilities)

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:

2010-2011	Met/Not Met	Data were not collected.

Intended Outcome 7: (D – Career Readiness – Program Specific / D – Quantitative Reasoning / D – Writing Abilities)

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:

2010-2011	Met/Not Met	Data were not collected.

Intended Outcome 8: (D – Career Readiness – Program Specific / D – Literacy / D – Research Skills / D – Writing Skills)

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:

2010-2011	Met/Not Met	Data were not collected.

Intended Outcome 9: (D – Career Readiness – Program Specific)

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:

2010-2011	Met/Not Met	Data Details There were no students qualified for a major field of study assessment this year.

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

Analysis and Action Plans:

With the placement of a new program chair, a procedure has been put in place to ensure that the data for the intended outcomes will be collected and assessed during the 2011-2012 year. For the 2011-2012 assessment, the BA in Professional Studies program will be focusing on three specific outcomes to better evaluate the intended outcomes in depth. Outcome #1, "Students will write with clarity and precision", will continue to be evaluated as required by the general education outcomes assessment plan on the main campus. In addition, for this next reporting period, the BA in Professional Studies program will assess Outcomes #2 and #3, as identified in the plan above.

School of Business
Executive Summary 2009-2010
Prepared by: Dr. Lillian Schumacher, School Dean

- The School of Business made substantial progress in assessing outcomes during the 2010-2011 school year. In addition to the data reported below the School also conducted the Quality Report for ACBSP and will utilized this data in next year's assessment report. In addition, the School added and/or revised several new programs at every level (Associate, Bachelors, Degree Completion and MBA). These included:

  o Revisions in the Sports and Recreation Management Bachelor's degree
  o Revisions in the Accounting Associate's degree
  o Revision of the Equine Management Concentration within the Management major
  o Addition of a concentration in Healthcare Management for the BBA-Organizational Management
  o Addition of a new pre-requisite MBA course: MGT 505-focused on business writing especially for international students
  o Revised New CIT curriculum to include three concentrations: Application Specialist, Software Development and System and Network Support
  o Addition of the Global Leadership honors major as a Bachelor's degree program
  o Addition of Supply Change Management Concentration with the Management major
  o Addition of required internship for all majors within the School

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 (GARs) 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 2010-2011 year. Next is a review of the GARs for the School for the 2011-2012 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 2011-2012 academic year are:

1. **School of Business Outcomes Assessment Plan:**

   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. **The Assessment Criteria for Intended Outcome #3**: Students will gain a broad base of knowledge concerning the academic disciplines of the core business curriculum, was changed for the upcoming year-2011-2012. Beginning fall 2011, the School voted to replace the pre-post test used to measure this outcome with the Major Field Test from ETS. Data collection will begin this fall with the initial pre-test being administered in MGT 151 and post-test being administered in MGT 495.

School of Business GAR

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. A new Dean began in May 2010. An in-depth strategic planning process was conducted between May and July 2011 and the final outcome was a "fact sheet" of School of Business Guiding Principles to direct the School's decision making process. A strategic planning retreat also took place with the students representing the Business Club and several SOB faculty to refocus the Club's activities for the upcoming year. In addition, the School expanded its operation considerably in the areas of the MBA, BBA, degree completion and Ivy Bridge. It also closed some international programs.

> The MBA: Added a new course: MGT 505-focused on business writing especially for international students

> The BBA: Revisions in the Sports and Recreation Management degree, the CIT degree with the addition of three specializations/concentrations (Application Specialist, Software Development and System and Network Support), and Equine Management Concentration; The addition of the Global Leadership honors major as a Bachelor's degree program and the Supply Change Management Concentration within the Management major; and the addition of the required internship for all majors within the School.

> The BBA-Organizational Management: Addition of a concentration in healthcare management

> Ivy Bridge: Revisions in the Accounting Associate's degree

> International Programs: The BBA and MBA programs were ended in Prague, Czech Republic due to the liquidation of our partner there. We did have 23 students that graduated from our programs (22-BBA and 1-MBA) this year and a graduation ceremony was held in Prague in July 2011. The MBA program was ended in Warsaw, Poland and never took off in Posner, Poland or Timisoara, Romania. We are continuing the MBA in Bucharest, Romania and Taipei, Taiwan.

> In addition, two new faculty were hired for the upcoming 2011-2012 year; one for Business Law and Sports Management and one for Economics.

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

Intended Outcome 1: (D – Career Readiness – Program Specific)

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:

2010-2011	Met/Not Met **Met**	Data Details 92% of the BBA respondents and 96% of the MBA respondents are working/continuing education, data from class of 2009-2010

Intended Outcome 2: (D – Career Readiness – Program Specific)

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:

2010-2011	Met/Not Met **Not Met**	Data Details: Using a 1-5 scale 79%: For both questionnaires overall of 135 students 107 rated a 4 or higher in preparation for a career. 77%: Senior Questionnaire Results: 79 students rated a 4 or higher in preparation for a career out of 103 students 88%: Organizational Management Questionnaire Result: 28 Students rated a 4 or higher in preparation for a career out of 32 students

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:

2010-2011 N/A	Met/Not Met **N/A**	Data Details Data was not collected for this outcome this year. The School decided to do away with this pre-post 30 question multiple choice exam and replace it with the Major Field Test provided by ETS. Beginning 2011-2012, the School will use this instrument as the pre and post measure; taken as a pre-test in MKT 151 and as the post test in MGT 495.

Intended Outcome 4: (D – Critical Thinking / D – Research Abilities / D – Writing Abilities)

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:

2010-2011	Met/Not Met **Not Met**	Data Details 87% (28/34) 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 2.99/4 with a standard deviation of .244.

Intended Outcome 5: (ID – Faculty Development)

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:

2010-2011	Met/Not Met **Met**	Data Details A total of 22/26 (85%) of the faculty members engaged in professional activities as defined by the ACBSP criteria in this area

Intended Outcome 6: (ID – Faculty Engagement)

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 participate in activities designed to engage faculty with students outside of the classroom as defined by the ACBSP criteria in this area.

Results of Outcomes Activity:

2010-2011	Met/Not Met **Met**	Data Details A total of 24/26 (92%) of all faculty members engaged with students outside of the classroom as defined by the ACBSP criteria in this area.

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

Analysis and Action Plans:

OA #1

Out of 754 surveys sent to business graduates, 185 responded for a response rate of 25%, and historically the response rate has been 16%-18%. Hence, conducting the survey via online and through e-mail distribution seemed to greatly improve the response rate of our alumni. Additionally, we will continue to conduct exit interviews next year for all graduating students so that we can gather more accurate data and contact information.

OA #2

The number of respondents for this year was higher (126 last year vs. 135 this year) but the overall percent decreased (from 82% last year to 79% this year). 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 additional 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 mandate of internships will hopefully improve this area. In addition, our recent focus on linking

business challenges directly in the classroom through real time case studies (through our business partnerships) will hopefully also help improve this area. Also, each faculty is being challenged to bring into the classroom, a high level professional within each respective discipline to speak with students in at least one course each semester. In addition, the faculty are exploring the possibility of implementing an executive mentoring program for select students. Further, it is planned that the Delta Mu Delta Honor Society affiliated with ACBSP (for accredited business schools) will be reactivated for the upcoming school year with new inductees and an active chapter membership. Finally, 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 and this will not only continue but occur in more detail (with an analysis of our entire curriculum at our fall meeting).

OA #3

The Major Field Test (MFT) was administered to 56 of seniors this year. The results ranged from a low score of 126 to a high score of 172 (out of 200) with an average score of 145. The MFT will replace the pre-post test utilized previously, as indicated. Beginning this fall 2011, the MFT will be administered to first year students in the MKT 151. The results of the fall 2011 test will be compared for statistically significant differences with the same students' scores on the same test when they complete MGT 495 in their senior year. In addition, an aggregate score on this test will be determined at the end of the 2011-2012 year for all senior students who take the MFT this year and compared to the 2010-2011 data collected.

OA #4

As noted in the Results of Outcomes Activity above 87% of students earned the 80% or "B" goal. This is not as good as the 91% of the students who scored 80% or better last year. 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 getting worse and we as a School (and as a university as a whole) need to address these deficiencies. The School of Arts and Sciences is fully aware of this challenge from a university perspective and is currently restructuring the English department curriculum to address this issue.

In addition, during the 2011-2012 academic year the School of Business Faculty will continue to emphasize writing skills in the classroom. Four 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 will continue to do this as necessary. The School will also work with the English Department to create a professional writing course.

Another point of emphasis during the 2011-2012 year is analytical and presentational skills. A concerted effort is being made by the faculty to add more case studies and other analytical thinking and presentational exercises to the classroom to shore up these deficiencies.

OA #5

This is a strong point as more of the faculty members are continuing to engage in more professional activities as defined by the ACBSP criteria. 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. In fact during the upcoming year, we will collecting data on this much more diligently than we have in the past as we plan to keep our new website current.

Master of Business Administration GAR

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 MBA in Eldercare Management was created through Mt. Lyons with two students enrolled in spring of 2011. A new faculty member was hired to assist in course development and to teach in the program. Acronyms were created for the concentration courses in Healthcare Administration [HCA] and Sport and Recreation Management [SRM]. Several of the new courses in the new concentration areas were created and will begin being taught in the fall [Marketing, International Business, Finance, and Human Resource Management]. The Tiffin University MBA continued to be offered in the following international locations: Bucharest, Poznan, Warsaw, and Taiwan. The Prague location was closed with students being advised for a teach-out option so they could still earn an MBA through Tiffin University. An Associate Dean for International Business Programs was a new position created to assist in managing these locations.

Section 2: Describe which program goal(s) in the Major Program Plan was assessed during the academic year.

Intended Outcome 1: (D – Career Readiness)

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:

2010-2011	Met/Not Met	Data Details
FIELD TEST	Not Met	No students registered to take the test and no data was collected

Action Plan:

A new measurement will be considered after a senior administrator consults with other institutions within the ACBSP. The other option is to offer incentives for students to take the test by offering a "visit" day with cooperation of the graduate enrollment office which would include advising meetings, a lunch, and a 20% coupon for the bookstore on any purchases that day up to $100 [excluding books]. The third idea is to embed the test in an online course taken near the end of the program.

Intended Outcome 2: (D – Career Readiness – Program Specific / D – Quantitative Reasoning)

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:

2010-2011 ACC 512	Met/Not Met Met	Data Details 131 of 170 for 77%

Intended Outcome 3: (D – Career Readiness – Program Specific / D – Writing Abilities)

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:

2010-2011 MGT623	Met/Not Met Met	Data Details		
		Class	NO. Students	NO. 90 or +	%
		TOTAL	160	211	76%

MBA – General Management Concentration GAR

MBA - GENERAL MANAGEMENT CONCENTRATION

Activity Statement:

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

Intended Outcome 1: (D – Career Readiness – Program Specific / D – Communication Skills / D – Critical Thinking)

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 MGT624	Met or Not Met	Data Details: No. Students	No 90%	Percent	Instructor
		39	45	87%	

MBA – Leadership Concentration GAR

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.

Intended Outcome: (D – Career Readiness – Program Specific)

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	Met or Not Met	Data Details:		
	Not Met	No. Students	NO. A Ave/ Ex	%
		64	56	88%

Action Plan:

The professors teaching the course will use a Class Live Pro session to discuss the evaluation used for the projects and will emphasize the need to articulate a clear vision and to communicate effectively. The evaluation is sent to the students to provide for the individual evaluating the project, but here has never been a "lecture" to emphasize the vision and communication portion of a professional presentation.

MBA – Sports Management Concentration GAR

MBA – SPORTS MANAGEMENT CONCENTRATION

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.

Intended Outcome: (D – Career Readiness / D – Career Readiness – Program Specific)

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:

2010-2011	Met or Not Met	Data Details:		
	Not Met	No. Students	NO. A Ave/ Ex	%
		16	14	88%

Action Plan:

No action plan will be put into place since the measurement has been used for so few students since it is a relatively new program. There are increases expected in the number of students enrolling in the mentorship and keeping the 'Number" of students that don't achieve the rating to a bare minimal is acceptable to the department [i.e. – the standard is 90% leaving 1 in 10 not meeting the goal as acceptable].

MBA – Healthcare Administration Concentration GAR

MBA – HEALTHCARE ADMNISTRATION CONCENTRATION

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.

Intended Outcome: (D – Career Readiness – Program Specific / D – Critical Thinking / D – Writing Abilities)

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:

2010-2011	Met or Not Met Not Met	Data Details: No. Students　　　NO. A Ave/ Ex　　　　　　% 14 of 25 students = 56%

Action Plan:

A health care advisory committee is being put together and will review the outcome assessment for the program by next year.

MBA – International Business Concentration GAR

MBA – INTERNATIONAL BUSINESS CONCENTRATION

Activity Statement

Intended Outcome: (D – Career Readiness – Program Specific / D – Writing Abilities)

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.

2010-2011	Met or Not Met	Data Details:
	N/A	*Not Assessed*

Action Plan:

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

MBA – Marketing Concentration GAR

MBA – MARKETING CONCENTRATION

Activity Statement

Intended Outcome: (D – Career Readiness – Program Specific)

Graduates will demonstrate analytical skills in the formulation and implementation of market driven strategies for selected products and/or services while creating a personal / professional brand image.

Assessment Criteria:

100% of the students in the MKT630 Marketing Field Analysis Course will achieve an above average or outstanding rating on the overall rating of the portfolio assignment.

2010-2011	Met or Not Met	Data Details:
	N/A	*Not Assessed*

Action Plan:

Depending on enrollment, the course will be taught for the first time in the 2012-2013 academic year and should be incorporated into that year's academic assessment plan and goal report.

MBA – HUMAN RESOURCE MANAGEMENT CONCENTRATION

Activity Statement

Intended Outcome:

Graduates will demonstrate competency in the development, application, and evaluation of policies, procedures and programs to assist workforce planning and employee training in a medium size company.

Assessment Criteria:

The assessment criteria will be completed in fall 2011 by the faculty creating the concentration courses.

2010-2011	Met or Not Met	Data Details:
	N/A	*Not Assessed*

Action Plan:

Depending on enrollment, the course will be taught for the first time in the 2011-2012 academic year and should be incorporated into the next academic year's assessment plan and goal report.

MBA – ELDER CARE MANAGEMENT CONCENTRATION

Activity Statement

Intended Outcome:

Graduates will demonstrate competency in activities to manage elder care facilities with knowledge of compliance laws and ethical standards for patient care.

Assessment Criteria:

The assessment criteria will be completed in 2011-12 by the Mt Lyons faculty creating the concentration courses.

2010-2011	Met or Not Met	Data Details:
	N/A	*Not Assessed*

Action Plan:

Depending on enrollment, the concentration courses will be taught for the first time in the 2012-2013 academic year and should be incorporated into that academic year's assessment plan and goal report.

BBA – Accounting GAR

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.

Discussion was held regarding the assessment for Intended Outcome #4 and it was determined that a pre and post test would be created. The pre-test would be given in ACC313 at the beginning of the course and a post-test would be given in ACC314 at the end of the semester.

Section Two:

Intended Outcome 1: (D – Career Readiness – Program Specific D – Research Skills / D – Speaking Abilities / D – Writing Abilities)

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: (D – Career Readiness – Program Specific / D – Technical Proficiency)

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: (D – Career Readiness – Program Specific / D – Technical Proficiency)

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: (D – Career Readiness – Program Specific)

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: (D – Career Readiness)

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:

2010-2011		
Outcome 1	Met	95.65% (22 out of 23) of the students earned an 80% or better on the class presentation using the evaluation rubric. The average grade was 83.3%
Outcome 2	Met	92% of the students earned an 80% or better. The class average was 85.52%.
Outcome 3	Met	85.7% of the students earned an 80% or better. The class average was 90%.
Outcome 4	Not met	76.9% of students received 80% or better. For ACC 313 it was 77.9% and for ACC 314 it was 75.9%. The average test score was 83.4%.
Outcome 5	Met	A representative from Becker Review spoke. Information about other CPA review programs was also distributed to students in Intermediate Accounting students. Scholarship information for graduate study was also distributed. Requirements for becoming a CPA in Ohio and becoming a CFE were made available to students. A number of

		accounting students regularly attended the Business Club meetings and were exposed speakers on various business topics.

Section Three:

Analysis and Action Plans:

The pre- and post-test for ACC313 and ACC314 will be evaluated for appropriateness.

The accounting department will also focus on increased topics for globalization. With the International Accounting Standards receiving a lot of attention in the accounting profession and the increased exposure to globalization for Tiffin University School of Business students, the International Reporting Standards will be an increasing topic.

A special topics course will be offered every fall to help prepare students for topics on the CPA exam. The fall of 2011 a course in corporate taxation will be offered.

BBA – Computer and Information Technology GAR

Section One:

Activity Statement:

Two new faculty began working with the CIT faculty this year; one full-time, one part-time.

The CIT faculty met and reviewed the need for CIT105 – Introduction of Applications and CIT111 – Intermediate Applications. It was determined that the need for CIT105 has virtually disappeared as traditional students arrive with the basic skills covered in the Introductory class and should be placed in the Intermediate class. For any non-traditional students who need the basic skills, a training and assessment software has been adopted to build their skills to the intermediate level. Therefore, CIT105 was dropped from the course offerings and all students will take the Intermediate level course to meet their GEC requirement (except for rare cases where students will move into a higher division course with permission of the instructor.)

We met as a CIT faculty (including adjuncts) to modify the BBA CIT degree. The modification has been approved by the School of Business Faculty as well as the Curriculum Committee. Passage by Full Faculty is anticipated in September, 2011. The proposed changes to the BBA of Computer and Information Technology curriculum creates an opportunity for CIS majors to specialize in one of three areas. The proposed curriculum makes no changes to the Business School Core (six courses) and uses the existing courses to create an Information Systems Core of six courses. The additional four courses required by the University for a Baccalaureate Degree will be determined by which of the three areas of specialization the student pursues. The three choices are *Application Specialist*, *Software Development* or *System and Network Support*. The course content for the two new courses is grounded in current industry certification standards (PMP and MOS). Additionally the System and Network Support courses were grouped to prepare graduates for a third certification (N+).

It is proposed that the name of the major be changed to Computer Information Systems (CIS) to replace the current Computer and Information Technology (CIT) major. As part of this change we propose to change the course prefix for departmental offerings to CIS; it is currently CIT.

Faculty are continuing research in electronically mediated communication and although not able to attend, one faculty was invited back to Oxford University to share this research. Faculty are current members of multiple professional associations and one faculty will be Chairing a paper session 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 all CIT courses.

Two of the CIT faculty advised the CIT Club.

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

CIT faculty reviewed and organized vendor presentations of training and assessment environments for use in CIT105 and CIT111. The SAM platform was chosen and was piloted in classes Spring term. Webinar training has been arranged for all CIT faculty in May.

Guest speakers were used in several classes. The CIT faculty also guest lectured in several of their colleagues' courses.

The faculty also agreed to lecture in the TU – Tiffin Area Chamber of Commerce Breakfast Break Series and has worked with the Deans of Business and Graduate studies to develop a new series for the coming academic year. The CIT faculty will support the new series by presenting several of the workshops.

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 moved 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.

Section Two:

Intended Outcomes/Assessment Criteria

Intended Outcome 1: (D – Career Readiness – Program Specific / D – Technical Proficiency)

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:

2010-2011	MET	90% of students scored a 70% or better on final assignment

Intended Outcome 2: (D – Career Readiness – Program Specific / D – Critical Thinking / D – Writing Abilities)

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:

2010-2011	MET	80% of students received a B or better

Intended Outcome 3: (D – Career Readiness – Program Specific / D – Research Skills)

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:

2010-2011:	MET	Only 81.2% of students earned an 80% or better on research projects with an average score of 88%.

Intended Outcome 4: (D – Career Readiness – Program Specific – D – Critical Thinking / D – Technical Proficiency)

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:

2010-2011	MET	83% of students earned an 80% or better on final project

Section Three:

Analysis and Action Plans:

Plan of Action – Intended Outcomes #1:

Continue using assessment in CIT 111. Plans are in place to use SAM for the assessment criteria for AY 2011/2012. 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

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: (D – Career Readiness – Program Specific / D – Quantitative Reasoning)

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:

	Met/Not Met	Data Details
2008-2009	Met	The portion of examinations requiring quantitative skills were FIN314-Risk and Risk Management-90%, FIN421-Investments-65%.
2009-2010	Met	The portion of examinations requiring quantitative skills were FIN314-Risk and Risk Management-50%, FIN421-Investments-60%, FIN 426- Not offered.
2010-2011	Met	The portion of examinations requiring quantitative skills were FIN314-Risk Management and Insurance-62%, FIN421-Investments-60%, FIN 426- International Finance-62%.

Intended Outcome 2: (D – Career Readiness – Program Specific)

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:

	Met/Not Met	Data Details
2008-2009	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.
	Met	FIN421-Investments 10 of students 12 students received (83%) received "B" or better on the final examination quantitative measures.
2009-2010	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.
2010-2011	Met	FIN314- Risk Management and Insurance: Results: 84% of students received "B" or better on the final examination quantitative measures involving market equilibrium.
	Met	FIN421- Investments 82% received "B" or better on the final examination quantitative measures.
	Met	FIN426- International Finance 80% received "B" or better on the final examination quantitative measures.

Intended Outcome 3: (D – Career Readiness – Program Specific)

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:

	Met/Not Met	Data Details
2008-2009	Met	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.
2010-2011	Met	LAW212-100% of the students, (23 out of 23) enrolled in LAW212 Business Law II during the Spring 2011 semester earned a grade of 70% (C) or better on the negotiable instruments exam administered during the Semester.

Intended Outcome 4: (D – Career Readiness – Program Specific / D – Writing Abilities)

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:

	Met/Not Met	Data Details
2008-2009	No data	
2009-2010	Met	82% of the students in ECO 322 achieved a "C" or better on their Micro paper.
2010-2011	Met	84% of the students in ECO 322 achieved a "C" or better on their Micro paper.

Intended Outcome 5: (D – Career Readiness – Program Specific)

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:

	Met/Not Met	Data Details
2008-2009	No data	
2009-2010	Met	82% of the students in ECO 422 achieved a "C" or better.
2010-2011	Met	84% of the students in ECO 422 achieved a "C" or better.

Intended Outcome 6: (D – Career Readiness – Program Specific)

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:

	Met/Not Met	Data Details
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.
2010-2011	Met	65% 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 2010-11 academic year, no action plan is required.

BBA – Management –Equine Business Management Concentration GAR

Section One:

Outcomes of the Program / Corresponding Classes

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

Intended Outcomes/Assessment Criteria

Intended Outcome 1: (D – Career Readiness – Program Specific / D – Writing Abilities)

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.

 Please note, the curriculum was evaluated and change significantly for the upcoming academic year-2011-2012. Out of the six current students in the program, they will complete the concentration under the current curriculum unless they are able to convert to the new program based on courses taken to date.

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 2010/2011
MAJOR: MANAGEMENT
CONCENTRATION: HOSPITALITY AND TOURISM MANAGEMENT

Section One:

Activity Statement:

*MKT 151: In the Fall, 2010 a new textbook was used.
*HOS 280: In the Spring, 2011 each individual student was required to tour a Marriott hotel and write a 4-6
              page observation paper.
*HOS 330: In the Spring, 2011 the students participated in the Tiffin University's Poster Competition.
*In the Fall, 2010, hospitality students attended the Ohio Hotel Lodging Association conference.
*In the Spring, 2011, 6 hospitality students attended the International Hospitality Conference in Las Vegas,
              Nevada.

Section Two:

Intended Outcome 1: (D – Career Readiness / D – Career Readiness – Program Specific)

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:

2009-2010	Met/Not Met	Data Details
	Met	10 out of the 11 hospitality students passed the ServSafe Certification
2010-2011	Met/Not Met	Data Details
	Met	90% - 9 out of the 10 hospitality students passed the ServSafe Certification from the National Restaurant Association

Intended Outcome 2: (D – Career Readiness – Program Specific / D – Research Skills / D – Writing Abilities)

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.

Results of Outcomes Activity:

2009-2010	Met/Not Met	Data Details
	Met	All of the 9 hospitality students received a grade of B or better on their final research project.
2010-2011		Data Details
	Met	100% - 12 out of 12 hospitality students received a grade of B or better on their final research project.

Intended Outcome 3: (D – Career Readiness / D – Career Readiness – Program Specific)

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:

2009-2010	Met/Not Met	Data Details
	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.
2010-2011	Met	91% - 10 out of the 11 hospitality students received an above average or outstanding rating from an outside evaluator on questions number 6 of the School of

Section Three:

Analysis and Action Plans:

For the 2010/2011 academic year, all of the assessment criteria were met. These criteria will remain the same for the 2011/2012 school year.

BBA – Management – Human Resources Management Concentration GAR

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 HR Club was continued and elected officers; they also collaborated with the Business Club on some activities. Hybrid versions of MGT351 and MGT319 were developed and taught in Fall 2010 and Spring 2011, respectively. Faculty in the area attended professional development conferences. Minimum course content guides for the concentration classes were reviewed and revised.

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

Intended Outcome 3: (D – Career Readiness – Program Specific / Critical thinking / D – Writing Abilities)

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:

2010-2011	Met/Not Met	Data Details
	Met	89.7% of 64 students earned a B or better on the final case analysis in MGT317.

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

Analysis and Action Plans:

Faculty decided to focus on Intended Outcome #3 again this year because it was analyzed for the first time in the 2009-2010 academic year and the standard was not met. In last year's report, we said that we believed that the performance of non-concentration students on this case analysis may have brought the average down and that for the 2010-11 academic year, we would obtain a list of HRM concentration students from the registrar's office and analyze their performance on this assignment as well as comparing the performance of HRM concentration students with the overall performance of all students enrolled in MGT317 for the academic year.

For the 2010-2011 academic year, only two HRM concentration students were enrolled in MGT317. Their average score on the final case study analysis was 95%, while the average for non-HRM concentration students was 88%. Although the performance of HRM concentration students in this academic year was better, even the non-concentration students would have met the standard. Therefore, we will monitor the performance on Intended Outcome #3 again this year to determine whether there should be concerns, or whether the outcome in

Academic Year 2009-2010 was an anomaly.

Lastly, for Academic Year 2011-2012, it has been decided that HR Club will be rolled into the Business Club because of relative lack of participation. The members of HR Club are usually non-traditional students who also have full-time jobs and therefore not much time to be active participants in a club, so those who do wish to participate may do so within the Business Club.

BBA – Management – International Business Concentration GAR

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 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.

The SOB has implemented a new honor major in Global Leadership. This program will incorporate some of the coursework currently in the IB program. A result of this should be an increase in the enrollment demand for these courses.

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

Intended Outcome 1: (D – Career Readiness – Program Specific / D – Civic Responsibility – Ethical Concerns / Critical Thinking)

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:

2009-2010	Not Met	Data Details: 84% of the Fall 2009 section met the "B" benchmark [N = 25]
2010-2011	Not Met	Data Details: 75% of the Fall 2010 section met the "B" benchmark [N = 20]

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

Analysis and Action Plans:

The Fall 2011 data shows a decline over the prior year with the standard not being met.

Analysis indicates that students who do not improve their performance by the third or fourth case will usually remain at the below standard performance level. Additional analysis indicates that 3 of the individuals below the standard are deficient in the number of cases submitted. As these cases are recorded with a fail grade, their individual average is significantly impacted.

Next year we will be using a new edition of the text with many new cases in the mix.

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

Intended Outcome 2: (D – Career Readiness – Program Specific / D – Research Skills)

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:

2009-2010	Met	Data Details: 93% of the Spring 2010 section met the "B" benchmark [N = 23]
2010-2011	Met	Data Details: 100% of the Spring 2011 section met the "B" benchmark [N = 29]

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

Analysis and Action Plans:

The level of performance on this assignment continues to trend at the high end of the scale. As this is an extensive group project, individual contributions are not currently being measured. The addition of a peer assessment form is under consideration for the 2011-2012 academic year.

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

Intended Outcome 3: (D – Career Readiness – Program Specific / D – Civic Responsibility – Ethical Concerns / D – Writing Abilities)

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:

2009-2010	Met	Data Details: 80% of the majors enrolled in the CUL312 and HIS312 sequence met the criteria [N = 10]
2010-2011	Met	Data Details: 80% of the majors enrolled in the CUL312 and HIS312 sequence met the criteria [N =22]

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

Analysis and Action Plans:

The standard has been met for the two years it has been in use. At this time we will continue with the standard as constructed.

International Business Major Outcomes Assessment – Fall 2010

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.

MGT 411 Fall 2010	CASE ANALYSIS	
	100	
	93%	
	83%	Not met
	94%	
	89%	
	77%	Not met
	97%	
	90%	
	92%	
	92%	
	91%	
	86%	
	80%	Not met
	87%	
	79%	Not met
	91%	
	82%	Not met
	91%	
	86%	
	88%	
	94%	
MET =	75.00%	Standard Not Met

John J. Millar
December 17, 2010

Intended Outcome 1:

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

Assessment Criteria:

HIS 312 - 80% 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

HIS 312 Fall 2010	REFLECTION PAPERS	
	100	
	95%	
	90%	
	95%	
	77%	Not met
	88%	
	58%	Not met
	84%	
	88%	
	92%	
	86%	
	92%	
	97%	
	86%	
	77%	Not met
	90%	
	94%	
	81%	
	95%	
	92%	
	96%	
	61%	Not met
	92%	
MET =	81%	Standard Met

John J. Millar
May 10, 2011

115

International Business Major Outcomes Assessment – Spring 2011

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

MKT 404 **Spring 2011**	MARKET RESEARCH
	100
	88%
	92%
	88%
	95%
	89%
	94%
	95%
	96%
	88%
	94%
	97%
	95%
	94%
	96%
	94%
	88%
	88%
	89%
	97%
	94%
	89%
	97%
	87%
	95%
	96%
	97%
	96%

MET =   100%   Standard Met

John J. Millar
May 10, 2011

International Business Major Outcomes Assessment – Spring 2011

Intended Outcome 1:

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

Assessment Criteria:

CUL 312 - 80% 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.

MKT 404 **Spring 2011**	MARKET RESEARCH	
	100	
	90.20%	
	78%	Not met
	94.25%	
	84.95%	
	96.50%	
	62%	Not met
	89.75%	
	91.45%	
	71.20%	Not met
	98.65%	
	94.30%	
	87.20%	
	80.25%	
	83.95%	
	88.10%	
	93.20%	
	99.85%	
	61.45%	Not met
	79.95%	Not met
	90.45%	
	75.75%	Not met
	98.85%	
	93.25%	
	97.60%	
	85.05%	
	82.80%	
	61.50%	Not met
	68.30%	Not met
	90.30%	
	94.15%	
MET =	79%	Standard Not Met

John J. Millar
May 11, 2011

BBA – Management – Managerial Studies Concentration GAR

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:

Business Club. A strategy session with faculty and the student board was held to consider direction, goals and activities for the 2011-2012 academic year.

A review of the assessment plan will be conducted early in the Fall of 2011.

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

Intended Outcome 1: (D – Career Readiness – Program Specific / D – Critical Thinking)

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:

2009-2010	Met	Data Details 100% of 27 students received a "C" or better on the in-class exercise.
2010-2011	Met	Data Details 100% of 39 students received a "C" or better on the in-class exercise

Analysis and Action Plans:

The data indicates to us that the standard is set at too low a point to provide any meaningful data. We will raise the standard measurement to a result of "B" or better on the case analysis rubric.

Intended Outcome 2: (D – Career Readiness – Program Specific / D – Civic Responsibility – Ethical Concerns / Critical Thinking)

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:

2009-2010	Not Met	Data Details: 70% of the Fall 2009 section met the "B" benchmark.
2010-2011	Not Met	Data Details: 75% of the Fall 2010 section met the "B" benchmark [N = 20]

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. This was the second use of the same cases and the same pattern of non-improvement across the semester was noted. In the next academic year, we will review the particulars of individuals who do not meet the standard to develop a plan of improvement for future years.

BBA – Marketing GAR

Section One:

Activity Statement:

MKT 253 Incorporation of Yellow Page National Competition
All MKT courses received course and rubric revisions
MKT 151 new text book information
The second Tiffin University School of Business Poster Competition was incorporated into all Spring Marketing courses to increase student presentation, network, and research skills.
Marketing student participation in Business Professionals of America.
MKT 364 students planned, wrote, and presented event plans for local Seneca county businesses.
MKT 353 students conducted, wrote, and presented in depth marketing research plans.
MKT 151 students create and present original marketing plans
Selected marketing students participated in the re-branding for Tiffin University
Marketing students participated in focus groups for Tiffin University website design
MKT 350 classes participated in experiential live action case studies with Lowe's and Wal-Mart

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

Intended Outcome 1: (D - Career Readiness – Program Specific)

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 Outcome 2: (D - Career Readiness – Program Specific / Research Skills)

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 Outcome 3: (D - Career Readiness – Program Specific)

Marketing students will preview the environments of business prior to graduation.

120

Assessment Criteria:

Internship – students with a "B" or better.
(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:

2010-2011	Met/Not Met	Data Details
Outcome 1	Met	100% of MKT 252 students in Fall 2010 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	90% of MKT 353 Marketing graduates planned, created, and presented a marketing research project.
Outcome 3	Met	All nine Marketing Interns passed with a B or better.

Section Three:

Analysis and Action Plans:

The 2010-2011 outcomes activities were met. Future analysis of assessment data for MKT 252 will eliminate non-marketing major student data.

The marketing faculty will be reviewing the goal assessment report during the summer of 2011.

BBA – Organizational Management GAR

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 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.

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

Intended Outcome 1: (D – Career Readiness – Program Specific / D – Writing Abilities)

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: (D – Career Readiness – Program Specific / D – Critical Thinking / D – Writing Abilities)

Adult Learners will demonstrate the ability to Critically Think about a topic and discuss it.

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 Summary Paper rubric for CIT 312, and on the research project evaluation report for MGT 468.

Results of Outcomes Activity: Not met.

2009-2010	Met/Not Met	Data Details
	Not met	67.5% students had a B or better in CIT312
	Met	80% students had a B or better in MGT468

Intended Outcome 3: (D – Career Readiness – Program Specific / D – Communication Skills / D – Writing Abilities)

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 or PowerPoint presentation report for MGT 321 and for MGT 468. Seventy percent of the adult learners will obtain a "B" or higher on the final paper for MGT 321 and on the research project for MGT 468, as measured by the Summary Paper rubric for MGT 321, and on the research project evaluation report for MGT 468.

Results of Outcomes Activity:

2009-2010	Met/Not Met	Data Details
	Met	80% students had a B or better on MGT321 presentation.
	Met	89% students had a B or better on MGT468 presentation.
	Met	80% students had a B or better on MGT468 final paper
	Met	81% students had a B or better on MGT321 final paper

Intended Outcome 4: (D – Career Readiness – Program Specific / D – Critical Thinking / D – Writing Skills)

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

Assessment Criteria:

Eighty 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:

2009-2010	Met/Not Met	Data Details
	Met	80% students had a B or better on the MGT468 final research project report.

Intended Outcome 5: (D – Career Readiness – Program Specific / D – Communication Skills / D – Writing Abilities)

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

123

Assessment Criteria:

Seventy percent of adult learners will obtain a "B" or higher or higher on the team paper for MKT 355, as measured by the Summary Paper rubric. Seventy percent of adult learners will obtain a "B" or higher or higher on the team oral or PowerPoint presentation for MKT 355, as measured by the criteria on the presentation rubric for the oral or PowerPoint presentation.

Results of Outcomes Activity:

2009-2010	Met/Not Met	Data Details
	Met	90% students had a B or better on MGT355 presentation
	Met	85% students had a B or better on MGT355 final paper

Intended Outcome 6: (D – Career Readiness – Program Specific)

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 major field of study test was not administered to the Organizational Management students this year.

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

Analysis and Action Plans:

Intended Outcome 2:

The instructions for the CIT312 final paper will be reviewed for clarity and modified if necessary.

Intended Outcome 3:

We will continue to assess the same measures another year.

Intended Outcome 4:

This measure will stay the same for the next year.

Intended Outcome 5:

The measure will stay the same for next year.

<u>Intended Outcome 6</u>:

We will work with the Outcomes Assessment Director to establish a method for the major field of study test to be administered on-line and in a remote location. Time for the test will be added into one of the final semester courses.

BBA – Sports & Recreation Management GAR

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 10/11
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 began enrolling students in three concentrations including Athletic Administration, Sports Marketing, and Recreation & Tourism. The SRM acronym was approved by the faculty to being implementation in the fall of 2011. An associate online degree in Sports and Recreation Management was approved by the faculty. Students attended field trips to listen to a panel of sport professionals in Cleveland [Cleveland /State University] and Columbus [The Ohio State University and Nationwide Arena]. A full-time professor was hired with a background in sport management. Two notable speakers on campus were vice presidents from the NBA and the NFL.

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

ALL GRADUATES:

Intended Outcome 1: (D – Career Readiness – Program Specific)

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:

2010-2011	**Met**	18 of 20 students (90%)

Intended Outcome 2:   (D – Career Readiness – Program Specific)

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

Assessment Criteria:

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

Results of Outcomes Activity:

2010-2011	**Not Met**	Course/Term	No. Students	No. B or higher	%	Instructor
		Fall & Spring	79	59	75%	

Action Plan:

The instructors will be asked to have the students submit parts of the plan for a review before submitting the final plan online. A quick review will keep students on task since most of the grades below the 'B' average were a result of not having sections complete.

Athletic Administration:

Intended Outcome: (D – Career Readiness – Program Specific / D – Critical Thinking)

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:

2010-2011:	Met	30 of 34 students **(93%)**

Recreation and Tourism

Intended Outcome: (D – Career Readiness – Program Specific)

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:

2010-2011:	**Not Met**	16 of 18 students met the criteria **(88%)**

Action Plan:

88% is a marked improvement over 60% from the previous year. The instructor will continue to emphasize the importance of knowing the employment opportunities in the field but no dramatic changes will be made since this was the second year the course was taught.

Sports Marketing

Intended Outcome: (D – Career Readiness – Program Specific / D – Speaking Abilities / D – Writing Abilities)

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:

2010-2011:	Not Met	20 of 26 students = 77%

Action Plan:

The goal was met last year and one of the students this year received a 'O' for plagiarism, otherwise, a 'B' would have been earned on the blog which would have resulted in the criteria being met. No changes are planned for the next academic year.

ABA – Accounting GAR

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 2010/2011
MAJOR: Associate of Business-Accounting

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 Director of Outcomes Assessment met with the Dean and Program Chairs and re-evaluated the Outcomes Assessment. The previous outcomes assessment was determined to be inappropriate because of curriculum changes. New Program Assessment Plans were created. Currently outcomes assessment criteria is being embedded into the master shells of each identified class in order for the program chair to retrieve the data from each class.

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

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

Analysis and Action Plans:

Data is to be collected for the next academic year.

ABA – Business GAR

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 Director of Outcomes Assessment met with the Dean and Program Chairs and re-evaluated the Outcomes Assessment. The previous outcomes assessment was determined to be inappropriate because of curriculum changes. New Program Assessment Plans were created. Currently outcomes assessment criteria is being embedded into the master shells of each identified class in order for the program chair to retrieve the data from each class.

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

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

Analysis and Action Plans:

Data is to be collected for the next academic year.

ABA – Healthcare Administration GAR

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 Director of Outcomes Assessment met with the Dean and Program Chairs and re-evaluated the Outcomes Assessment. The previous outcomes assessment was determined to be inappropriate because of curriculum changes. New Program Assessment Plans were created. Currently outcomes assessment criteria is being embedded into the master shells of each identified class in order for the program chair to retrieve the data from each class.

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

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

Analysis and Action Plans:

Data is to be collected for the next academic year.

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 2010/2011
MAJOR: Associate of Business-Information Technology

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 Director of Outcomes Assessment met with the Dean and Program Chairs and re-evaluated the Outcomes Assessment. The previous outcomes assessment was determined to be inappropriate because of curriculum changes. New Program Assessment Plans were created. Currently outcomes assessment criteria is being embedded into the master shells of each identified class in order for the program chair to retrieve the data from each class.

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

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

Analysis and Action Plans:

Data is to be collected for the next academic year.

School of Criminal Justice & Social Sciences GAR

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 10/11
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. Students have also again participated this year in the Model NATO and Mock Prison Riot. Innovative partnerships have been undertaken with a number of state and federal agencies to improve the quality of classroom experience, and in research and presentation skills. These partnerships also provided more internship opportunities. Student organizations under the cognizance of the SCJSS continued to be extremely effective in attracting high-profile guest speakers to the TU campus for substantive presentations as well as career-oriented events.

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 begun on developing 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. This year we gained several internships among them are, Franklin County Coroner's office, Ohio Homeland Security Office of Protection and Security, and a cooperative with the United States Marshal Service. The SCJSS continues to develop new internship opportunities for its students.

Work was completed 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 this report.

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

Intended Outcome 1: (D – Career Readiness)

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:

20109-2011	Met/Not Met	Data Details
	Not Met	The School of Criminal Justice and Social Sciences Advisory Board has not yet been reestablished.

Intended Outcome 2: (D – Career Readiness)

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:

2010-2011	Met/Not Met	Data Details
	Not Met	97% of all internship grades were rated 90% or better by site supervisors.
	Not assessed.	Data not retrieved on final papers.

Intended Outcome 3: (D – Career Readiness)

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:

2010-2011	Met/Not Met	Data Details
		10 visitors met with students
Fall 2010	Met	Four visitors/sets of visitors met with students in fall, 09. Visitors represented the following majors: GNS, HST, FS, LE, CD
Spring 2011	Met	Six visitors/sets of visitors met with students in spring 09. Visitors represented the following majors: GNS, HST, CJ, LE, HST, COR, FP
	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 was reviewed in AY 2010/2011 to ensure that recent developments in the relevant career fields and chances to the security environment are addressed. An additional partnership will be finalized for the AY 2011-2012 with the Advanced Technical Intelligence Center for Human Capital Development. This partnership will enhance the Cyber Defense as well as the HS/GNS programs. 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.

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

Efforts begun in AY2010-2011 to improve the research skills of students, across the entire SCJSS curriculum, will be continued and will be implement in the AY2011-2012.

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 was complemented by additional emphasis on the analytic

135

reasoning skills needed to effectively apply these and other tools. Real case files were incorporated into the classes utilizing I2.

During the AY2010-2011 the Forensic Science program was brought back to the Tiffin campus for classroom instruction and the labs were conducted at two local schools in Tiffin. A new lab is being built and the entire Forensic Science program will be on the campus beginning AY2011-2012.

 A proposal should be made to the SCJSS faculty to decide if the SCJSS Advisory Board should be reactivated. The numbers of the SCJSS have grown significantly the past two years and faculty is devoting an enormous amount of time to teaching, which has precluded involvement with an SCJSS Advisory Board.

MSCJ – Crime Analysis Concentration GAR

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 2010-2011 the MSCJ CA program received further refinement. There is uniformity among the professors teaching the courses. The adjunct faculty communicates regularly to insure that essential topics are covered and that some overlap occurs on important issues. The Assessment goals of AY2010-2011 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 goal to measure this year, and then planned to 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: (D – Career Readiness – Program Specific / D – Speaking Abilities / D – Writing Abilities)

Graduates will be able to research, prepare, and present in clear written, oral, and electronic/digital formats the results of a crime spree they investigated, demonstrating how they would approach and solve the crimes.

Assessment Criteria:

In a paper and PowerPoint presentation describing the application of intelligence in crime analysis ENF 612 and in a project describing the application of concepts gained through the course of study ENF627, 87% of the students will receive a grade of A (90%) on the assignments, evaluated according in a standard rubric.

Results of Outcomes Activity:

2010-2011	Met/Not Met	Data Details
	Met	87% of students taking ENF 612 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, which continues to grow, TU continues to hire adjuncts that have a great deal of professional experience with crime analysis. It is important that adjuncts who teach in the program follow the syllabus and CCG's for the course/major. There is good communication between faculty who designed the program and professors teaching in the program.

We intend to continue facilitating this communication between the various adjunct 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.

The same assessment criteria used for this GAR will be used for next year, so that a comparison of progress can be made.

MSCJ – Criminal Behavior Concentration GAR

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: (2008-2009)

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.

During the AY 2010-11, new Outcomes and Assessment Criteria were developed.

Intended Outcome 1:

Graduates will demonstrate knowledge base for cultural competence.

Assessment Criteria:

There will be two criteria for assessment: 1) a paper detailing the results of the student's immersion experience that includes what the student learned about the culture from their experience; 2) students will design a culturally competent agency that demonstrates mastery of the federal mandates.

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

Intended Outcome 1: (D – Career Readiness – Program Specific / D – Civic Responsibility – Ethical Concerns / D – Writing Abilities)

Graduates will demonstrate knowledge base for cultural competence.

Assessment Criteria:

The criteria for assessment will be based on PSY 636: 1) a paper detailing the results of the student's immersion experience that includes what the student learned about the culture from their experience; 2) students' participation in threaded discussions about their experiences. It is expected that 90% of student will receive an A on the paper and that 95% of students will participate in threaded discussions about their experiences.

Results of Outcomes Activity:

	Met/Not Met	Data Details
2007-2008		Not assessed
2008-2009		Not assessed
2010-2011	Met	95% received an A on the paper and 100% participated in threaded discussion on their immersion experience

Intended Outcome 2: (D – Career Readiness – Program Specific)

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 PSY 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:

	Met/Not Met	Data Details
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
2010-11	**MET**	95% of student applied the mandates to their agency

Intended Outcome 3: (D – Career Readiness – Program Specific / D – Critical Thinking / D – Writing Abilities)

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 PSY548 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:

	Met/Not Met	Data Details
2007-2008		Not Assessed
2008-2009		Not Assessed
2009-2010	Met	33% A, 50% B, 11% C, 6% F
2010-2011	Met	40% A, 40% B, 5% C, 5% F

Intended Outcome 4: (D – Career Readiness – Program Specific / D – Critical Thinking)

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:

	Met/Not Met	Data Details
2007-2008		Not Assessed
2008-2009		Not Assessed
2009-2010		Not Assessed
2010-2011		Not Assessed

Intended Outcome 5: (D – Career Readiness – Program Specific)

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**	
2008-2009:	**Met**	90% of students received a B or better on the final exam.
2009-2010	**MET**	
2010-2011	**Not Assessed**	90% of students received a B or better on the final exam

Analysis and Action Plans:

A problem still exists in gathering needed data for all outcome activities. The problem is not limited to adjunct faculty. During the AY 2010-2011 there needs to be a greater emphasis on ensuring uniformity throughout the MSCJCB program between all professors teaching the courses. The Tiffin University Graduate Student Senate will be considering a policy on the teaching of online courses during the next academic year that will establish responsibilities of lead instructors as well as faculty who teach these courses. This should make the data collection process better.

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 2010-2011 the MSCJ HSA program received further refinement. One focus for the academic year was to continue work on the development of better writing skills for students in all graduate classes. 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 planned to review both goals and measurement for next year. This learning project and its assessment are a continuation and follow up of the same academic exercise as last year's in the interest in preparing students to write and present clearly.

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

Intended Outcome 1: (D – Career Readiness – Program Specific / D - Writing Abilities)

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 JUS 610 will receive a grade of A (90%) on the assignment, evaluated according to a standard rubric.

The assignment "Open Inns Policy" requires the student to assess an actual court case, synthesize the data contained in the case, then evaluate the important factors that caused the case to be filed. The student must then prepare a critical policy concerning an issue that fostered the court case; then provided a policy that eradicates that issue from occurring in the future.

Of the eleven students in the program, 2 received an A-; 5 received an A; 3 received an A+, or and one student received   a   C-.

Results of Outcomes Activity:

2009-2010	Met	Data Details
		Of the eleven students, 2 received an A-; 5 received an A; 3 received an A+, or and one student received a C-. 90.9% of the students received a grade of A on the assignment.

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

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 2010-2011 the MSCJ JA program received further refinement. There still seems to be a lack of uniformity between all professors teaching the courses. 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 the School planned to 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, 80% of the students in JUS 510 will receive a grade of A (90%) on the assignment, evaluated according to a standard rubric.

Results of Outcomes Activity:

2010-2011	Met/Not Met	Data Details
	Met	100% 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:

In the interest of reaching the maximum degree of skill in writing projects and presentations the JA 510 class will have same learning activity assigned, measured, and reported.

MSCJ – Forensic Psychology Concentration GAR

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 2010-2011, 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, 2011, 10 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.

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. From the class of 2011, six students chose the thesis option. None successfully completed their master's thesis prior to their May 2011 graduation. However, three will have completed the thesis as of July 1, 2011. Additionally, three graduate students from previous classes (classes of '05, '09 and '10) completed their theses. During this past academic year, the Forensic Psychology faculty were asked to look at the problem of the thesis

students not either not completing projects or not doing so in a timely manner. It was determined that part of the problem stems from an increase, over the past two classes especially, of students selecting the thesis option who are not adequately equipped for such a project. As such, during the Fall '10 semester, a meeting was held for all incoming graduate students who expressed interest in the thesis option. The meeting was designed to heighten their awareness of the realities involved to complete a thesis and inform them of some of the struggles of previous students. It is hoped that this will result in a smaller and more motivate group of thesis students that will be able to complete the process prior to their May '12 graduation.

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

Results of Outcomes Activity: (D – Career Readiness – Program Specific / D – Research Skills)

Write an empirically based research proposal. 80% of students in PSY 511 will earn at least a B	Met/Not Met Not collected	Data Details

Results of Outcomes Activity: (D – Career Readiness – Program Specific / D - Quantitative Reasoning)

Correctly apply statistical procedures to analysis of secondary data and write a report. 60% of the students in PSY 520 will achieve an A on their statistics project	Met/Not Met Not collected	Data Details

Results of Outcomes Activity: (D – Career Readiness – Program Specific / D – Research Skills/ D – Writing Skills)

Construct, design, conduct, analyze results from and present their own original empirical research 80% of students will earn at least a B on the research paper	Met/Not Met Not Met	Data Details 74% A, 5% B, 16% C, 11% F

146

Analysis and Action Plans:

Due to some confusion and lack of communication within the department, data was not collected for two of the three designated Outcomes Activities were met.   During the 10/11 academic year, we will focus on improving the data collection process for these OA activities. Specifically, we will discuss specific OA goals during department meetings in order to ensure that all faculty who are teaching in the program are collecting the needed data. The Forensic Psychology faculty will also look at the possibilities of collecting data for different goals.

BA – Government & National Security GAR

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. For the third year in a row, the student organization associated with the GNS major, the Global Affairs Organization (GAO) 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 role of diplomacy in international security and events in Afghanistan. The GAO was also a co-sponsor with the Criminal Justice club and several non-profit organizations of a conference on US/Israel relations and National Security.

Improving the quality of student writing and critical thinking continues to be 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.

AS in the past year, 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 2009-2010 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.

Intended Outcome 5**:** (D – Career Readiness / D – Career Readiness – Program Specific)

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:

2010/2011	Met/Not Met Met	Data Details
		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.

Intended Outcome 6: (D – Career Readiness – Program Specific / D – Speaking Abilities)

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:

2010/2011	Met/Not Met Not Met	Data Details
		All GNS majors graduating in 2010 completed a research project for POL 491. While all received a grade of 80% or better, only 10% of the student in the course received a grade of 90% or better. This was due to the use, for the first time, of the Writing Across the Curriculum/Writing Intensive Course rubric for evaluation of the papers, which resulted in a more rigorous evaluation of the student papers

Intended Outcome 7: (D – Career Readiness – Program Specific / D – Critical Thinking / D – Writing Abilities)

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.

2010/2011	Met/Not Met Not Met	Data Details
		All GNS majors graduating in 2010 completed a research project for POL 491. While all received a grade of 80% or better, only 10% of the student in the course received a grade of 90% or better. This was due to the use, for the first time, of the Writing Across the Curriculum/Writing Intensive Course rubric for evaluation of the papers, which resulted in a more rigorous evaluation of the student papers..

149

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. As in past years, 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 2011/2012, along with the curriculum for the Homeland Security/Terrorism major, to ensure that recent developments in the relevant career fields and chances 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 Mid-East 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.

The Program Assessment Plan will be reviewed and revised to reflect results of the past three years' GAR's. It is expected that the revised PAP will evaluate only those courses taught within the SCJSS, and the assessment criteria will reflect an increasing demand for quality and more uniform evaluation of papers through the increased use of rubrics.

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.

BA – Psychology GAR

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 2010-11-- resulted in some 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. Measurement of Civic Responsibility for students in the Introduction of Psychology course was also piloted (which also can be applied to a General Education Outcome requirement). Follow-up is listed below.

Plan of Actions: Established in AY 2009-2010 with Follow-up from AY 2010-11:

- 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 2010-11. Results are discussed in this report.

- Follow-up: Continued assessment of core psychology concepts and weakness of such core concepts.

- Follow-up: Based on prior assessment consider moving a biological psychology course into the core.

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

Intended Outcome 1: (D - Career Readiness – Program Specific)

(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 core courses in 2010-2011 and across class standing were compared to prior faculty ratings. Upper class student samples will correlate with faculty ratings.

Method 2: Students will complete a capstone/internship experience demonstrating mastery of their chosen concentration area, including: discussion of concepts and theories appropriate to their specialty.

Target Performance: 90% of the students in the Applied Concentrations will achieve an 80% or better total assessment standard for their final internship evaluation. 90% of the internship evaluations by site supervisors will rate the student above average

Results of Outcomes Activity:

2010-2011 Outcome	Met/Not Met	Data Details
Method 1 : lists of critical psychological concepts	Goal was partially met	For 2010-11 –Students were measured on critical paired concepts in psychology via both a web-based survey and a limited number via a hard copy. Data was not obtain from ITS for the web based administration data due to technical issues. The limited hard copy responses did not correlate with expert ratings.
Method 2: Internship Evaluation	Goal was met	100% of the students received a grade of 80% or better in internships of students in the applied Human Services and/or Addictions concentrations

Intended Outcome 2: (D - Career Readiness – Program Specific / Civic Responsibility – Ethical Concerns)

Multicultural awareness, tolerance, and competence.

Assessment Criteria:

Method 1: Students in Psychology courses took the California Brief Multicultural Competence Scale (CBMC) in 2010-2011.

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

Results of Outcomes Activity:

2010-2011 Outcome	Met/Not Met	Data Details
Method 1	Goal was met	Students (N =69) in Psychology courses took the test measure of the California Brief Multicultural Competence Scale (CBMC) (Gamst, Dana, Der-Karabetian, Aragon, Arellano, Morrow & Martenson, 1994). *Target was met for 2010-11, with freshman and senior psychology students) taking the CBMC being normed for comparison scores*. Overall the student sample scored in the 33rd percentile, indicating a moderate to low level of cultural competence as compared to established professionals, and a decrease as compared to the 58th percentile obtained last year. But this appears to be due to the inclusion of the more various majors who took the assessment as part of Introduction to

		Psychology course when controlled for senior major Psychology majors scored in the 68th 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 and Applied-Human Service concentrations.

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

Additional Assessment:

The measurement of Civic Responsibility for students across majors in the Introduction of Psychology course was also piloted (which also can be applied to a General Education Outcome requirement).

The Civic Responsibility Scale (CRS) was chosen by the Department of Behavioral and Social Sciences to pilot the measurement of civic engagement of students taking Introduction of Psychology. The CRS was developed by A. Furco, P. Muller, and M.S. Ammon at the Service Learning Research and Development Center, University of California, Berkeley. It is a 24-item survey that measures a sense if civic responsibility as indicated by connection to the community, civic awareness, and civic efficacy. Range of scores= 0 to 120 with higher scores indicate greater sense of civic responsibility. Psychometric data has shown it to be a reliable and valid instrument. Data means are presented by major area in the appendix. But caution should be used interpreting this data—as it is very provisional—and was gathered only as a pilot and baseline measurement.
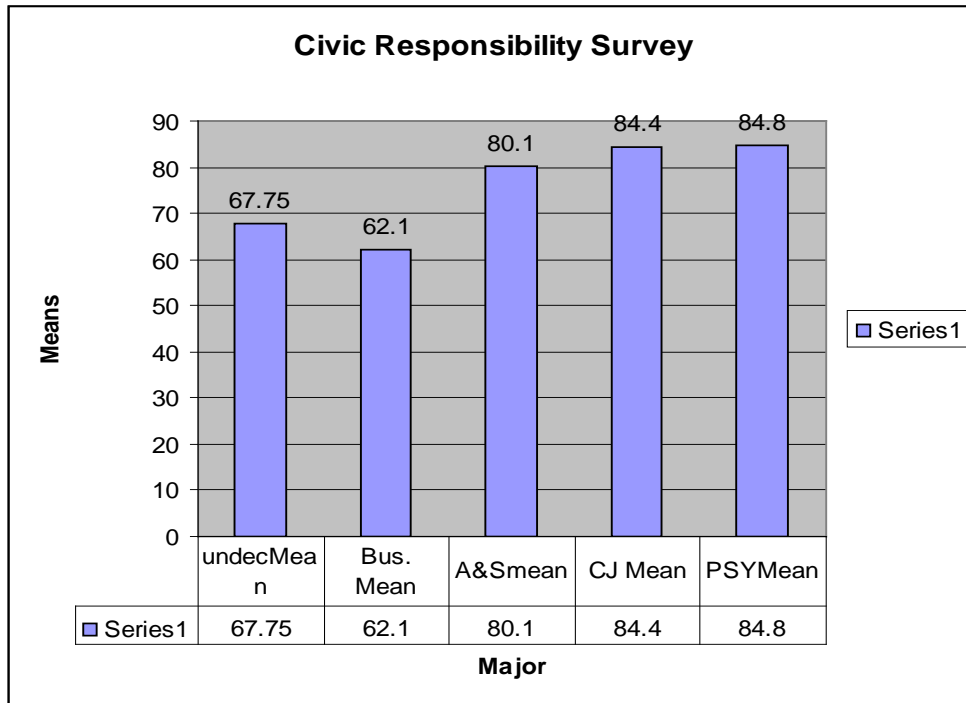
Analysis and Action Plans:

Although it appears targeted goals for outcomes were achieved in AY 10-11, and student measurement of cultural competence was again within moderate ranges, and it continues to rise as targeted by increasing coursework requirements in the cultural area, particularly for the applied concentrations in psychology. Increases in overall student percentile scores should continue as a goal, as well as measurements of cultural competence comparison among the different concentrations. Measurements psychology major students appeared to be achieving success in practice (as measured by internship supervisor's response evaluation). Ethical decision as student learning area for both the addictions and human services concentrations was not measured directly this year, but perhaps should be reassessed at some future point.

Because of the difficulty of getting data for the paired concepts data from ITS this year, it may be a suggestion that an alternative measurement process for assessing knowledge content areas be considered.

Discussion still needs to occur as to whether Biological Psychology should be placed into the Psychology core (as opposed to a suggested elective) based on prior years' outcome evaluation. The concentration areas continued to need more specific assessment, but tracking of internship success did occur. It is also noted that three prior students of the addictions concentration has reported success in chemical dependency counseling licensure exam and licensing. This outcome result may be considered for inclusion in the Program Assessment Plan for the Psychology-Addictions concentration. It is also worth noting that at least three graduating Senior Psychology majors (out of 10) were accepted in a behavioral health graduate program for the next school year. This may also be considered for a future formal assessment area. It has also been discussed that perhaps a sample GRE exam for psychology major may benefit this goal.

Finally, the usefulness in measuring the construct of civic responsibility (as applied to both a general education requirement for the social sciences or for the psychology major) should be evaluated.

Appendix

Civic Responsibility Survey

	undecMean	Bus. Mean	A&Smean	CJ Mean	PSYMean
Series1	67.75	62.1	80.1	84.4	84.8

Means / Major

Civic Responsibility Survey

Rating Scale:

        1=Strongly disagree
        2=Disagree
        3= Slightly disagree
        4=Slightly agree
        5=Agree
        6=Strongly agree

Instructions: Indicate how strongly you disagree or agree with each statement. Circle the number that best describes your response.

Items:

1. I have a strong and personal attachment to a particular community.
2. I often discuss and think about how political, social, local or national issues affect the community.
3. I participate in political or social causes in order to improve the community.
4. It is my responsibility to help improve the community.
5. I benefit emotionally from contributing to the community, even if it is hard and challenging work.
6. I am aware of the important needs in the community.
7. I feel a personal obligation to contribute in some way to the community.
8. I am aware of what can be done to meet the important needs in the community.
9. Providing service to the community is something I prefer to let others do. (R)
10. I have a lot of personal contact with people in the community.
11. Helping other people is something that I am personally responsible for.
12. I feel I have the power to make a difference in the community.
13. I often try to act on solutions that address political, social, local or national problems in the community.
14. It is easy for me to put aside my self interest in favor of a greater good.
15. I participate in activities that help to improve the community, even if I am new to them.
16. I try to encourage others to participate in the community.
17. Becoming involved in political or social issues is a good way to improve the community.
18. I believe that I can make a difference in the community.
19. I believe that I can have enough influence to impact community decisions.
20. I am or plan to become actively involved in issues that positively affect the community.
21. Being concerned about state and local issues is an important responsibility for everybody.
22. Being actively involved in community issues is everyone's responsibility, including mine.
23. I try to find time or a way to make a positive difference in the community.
24. I understand how political and social policies or issues affect members in the community.

BCJ – Corrections GAR

Section One:

Activity Statement:

COR220 (Correctional Thought & Practice) curriculum continued the use of the fifth foundational theory in Corrections. A "Common Writing Mistakes" guide was added in COR220 and COR230 to identify common mistakes and minimize those in the students' papers. COR230 (Agency Management) curriculum continued the 2008 revision that included mission, organizational culture, organizational communication, legal foundation, and systemic overviews of justice agencies. The program sponsored two guest speakers which allowed student to be exposed to the field and also discuss career opportunities.

Section Two:

Intended Outcome 1: (D - Career Readiness – Program Specific / D – Writing Abilities)

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:

2010-2011	Met	100% scored 80% or higher. 92% average score.

Intended Outcome 2: (D - Career Readiness – Program Specific)

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:

2010-2011	Met	All students received 80% or higher. Average was 97%.

Intended Outcome 3: (D - Career Readiness – Program Specific / Speaking Abilities / D- Writing Abilities)

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:

2010-2011	Met	100% of students received an 80% or higher on written and oral presentations. Average was 90%

Section Three:

Analysis and Action Plans:

Spring 2011 in COR220 (Correctional Thought & Practice) continued the five correctional theory papers. Correctional theory papers continued to be useful. It allowed students to see the foundations upon which governments base their correctional policy and critically analyze the value of each theory. Class discussions confirmed the value of these papers, as students expressed an increased familiarity with the theories and a favorable reaction to the assignment. Incorporating mission, organizational culture, organizational communication, legal foundation, and systemic overviews of justice agencies into the curriculum of COR230 (Agency Management) allowed students to understand the dynamics of managing an organization through both a theoretical and practical lens. This assignment was successful again this year and will continue to be utilized in COR230 (Agency Management). The Corrections curriculum will be reviewed during AY2011-2012. Goals associated with revised curriculum will be instituted in AY 11/12.

Section One:

Activity Statement:

The ENF 344 (Information Security) curriculum continued the use of the Seven Layers of the OSI model as the primary assessment tool. Two new classes were added to strengthen the technical side of the program. These classes were Cyber Conflict and a Senior Seminar that will be utilized as the capstone course.

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

Intended Outcome 1: (D - Career Readiness – Program Specific)

Identify the Seven Layers of OSI.

Assessment Criteria:

final quiz/exam designed to measure the following:

- All students will score 100% on quiz over OSI Layers.

Results of Outcomes Activity:

2010 - 2011	Met	Data Details
		All students received 100%

Intended Outcome 2: (D- Career Readiness – Program Specific)

Students will demonstrate proficiency in computer forensic analysis.

- Seventy percent of students will demonstrate, to a 3 level in the Rubric Rating Scale, proficiency on the practical forensic file analysis project.

Results of Outcomes Activity:

2010 - 2011	Unknown	Data Details
		Data Not Measured

Intended Outcome 3: (D - Career Readiness – Program Specific)

Students will demonstrate the ability to critically analyze information security network vulnerabilities and develop strategic solutions.

- 90% of students will score 80% or better on Network Defense Design Project according to the Rubric.
- 90% of students will score 80% or better on Network Intrusion Detection Project according to the Rubric.

2010 - 2011	Unknown	Data Details
		Data Not Measured

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

Analysis and Action Plans:

Two of the three outcome assessments were not measured. This was due to having an adjunct teach two of the three classes that were assessed. The School is making plans to train a current faculty member in forensic file analysis and partner with Access Data to bring their FTK (Forensic Tool Kit) to campus to better prepare our students in computer forensic analysis. Two courses were added to further strengthen the technical and policy aspects of the major and these will become part of the outcomes assessment in the future.

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 10/11
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 2010-2011, 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 gradated 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 2010-2011, 5 undergraduate students presented the research they had done in SCS 300 and FOR 460 at the Academy of Criminal Justice Sciences international conference in Toronto, ONT and 16 undergraduate students presented their research at the Ohio Council of Criminal Justice Education Research conference. Three of the undergraduate students shared the award for Outstanding Research Paper at the OCCJE 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.

Section Two:

Intended Outcome 1: (D - Career Readiness – Program Specific / D – Critical Thinking)

Graduates will demonstrate an ability to apply psychological theories and research to legal issues

Assessment Criteria:

Students will 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:

2010-2011	Met/Not Met	Data Details
	Not Met	75% of the students received a B or better

Intended Outcome 2: (D - Career Readiness – Program Specific)

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:

2010-2011	Met/Not Met	Data Details
	Met	80% received a B or better

Intended Outcome 5: (D - Career Readiness – Program Specific)

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:

2010-2011	Met/Not Met	Data Details
	Met	85% of students received a B or better on the ITP project in FOR 430. Not measured in PSY 362.

161

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

Analysis and Action Plans:

One of the goals in the 2009-10 action plan was to work with the math department on the revision of MAT 273. As it existed, the content of the course did not place much emphasis on hypothesis testing. The course did not cover some of the most common statistical tests that students need to use on their research projects. Thanks to a collaborative effort, the Math department agreed to change the Minimum Course Content Guidelines for MAT 273 to better prepare students in the social sciences for data analysis with their research projects. Specifically, the Minimum Topic Outline now includes "Statistical significance and hypotheses testing for one and two-sample t tests, ANOVA, and Chi-square."

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.

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) 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.

Now that recommendation # 2 has been achieved, in AY 10/11, the idea of the one hour lab can be explored. Also in AY 10/11, work needs to be done on developing a mechanism of identifying the Forensic Psychology majors in the Research Design courses. This will enhance the validity of the measured criteria and make possible the implementation of the criteria that gauges improvement in research skills in major as they progress from SCS 300 to FOR 460.

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 10/11
MAJOR: BCJ - Forensic Science

Section One:

Activity Statement:

Our Forensic Science major is in its sixth year, and we have brought the all forensic science classes to the Tiffin campus. Many students continue to struggle with the math in Chemistry 101, The emphasis on MAT 174 has helped the students since the Math Department made certain curriculum changes to include material designed to help the forensic science students. 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 decision to stop using partner institutions for several classes, and bring all forensic science classes to Tiffin with Tiffin faculty teaching, has been a viewed by faculty and students alike as an improvement in the program.

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.

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 Outcome 1: (D - Career Readiness – Program Specific / D – Civic Responsibility – Ethical Concerns)

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:

2009-2010	Met/Not Met	Data Details
	Met	100% of the students received a final course grade of 85% or better.

Intended Outcome 2: (D - Career Readiness – Program Specific / D – Natural Science Knowledge)

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:

2010-2011	Met/Not Met	Data Details
	Met	93% passed the courses with a "C" or better.

Intended Outcome 3: (D - Career Readiness – Program Specific)

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:

2010-2011	Met/Not Met	Data Details
	Not Met	68% of our students received a final exam grade of 85% or better.

Intended Outcome 4: (D - Career Readiness – Program Specific)

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:

2010-2011	Met/Not Met	Data Details
	Met	100% of the students earned an 85% in the class.

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 – Homeland Security & Terrorism GAR

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 2010/2011, 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.

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.

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

Intended Outcome 1: (D - Career Readiness – Program Specific)

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:

2010/2011	Met/Not Met	Data Details
	Met	ENF 345 100% of the enrolled students met the requisite score.
		ENF 343 100% of the enrolled students met the requisite score.
		JUS 215 85% of the enrolled students met the requisite score.

167

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

<u>Analysis and Action Plans</u>:

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 chances 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 Washington, D.C., Ohio Department of Homeland Security. Finally, we have been approved and have created courses 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

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. Improved courses to reflect current trends.
3. Updated ALG / FG Guides.
4. Monitoring effectiveness of IRB in one seated JUS 463 course.
5. Quality Recruitment of new instructors.
6. On-going training of adjunct faculty; initial training for new adjunct faculty.
7. Student Advising.
8. Training and guidance for on-line adjunct faculty.

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

Intended Outcome 1: (D - Career Readiness – Program Specific / D – Writing Abilities)

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: (D - Career Readiness – Program Specific / D – Research Skills)

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.

Results of Outcomes Activity:

2011-2012	Met/Not Met	Data Details
	Met	JUS 463 –Measured

Intended Outcome 3: (D - Career Readiness – Program Specific / D – Speaking Abilities / D – Writing Abilities)

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:

2011-2012	Met/Not Met	Data Details
	Met	JUS 463 – Results met: 68% of adult learners obtained a "B" or higher for the project. Written.
	Met	SOC366 - Results met: 84% of adult learners obtained a "B" or higher for the project. Written.
	Met	JUS 463 – Results met: 59% of adult learners obtained a "B" or higher for the project. Presentation.
	Met	SOC 366 - Results met: 60% of adult learners obtained a "B" or higher for the project. Presentation.

Intended Outcome 4:

Adult learners will demonstrate the ability to analyze a contemporary problem and develop an effective solution.

Assessment Criteria: (D - Career Readiness – Program Specific / D - Critical Thinking)

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:

2011-2012	Met/Not Met	Data Details
	Met	ENF 312 – Results met: 62% of adult learners obtained a "B" or higher on the final paper analysis for the course. Written.
	Met	JUS463 – Results met: 74% of adult learners obtained a "B" or higher on the final paper analysis for the course. Written.

Intended Outcome 5: (D - Career Readiness – Program Specific)

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.

2011-2012	Met/Not Met	Data Details
	Met	SOC 350 – Results met: 64% of adult learners obtained a "B" or higher on the final paper analysis for the course.
	Met	SOC 366 – Results met: 83% of adult learners obtained a "B" or higher on the final paper analysis for the course.

Intended Outcome 6: (D – Career Readiness / D - Career Readiness – Program Specific)

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

Analysis and Action Plans:

Intended Outcome 1:

The collection and interpretation of data for an oral / PowerPoint presentation will be measured in 2011-2012 for SOC 350.

Intended Outcome 2:

The collection and interpretation of data for an oral / PowerPoint presentation will be measured in 2011-2012 for SOC 312.

BCJ – Law Enforcement GAR

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 10/11
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 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 was continue during 2010/11.

A number of guest speakers from the law enforcement field were brought to campus.

Section Two:

Intended Outcome 1: (D - Career Readiness – Program Specific)

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:

2010-2011	Met	Data Details
	Not Met	82% scored 90% or higher on the indicated exam.

Intended Outcome 2: (D - Career Readiness – Program Specific)

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:

2010-2011	Met Not Met	Data Details 96% scored 90% or higher.

Intended Outcome 3: (D - Career Readiness – Program Specific)

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:

2010-2011	Met Not Met	Data Details 96% scored 90% or higher.

Intended Outcome 4: (D - Career Readiness – Program Specific / D – Speaking Abilities / D – Writing Abilities)

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:

2010-2011	Met Not Met	Data Details While 95% of students scored a B (85% or better) only 79% scored a 90% or better.

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.

ENF 237 was removed because it was found to be a duplicate of ENF 239. In AY 2011-2012 a new rubric will be developed to further evaluate the mini crime scene.

V. Academic Support Programs Assessment

Academic Advising GAR

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 2010/2011
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 Outcomes 1-3:

1. Move to the Student Success Center to create a visible space for Academic Advising and Career Development.
2. Attend NACADA Advising workshop and return with an advising plan. (ID – Effectiveness of Academic Advising)
3. Make students, especially new students, aware of drop in academic advice.

Assessment Criteria:

- Establish an Advising Council.
- Development a plan.
- Student Awareness of Academic Advising – advising syllabus and questionnaire.
- Council recommended the addition of a full-time academic support specialist.

176

Results of Outcomes Activity:

2010-2011	Met/Not Met	Data Details
Relocate	Met	Office is located in the Student Success Center. Some students who were in for tutoring noticed the academic advising sign and stopped in to ask general questions.
Academic Advising Council	Met	The Advising Council was created early in the Fall semester and met weekly to develop a plan. The council included faculty, administrators and students.
Academic Support Specialist	Met	A full-time academic support specialist has been hired to work with Academic Advising and Career Development. She begins in August.
Raise Awareness	Met and ongoing	1. Students in FRE100 completed a pre and post questionnaire to determine what they knew about academic advising. • There was improvement in their responses from the first to the second questionnaire. • One question asked if they knew who to contact if they had questions. More identified the SSC on the second than did on the first. 2. Develop and distribute an Academic Advising Syllabus so that students could learn about their role and responsibility in the advising process.

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

Action Plans:

1. Continue to promote the location and services provided by Academic Advising in the Student Success Center.
2. Provide drop in advising assistance to undergraduate students on the Tiffin Campus.
3. Begin work on an advising manual for faculty mentors and academic support specialists.

177

Career Development GAR

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:

- 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.
- 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: (D - Career Readiness)

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:

2010-2011	Met/Not Met	Data Details
	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:

2011-2012

- 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 Face book 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.

ELAC – English Language & American Culture Program GAR

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 2010/2011
MAJOR: GEC: 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. Secured 15 Rosetta Stone licenses for use by students in ELA courses. Students were expected to use the program a minimum of 2 hours each week as part of their reading instruction
2. Communication classes required students to have weekly individual conversation sessions with tutors in the Student Success Center.
3. 3 ELAC/ESL students were dismissed from the university at the end of spring semester because of failure to show significant progress in English reading and composition skills. All of these students have been at the university for 4 or more semesters.
4. The ELAC program developed a meeting plan for Level 1 & 2 classes that will require students to be in each class 4 days a week for 50 minutes each day. An additional class in Grammar was also developed for Level 1. This format will provide more contact with students and greater immersion in English throughout each week. The proposal was approved by the faculty at the March meeting. It will be implemented in Fall 2011.
5. Tiffanie Goff will serve as a full time adjunct in the ELAC program in Fall 2011. Brenda Matanick will continue to serve as an adjunct for 3 classes
6. Sally Kloepfer was named Director of the ELAC program effective May 16, 2011. Dr. Crutsinger will continue to teach ELA courses while serving as Dean of the School of Arts & Science.

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

Intended Outcome 1: (D – Reading Skills)

Students in ELAC and ESL courses will improve their English reading skills. Courses Involved: ELA 101, 102, 109, ENG 140ESL and ENG 141ESL

Assessment Criteria:

Students in the listed courses will take the Accuplacer tests 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:

2010-2011	Not Met	Data Details: 16 Students were tested at the end of fall/beginning of spring and at the end of spring. Seven of them (43 %) increased their average score by 5 points or more

Intended Outcome 2: (D – Speaking Abilities)

Students in ELAC will be expected to work on the Rosetta Stone program for 2 hours each week.

Assessment Criteria:

80% of the students assigned to use the Rosetta Stone program during Spring 2011 will complete the requirement.

Results of Outcomes Activity:

2010-2011	Not Met	Data Details: Twelve students were assigned to use the program 2 hours each week. Two of those students, 17%, met the requirement.

Intended Outcome 3: (D – Writing Abilities)

75% of the students enrolled in ENG 141-ESL will complete the course with a 'C' or better on their first attempt.

Assessment Criteria:

Determine the number of first-time students enrolled in the ESL section of ENG 141 in fall and spring semesters. Establish the number of those students who earn a 'C' or better on their first attempt at the course.

Results of Outcomes Activity:

2010-2011	Not Met	Data Details: A total of 14 students were enrolled for the first time. Nine students (64%) earned a 'C' or better on the first attempt.

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

Analysis and Action Plans:

The use of Rosetta Stone contributes significantly to the ability of those students who use it for 2 hours or more each week; however, the large majority of students do not use the program. The university should not continue to cover the cost of the licenses for students.

Generally students in the ELAC program are making slow progress in English skills. This progress should happen more quickly.

Action Plans:

1. Develop a limit on attempts at significant ELA and English courses.
   a. Students should have 2 semesters to complete Level 1 courses and achieve an 80+ average on the Accuplacer Battery.
   b. Students should be allowed 2 attempts to pass ENG 140 and 141
2. Carefully monitor the progress of students in the new 4-day schedule
3. Require consistent conversation assignments with native speakers

Student Success Center GAR

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 2010/2011
MAJOR: GEC: 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:

1. The Offices of Academic Advising and Career Development were located in the SSC during the summer of 2010
2. Sara Sublett was hired as the new GA in the SSC after Christy Moreland graduated
3. The SSC maintained a table at all Freshman registrations and university open houses
4. Sally Kloepfer maintained consistent training opportunities for SSC tutors during fall and spring semesters
5. The SSC staff continued to prepare materials required for CRLA certification
6. The SSC was responsible for conducting English workshops in fall and spring semesters and reporting attendance to the English professors
7. The SSC had a weekly page in the *Dragon News* and all major events were advertised with flyers around campus
8. The Center extended its open hours on Friday until 3 pm. Tutoring was not provided, but many students used the facility for personal & group study
9. The SSC maintained a second study area in Franks Hall on Weds. & Thurs. evenings during Spring Semester. This was a response to requests for a 'Quiet' room that was free from conversation and computer distractions. The room was not used by many students.
10. Tiffanie Goff will help develop the English workshop program beginning in fall 2011. She will help presenters with content and strategies to make the workshops more effective
11. Sally Kloepfer was named the Director of the SSC effective May 16, 2011

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

Intended Outcome 1: (ID – tutoring Services)

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 SSC) and hours tutored (actual time spent tutoring) will show that peer tutors spend 30% of their time in individual and/or group tutoring.

Results of Outcomes Activity:

2010-2011		Data Details
	Fall: <u>Met</u>	Fall semester: 537.6 tutoring hours /1785 scheduled hours = 30.12%
	Spring: <u>Not Met</u>	Spring semester: 361.6 tutoring hours/1848 scheduled hours = 19.6%

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

Analysis and Action Plans:

1. The tutoring program continues to grow in skill and utilization. More tutors have been trained and have continued to work on tutoring skills through regular training sessions. In the 09-10 year the Center conducted 665.7 hours of tutoring. In the 10-11 year 899.2 hours were recorded.
2. The Director and GA will need to monitor the tutor schedule carefully and determine if there are times when fewer tutors can be scheduled.
3. The staff should continue to pursue CRLA accreditation.
4. Student satisfaction needs to be carefully assessed. In 09-10 tutee responses were consistently recorded; this data was not collected in 10-11
5. The SSC should determine some method of tracking study/tutoring visits and visits to the offices of Career Development and Academic Advising. Traffic in the Center increased greatly, but the specific purposes of visits was not recorded.

Supplemental Instructor Program GAR

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 SI successfully fulfilled the following responsibilities:

1. Attended each assigned class session and take notes.
2. Organized study groups that met twice a week throughout the semester.
3. Assisted students in organizing their classroom notes.
4. Answered questions concerning the course material.
5. Administered a quiz or an assignment at each study group session.
6. Helped prepare students for tests and assignments by administering practice tests.

Actions taken related to the SI program during the fall semester:
1. SIs were provided in 2 sections of MAT 100, 5 sections of MAT 173, 6 sections of MAT 174 and MAT 181
2. SIs were provided in 1 section of ENG 100 and 5 sections of ENG 140
3. SIs were provided in Arabic, BIO 101, CHM 131, CHM II, and Organic CHM
4. MAT SIs attended an opening workshop conducted by Prof. Fox. ENG SIs attended an opening workshop conducted by Prof. Collins.

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

Intended Outcome 1: (ID – Supplemental Instruction)

Supplemental Instructors will provide satisfactory service

Assessment Criteria:

Mean of 80% or above 'Yes' answers to all questions on the satisfaction survey regarding student sessions. **N.B.** the data for the survey is based only on the fall semester.

Results of Outcomes Activity:

2010-2011	Met/Not Met	Data Details
SI was knowledgeable	Met	86% Y
SI was receptive	Met	85% Y
SI was able to explain subject	Not Met	78% Y
SI was prepared	Met	86% Y
SI was qualified	Met	85% Y
Study groups helped prepare students for tests	Not Met	74%Y
Study groups helped with assignments	Not Met	77% Y
Study groups built student confidence	Not Met	71% Y
Study groups were valuable	Not Met	78% Y
Desire for more study groups in more courses	Not Met	55% Y

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

Analysis and Action Plans:

The survey results indicate that the SIs are knowledgeable and are providing good personal contributions to the program. The results indicate that the actual study groups may not be providing the kind of support the students need or expect. It is particularly interesting that the question about increasing the number of courses supported by SIs received the lowest positive response.

Action Plans:

1. Continue to orient SIs at the beginning of each semester.
2. Conduct one meeting with each SI group (MAT 172, 174, 181, ENG 140) prior to midterm exams to discuss the effectiveness of the study groups and plan for midterm preparation.
3. Continue to use the student satisfaction survey as part of the program assessment.
4. Work with the Director of OA to find an assessment tool that will measure the contribution of the study sessions to student success in the courses; e.g. What percent of students who attend study sessions achieve a grade of 'C' or better in the course?
5. Establish an assessment procedure that can be administered in both semesters.

Study Abroad GAR

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 : (ID – Study Abroad)

- 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.
- Addition of new programs and locations

Results of Outcomes Activity:

2009-2010	Met/Not Met	Data Details
Increase the # of participants	Met	Seven students at several locations studied abroad fall, spring and summer 2010-11. Three students started their program at AUC but returned home due to unrest in Cairo.
Maintain website.	Met	http://www.tiffin.edu/academics/programs/abroad/
Increased visibility of the study abroad program.	Met	Attendance all admissions events fall 2010, spring and summer 2011. More than 400 students and their parents attended these events.
Addition of new programs and locations	Met	American University of Cairo and Partnership status with AIFS has provided additional opportunities.

Section Three:

Analysis and Action Plans:

- Identify additional ways of promoting study abroad and internship opportunities.
- Promote internship opportunities abroad.
- Research additional program locations for studying or internships.

VI: Athletic Division Assessment

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 10/11
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: (ID – Student-Athletic Academic Achievement)

Improve student-athlete academic achievement.

188

<u>Assessment Criteria</u>:

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.

<u>Results of Outcomes Activity</u>:

2010-2011	Met/Not Met	Data Details
GPA goal	Not Met	Finished with 2.97 GPA, just below GPA goal of 3.00
Squad sizes	Met	Total squad size of 653, exceeding required size of 607
Retention	Met	62% 2010-11 retention rate matched 2009-10 mark
Academic		
Monitoring	Met	Continued 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:

- Will continue expanded development of new athletic website with an emphasis on social networking.

- 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.

- Centralizing of facilities: All athletic facilities will be centralized on Miami St., helping staff and student athletes to achieve improved life-in-balance opportunities, simplifying many aspects of the student-athlete's daily routines to facilitate superior academic standing.

- 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.

VII: Student Affairs Assessment

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 10/11
Student Affairs

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

The Office of Student Affairs is dedicated to meeting the diverse needs of the student population and helping them mature into well-educated and well-rounded individuals.

The various offices within Student Affairs sponsor numerous programs to assist students outside the classroom. Listed below are some of the activities sponsored by these offices. It is expected that these programs assist with the overall transition to college life as well as personal development towards adulthood. The types of programs pursued are based on past successes, interests voiced by incoming or continuing students as well as those voiced by both formal and informal student groups.

The following were co-curricular activities sponsored by the Office of Student Activities:
(ID – Student Activities)
- Cooking for Credit
- Dream Analysis Workshop
- Health Jeopardy
- Nutrition 101
- Sex Signals
- Yoga Workshop
- Trip to the Black Heritage Library
- Trip to the Charles H. Wright Museum of African American History
- Trip to the Columbus Zoo
- Trip to Firelands Winery
- Trip to the Football Hall of Fame
- Trip to the Harry London Chocolate Factory
- Trip to the Toledo Museum of Art

The following were activities sponsored by the Office of Student Activities or organizations that are directly supervised by this office:

- Beyond the Wall Poster Sale
- Caricature Artist
- Casino Night (2)
- Christi Thomas Memorial Community Easter Egg Hunt
- Community Trick or Treat
- Cookie Breaks
- Cristela Alonzo, comedian
- Fear Game Show
- Funny Fotos
- Funny T-shirts
- Game Night

- Greek Induction Ceremony
- Holiday Extravaganza
- Ice Cream Social
- Involvement Fair
- Jared Mahone, beatboxer
- Jen Kober, comedian
- Joshua Seth, mentalist
- Josh Sneed, comedian
- Late Night Breakfast (2)
- Lucky Bamboo
- Maui Wowi Smoothie Bar
- Money Tree Game Show
- Platinum Chef Challenge
- Platinum Chef Challenge Ohio
- Pucker Powder
- Real Deal Game Show
- Spiritual Life Fair
- SpringFest
- Student vs. Faculty/Staff Basketball Game
- Student Leadership Award Ceremony
- Todd JT Thomas, comedian
- Totally Tattoos
- Truth About Hazing
- Wax Hands
- Welcome Back Picnic
- Zapped! Laser Tag

The following activities were sponsored by the Office of Residence Life:

- Battle of the Dorms
- Campus Cook-Out
- Condom Bingo
- Dream Date Auction
- Glow Bowling (monthly)
- Hall programs
- Ice Cream Sundae Bar
- Little Sibs Weekend
- Night Out at the Movies, Carmike Theatre
- Winter Leadership Conference

The following activities were sponsored by the Office of International Student Services:

- Cultural Week
- Day of the Dead Celebration
- Global Education Days
- International Dinner
- International Flag Ceremony

- International Movie Night
- Moon Festival
- Ping Pong Tournament
- Spring Festival

Section Two: Describe which program(s) was assessed during the academic year.

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

The Office of Student Affairs has decided on the following objectives as part of its action plan for 2010-2011:

- Enhance diversity awareness across campus.
- Promote inter-department synergy.
- Increase the amount of programming scheduled on the weekends.

The Office of Student Activities' action plan includes:

- Develop a thorough and more useful evaluation form for the activities. Make a better attempt at having participants complete this survey.
- Increase faculty and staff involvement in the student organizations' activities or events.
- Keep detailed records of the organizations and their activities.
- Provide programming that has not been offered in the past on campus.

The action plan for the Office of Residence Life includes:

- Continue to educate students on cause and effects of their behavior in the residential units to decrease judiciary meetings.
- Continue to strengthen the cohesive community at the junior/senior apartments.
- Create a stronger sophomore culture on campus
- Improve the quality (not quantity) of programs in the residential units.
- Increase morale of residential students.

The Office of International Student Services plans are:

- Develop ways to showcase and exchange the cultural differences of the international community.
- Diversify international student body.
- Integrate the English Language and American Culture (ELAC) program with domestic and international student programs.
- Plan more activities that help unite international students with traditional American students.

VIII: Enrollment Services 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.

Activity Statement:

1. Improve student data management and begin warehousing reliable historical data that can be used in future recruitment and retention initiatives:
   - Transition current student data from multiple existing sources into new SIS system.
   - Transition many paper/manual processes into new SIS system.
   - Streamline CRM solution to only handle prospective student data.
   - Improve security of data management by limiting both internal and external users to information relevant to their needs.
   - Develop enrollment reporting capabilities that can deliver live results

2. Increase the productivity of prospective student communication:
   - Create new, more targeted email communications.
   - Expand capabilities of TU's in-house phone communications.
   - Work with vendors to enhance TU's web and media presence.

3. Improve University website :
   - Make website more aesthetically appealing to future students.
   - Develop a more fluid navigation process throughout website so that current and future students have easier access to information.
   - Continue to expand the information available to assist students in the enrollment process

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

(ID – Enrollment Services)

2010-2011	Met/Not Met	Data Details
1	Not Met/Ongoing	- Launch of SIS system was delayed. Work continues to bring system on line. - Worked with external sources to begin warehouse of undergraduate data. - New user access structures for Hobson's Connect product were created.

2.	Met	• Streamlined many of the automated emails, reduced redundant or unclear messages. • Developed in house call center to replace third party operations. • Developed new media advertising (Google/face book) along with improved collaboration with marketing vendors
3	Met	• Worked with ITS to improve web theme and navigation. • Content redesign and revision has occurred for many areas and is ongoing for launch of new website theme

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

Goal 1: Develop a single source repository of clean student data.

1. Redesign the utilization of the EMT product:
   a.   Isolate student records within EMT.
   b.   Decrease reliance on EMT for current student data by enhancing SIS.
   c.   Refocus EMT Connect to be a communications tool.
2. Implement a data transfer protocol between EMT Connect and PowerCAMPUS.
3. Continue to streamline the operations process through automated exports and imports utilizing EMT Connect.
4. Begin tracking prospective student data at the inquiry stage in PowerCAMPUS product.
5. Increase data monitoring practices to improve accuracy of data.
6. Integrate data transfer to and from vendors into new database
7. Develop methods that will allow other divisions to access to student recruitment data.
8. Create an application process that reduces confusion and data transfer steps.

Goal 2: Facilitate a new communications plan for all recruiting areas.

1. Work with departments to develop new delivery schedules, processes, and mediums for communications.
2. Redesign the automated electronic communication plans to reflect the new TU brand theme.
3. Develop roadmap for all communication types.
4. Review and revise how students are filtered into the communication plan.
5. Develop e-mails that focus on strengths and uniqueness of TU for targeted students throughout the recruitment cycle.
6. Expand communications to impact additional audiences, such as parents.

Goal 3: Increase productivity of TU's Call Center

1. Develop increased reporting capabilities and produce scheduled reports.
2. Increase call center efficiency by better targeting call recipients.
3. Identify clear goals for all calling campaigns.
4. Develop new scripts a better training to increase application submission while student is on the phone.
5. Motivate call center employees through games and contests.

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

Goal 1. Increase the brand awareness, staff engagement, and recruitment practices for all Undergraduate students.

Strategies:

- Increase Tiffin University's brand recognition through the utilization of social networking in the recruitment process
- Increased staff and student worker involvement and engagement with prospective students
- Increased the marketability and personal relationship with transfer students
- Implemented Dual Enrollment agreement with Owen's Community College
- We are now located on Owen's campus for our Degree Completion Program

Goal 2. Increase retention initiatives and practices for all Undergraduate students.

Strategies:

- Increased communication with current Degree Completion Students
- Increased communication and retention efforts with freshman students
- Integrated the undergraduate office to mentor, counsel, advise, and guide traditional freshmen students
- Implemented a payment worksheet for all new students to ensure there is an ability to pay
- Reconstructed Retention Committee based on functional roles to help implement new retention initiatives.
- Increase the level of participation with faculty in retention initiatives through Discovery Fair, Rising Sophomore Celebration, participation in monthly retention events, and updates when dealing with student attendance and academic concerns
- Proposed Academic Discovery Program to assist undecided students in determining a major- presented to VPAA, VPEM, Dean's and faculty and are awaiting approval for implementation
- Implemented Midterm Hold Program for any student who received one or more failing grade at midterm- required to meet and complete Midterm Consultation Form prior to registration
- Developed Welcome Back Week during start of spring semester to increase student involvement

Goal 3. Increase the diversity and volume of International students.

Strategies:

- Implement innovative recruitment practices through our Director of International Recruitment
- Began to extend recruitment initiative to other countries
- Revised the International scholarship program

Section Two: Describe which goals that were assessed during the academic year.

Intended Outcome 1:

Increase the brand awareness, staff engagement, and recruitment practices for all Undergraduate students.

Assessment Criteria:

The number of inquiries and applications

Results of Outcomes Activity:

2010-2011	Met Met	Data Details Through social networking we have increased our brand awareness by increasing the new student numbers for all undergraduate programs in the fall of 2010, traditional and degree completion programs. We have also implemented more effective modes of communication with both current and new students through social networking sites. By increasing relationships with area community colleges and athletic staff at Tiffin University, we were able to increase our inquiry and application volume for the fall of 2010. Student worker was hired and trained for the Degree Completion Program to increase the communication with prospective and current students. The Undergraduate office extended the integration of current students to communicate regularly with prospective students to ensure a student perspective was available. This process increase the acceptance rate and increased the number of new, first-time freshmen enrolling at Tiffin.

Intended Outcome 2:

Increase retention initiatives and practices for all Undergraduate students.

Assessment Criteria:

The retention rate of undergraduate students.

Results of Outcomes Activity:

2010-2011	Met Met	Data Details Implemented Go-2-Meetings periodically throughout the academic year to increase student engagement and to help students complete their graduation requirements. Increased the number of online advisors to decrease the ratio of advisor to enrolled online Degree Completion students.

197

		Increased e-mail communication with current students; however, this is an area that will continue to be improved upon.
		Increased the use of postcard communication with current students; however, this is an initiative that will continue to be improved on.
		The Undergraduate office began maintaining communication with currently enrolled students during their freshman year of attendance. We implemented activities to better engage students and had frequent phone and email communications to provide assistance during the college acclimation process. By personally reviewing each student's financial aid situation individually, we were able to provide guidance and support allowing for less worries mid-semester on payment and adjust the focus to academic and social engagement on campus. The retention office offered scholarships in the form of "Dragon Assistance Grants" to those deserving students academically to bridge financial gaps and allow for continual education.
		Reconstruct a new retention working group based on functional roles to help implement new retention initiatives including Academic Discovery Program, Parent Program, Early Alert System, and Honors Recognition Awards- all have be proposed and are pending final approval.
		Developed Welcome Back Week during start of spring semester to increase freshman involvement
		Developed and implemented the Student Involvement Survey and utilized it to identify gaps between the student expectations and their satisfaction of the University overall. Develop strategies that address these gaps to increase student satisfaction.
		Member of NSSE Committee to utilize the National Survey of Student Engagement (NSSE) to identify opportunities to improve levels of student engagement.
		Developed Midterm Hold Program to better utilize the feedback from faculty regarding academic difficulty. Any student who received one or more failing grade at midterm was required to meet with faculty advisor and complete Midterm Consultation Form prior to registration
		Follow-up with faculty regarding attendance and personal issues which may affect students and their persistence
	Not Met	Reconstruct a new retention working group based on functional roles to help implement new retention initiatives including Academic Discovery Program, Parent Program, Early Alert System, and Honors Recognition Awards- all have be proposed and are pending final approval

		Collect data from various departments for use in communicating with parents and develop a parent newsletter.
		Proposed Academic Discovery Program to assist undecided students through the advising process in determining a major-presented to VPAA, VPEM, Dean's and faculty and are awaiting approval for implementation
		Utilize the College Student Inventory (CSI) to pinpoint students who have the likelihood to exit the University before the first semester is complete.

Intended Outcome 3:

Increase the diversity and volume of International students.

Assessment Criteria:

The number of inquires and applications for transfer students

Results of Outcomes Activity:

2010-2011	Met	Data Details
	Met	International Enrollment Management expanded recruitment to a new country, Estonia. Also, enrollment from the fall and spring semesters provided an increase in the total number of international students on the Tiffin campus.

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

Analysis and Action Plans:

Goal: Increase the effectiveness and efficiency of the undergraduate process in communicating with both current and new students.

OBJECTIVE 1.1: Adapt the roles and responsibilities for each Degree Completion Program (DCP) staff member.

Action Strategies: - Responsible – Director of Academic Centers, Executive Director of Undergraduate Admissions

- With the exception of the Coordinator of Enrollment Management Services, evaluate the responsibilities of each staff member and develop improved recruitment and retention processes. The three emphasized expectations will involve recruitment, retention, and graduation of DCP students. The recruiters potentially will advise the students they originally recruited.
- This re-organization allows for focus on building relationships with students, community colleges, and organizations, along with ensuring successful completion of the program.

KPI: Obtaining recruitment and retention objectives

OBJECTIVE 1.2: Create a clear enrollment and communication process for the Undergraduate Admission office.

Action Strategies: - Responsible – Director of Academic Centers, Executive Director of Undergraduate Admissions, Visit Coordinator, Undergraduate Counselors, Director of Operations

- Implement an admissions process map outlining how students to move through the enrollment process.
- Implement a new student information system (SIS) to better organize communication flow with current and new students
- Utilize Go-2-Meeting for improved communication with students.
- Integrate virtual communication through texting, Skype, and face book
- Increase the personal aspect of a visit, increase the tour guide training, and ensure we are meeting the prospective student expectation.
- Implement increased communication initiatives with parents during the recruitment process. Work to engage and welcome parents as though they are being admitted and enrolled to the university.
- Integrate a new look and feel to our marketing publications.

KPI: The conversion, acceptance, and yield rate

Goal: Allow for more flexibility, marketability, and offerings in Bachelor-seeking programs.

OBJECTIVE 2.1: Transition the online and on-campus degree completion programs to be more in-line with the traditional semester calendars.

Action Strategies: - Responsible – Director of Academic Centers, Dean of Degree Completion, Executive Director of Undergraduate Admissions

- Re-aligning the online program to mirror the online Associate and Graduate degree programs where classes are seven-weeks in length and follow the traditional semester calendar.
- Students can complete their degree at their own pace; one class at a time or several. This will allow online students to have the flexibility to work around their own schedules and life events, either part-time or full-time.
- Re-aligning the on-campus program to fit within the traditional calendar, allowing students to complete their degree in a timely, flexible, and convenient manner.

KPI: Establish traditional semester schedules for the Degree Completion Program

OBJECTIVE 2.2: Begin to analyze the benefits of offering Tiffin's Bachelors program online.

Action Strategies: - Responsible – Executive Director of Undergraduate Admissions, Dean of School of Business, Dean of School of Criminal Justice

- Perform a cost-benefit analysis for establishing specific degree programs online for the Tiffin campus.

KPI: Decision on whether it makes sense to implement an online Bachelor Degree program.

OBJECTIVE 2.3: Develop partnerships with high schools to offer services and increase Tiffin's market share.

Action Strategies: - Responsible – Executive Director of Undergraduate Admissions, Admission Counselors

- Create financial aid and college selection programs for the community and high schools, providing education to prospective students.
- Look at expanding educational offerings at high school campuses (Dual Enrollment).
- Develop stronger communication processes with high school counselors.
- Develop articulation agreements or other innovative partnerships with secondary institutions.

KPI: Number of events and partnerships

OBJECTIVE 2.4: Develop more synthesis and marketability through our transfer programs.

Action Strategies: - Responsible – Director of Academic Centers, Executive Director of Undergraduate Admissions, Transfer and Adult Student office, Degree Completion Program staff

- Implement new, innovative modalities of recruiting transfer students (CPL, CPM, Dual Enrollment agreements, etc.).
- Implement an advisor visit day in partnership with area community colleges and high schools.
- Increase collaboration between the transfer and adult student office, and the degree completion program, through monthly meetings.
- Increase presence on community college campuses to market our different modes of delivering education.

KPI: Increase in recruit-able transfer students

Goal: Increase retention initiatives and practices for freshman cohort through the assistance of the Undergraduate Admissions Counselors.

OBJECTIVE 1.1: Increase communication with parents through implementation of Dragon Parent Program

Action Strategies: -Responsible- Office of Student Retention Services, Retention Committee, and designated Admissions Counselor

- Communicate with parents during recruitment and enrollment process
- Issue parent card with informational brochure for parents prior to start of fall semester
- Implement Parent Communication Plan for duration of students first year of enrollment- Student Adjustment Survey, Parent Newsletter, and Midterm & Final grades
- Plan and coordinate Family/Parent Weekend in September in collaboration with Heritage Festival and athletic events
- Enhance parent information page on Tiffin University website

KPI: Increase student satisfaction and retention and target at-risk freshman students

OBJECTIVE 1.2: Enhance current First Year Experience Program

Action Strategies: - Responsible- Office of Student Retention Services and Undergraduate Admissions Counselors

- Enhance and expand Freshman Communication Plan
- Involve new freshman in planning and implementation of monthly retention activities
- Work closely with FRE100 professors to promote freshman retention activities and pertinent information throughout first semester
- Utilize College Student Inventory (CSI) results to pinpoint at-risks students

KPI: Increase first to third semester retention rate

Goal: Improve overall retention and graduation rates of all Tiffin campus undergraduates through the assistance of the Retention Committee.

OBJECTIVE 1.1: Increase current student involvement in retention efforts

Action Strategies: - Responsible- Office of Student Retention Services and Retention Committee

- Implementation of Student Retention Committee comprised of student leaders from various campus organization to address top concerns of students on campus
- Appoint student representative to Retention Committee- Student Government President
- Collaborate with various departments and student organizations on campus for Welcome Week at beginning of fall and spring semesters

KPI: Focus retention efforts to clearly reflect student concerns

OBJECTIVE 1.2: Enhance Sophomore Year Experience Program

Action Strategies: Responsible- Office of Student Retention Services, Retention Committee, and Career Services

- Implement Academic Discovery Program pending approval of one credit hour Career Dynamics course and market program to undecided and re-deciding students through informational brochure
- Coordinate career focused programming in Sophomore Residence Hall
- Plan and host "Halfway to Graduation" celebration at end of sophomore year

KPI: Increase sophomore to junior year retention rate

OBJECTIVE 1.3: Create a centralized Early Alert System

Action Strategies: Responsible- Office of Student Retention Services and Registration and Records Office

- Utilize EMT- Retain to distribute and collect Faculty Feedback form electronically
- Work with Admissions Operations to keep Retain updated with POISE information
- Develop Faculty Communication Plan- better utilize faculty feedback regarding student absenteeism, academic difficulties and personal issues
- Develop Summer Communication Plan to all returning students to decrease "melt"
- Report information to necessary departments on campus regarding at-risk students

KPI: Target at-risk students

OBJECTIVE 1.4: Implement Dean's List Honors Reception

Action Strategies: Responsible- Retention Committee and School Administrative Assistant's

- Host reception during mid-spring semester for all Dean's List recipients (3.5 semester GPA) from prior two semesters

KPI: Increase recognition of high achieving students

OBJECTIVE 1.5: Award Undergraduate Retention Scholarships

Action Strategies: Responsible- Office of Student Retention Services and Retention Committee

- Implement Dragon Academic and Dragon Leadership Scholarships upon approval of 2011-12 budget
- Communicate to student recipients of Dragon Academic Scholarship (2.75 cumulative GPA with no prior academic scholarship)
- Send application for Dragon Leadership Scholarship to all potential returning students (2.5 cumulative GPA and campus involvement)
- Review applications at August Retention Committee meeting and award Dragon Leadership Scholarships for 2011-12 year

KPI: Increase recognition of high achieving students and student leaders

Goal: Increase the size and diversity of the International student body.

OBJECTIVE 1.1: Increase Tiffin University's brand awareness through the utilization of agents, social networking, and travel abroad.

Action Strategies: - Responsible – Director of International Enrollment Management, Assistant Director of International Enrollment Management.

- Continue to research and sign agreements with accredited agents through ICEF-Continual-Director of International Enrollment Management.

- Utilize the undergraduate and graduate communication plans to encourage students to "like" our International Admission Face book page-Continual-Assistant Director of International Enrollment Management.
- Participate in individual and group tours provided by our agent representatives and membership organizations-Spring and Fall- Director of International Enrollment Management, Assistant Director of International Enrollment Management.

KPI: The number of inquiries and applications

OBJECTIVE 1.2: Implement innovative international recruitment practices.

Action Strategies: - Responsible – Director of International Recruitment, Assistant Director of International Recruitment

- Expand undergraduate and graduate cost-per-lead recruitment efforts -Continual-*Director of International Recruitment, Assistant Director of International Recruitment*
- Analyze our conversion rates and focus on purchasing names from out-of-state vendors that convert at higher rates-Continual-Director of International Enrollment Management
- Customize advertising to specific regions of the world-Continual-*Director of International Recruitment, Assistant Director of International Recruitment*
- Increase online marketing to students websites such as Zinch-Continual-*Director of International Enrollment Management*
- Improve the admissions process-Continual-*Director of International Recruitment, Assistant Director of International Recruitment*
- Utilize the University's faculty and current students to contact applicants who need persuasion-Continual-Assistant Director of International Enrollment Management

KPI: The number of undergraduate international students enrolled

Goal: Improve staff understanding of international recruiting practices and F-1 visa policies

OBJECTIVE 1.2: Increase staff understanding and awareness of recruitment practices and policies by attending training seminars, conferences, and online webinars.

Action Strategies: -Responsible-Director of International Enrollment Management, Assistant Director of International Enrollment Management.

- Attend in-state F-1 visa and SEVIS seminars-Continual-Director of International Enrollment Management, Assistant Director of International Enrollment Management.
- Attend the annual NAFSA and EducationUSA conferences where specific international education update and training sessions are provided- Director of International Enrollment Management, Assistant Director of International Enrollment 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:

Goal 1. Continue to work with faculty and deans to recruit and retain students.

Strategies
1. Work with faculty members to identify and profile successful current students and alumni.
2. Continue to provide student feedback to the appropriate personnel regarding student satisfaction, success, needs, and expectations.
3. Continue the weekly webinars for prospective and current students featuring faculty members and deans.
4. Continue to promote and develop the weekly Advising Sessions for current students to help with the retention of current graduate students.

Goal 2. Promote the Graduate School to current Tiffin University students.

Strategies
1. Continue to market to the traditional undergraduate campus by presenting information to upper level courses and co-curricular events.
2. Attend the TU-Berg Job Fair
3. Recruit degree completion students by visiting the academic centers.
4. Email blast current graduate students about the referral program.
5. Continue to offer the Graduate Admissions Open House event in March.
6. Consider co-hosting a Graduate Fair in conjunction with Heidelberg and Findlay.
7. Consider offering a virtual online Graduate Admissions Open House event.

Goal 3. Improve International Recruitment and Retention efforts

Strategies

1.   Utilize CPL efforts and purchase GRE/GMAT names
2. Develop and implement social networking sites (Face book, Twitter, LinkedIn, MySpace)
3. Create customized mailers and brochures with language specific translations
4. Create and implement an effective communication plan
5. Continue to improve student services for the international students on the Tiffin campus and overseas.
6. Develop other specific recruitment and retention initiatives.

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

Intended Outcome: Continue to improve our student satisfaction and retention rates.

Assessment Criteria: Key performance indicators as measured by our recruitment and retention efforts.

Results of Outcomes Activity:

AY: 2010 -2011	Met/Not Met	Details
Goal 1. Continue to work with faculty and deans to recruit and retain students.	Met	Communication plan includes a message from the Dean and Program chair. Orientation includes faculty members. We meet each semester with the faculty to review our progress, talk about challenges and access our students' needs.
Goal 2. Promote the Graduate School to current Tiffin University students.	Met	We attended upper level 300 and 400 courses to promote grad school. We visited the DCP campuses to promote grad school. We implemented a TU alumni discount.
Goal 3. Improve International Recruitment and Retention efforts	Met	Scott Saracusa restructured the recruitment and retention strategies for the international students on the Tiffin Campus and overseas

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

Analysis and Action Plans:

Goal 1. Continue to enhance and evaluate the Graduate Admissions Communication Plan.

Strategies

1. Develop a survey for new graduate students to evaluate the admissions process, their admission representative, and their perceptions of the grad program. How can we improve the admissions process?
2. Implement the new tagline in our publications and on the website.
3. Redesign work flow processes in conjunction with the new SIS PowerCAMPUS system.
4. Consider adding an additional print on demand (POD) piece in the admissions cycle to promote career opportunities and successes.
5. Continue to modify web content to accurately portray the graduate opportunities at TU.
   a. Create a section for career opportunities to demonstrate the career paths available for graduates
   b. Create a section detailing some of our "star" students and alumni
   c. Promote the faulty members' credentials and professional experience through email communication and on the web page.
6. Develop other special recruiting initiatives.

Goal 2.   Continue to enhance and evaluate the Graduate Student Services Communication Plan.

Strategies

1. Create targeted messages for probationally admitted students to enhance time management and study skills.
2. Redesign work flow processes in conjunction with the new SIS PowerCAMPUS system.
3. Develop a survey for current graduate students to evaluate their program satisfaction, their student services specialist, and their perceptions of the grad program. How can we improve the current student services?
4. Continue promoting the Smarthinking tutorial services and increase graduate student usage.
5. Develop an exit survey to administer to dropout/stop outs to help us understand why students are taking time off/leaving TU.
6. Continue to promote a graduate student culture for both online and seated students.
7. Email blast a survey to current graduate students to discover why they chose TU, how they heard about TU, and what they enjoy about TU.
8. Develop other special retention initiatives.

Goal 3. Refine graduate admissions recruiting processes.

Strategies

1. Increase applicant attention and awareness to the required essay on the graduate application so the importance is understood as part of the application package.
2. Conduct market analysis to evaluate our competition's programs, costs, services, etc and compare to our offerings.
3. Redesign work flow processes in conjunction with the new SIS PowerCAMPUS system.
4. Continue offering webinars for current and new students promoting TU, our services and specializations.
5. Consider other new specialized recruiting initiatives.

Goal 4. Refine the graduate student services retention efforts.

Strategies

1. Continue to monitor, evaluate and update the currents student communication plan.
2. Work with Target Enrollment to develop a graduate student retention model. Upon development, implement targeted communication strategies to address the needs to students, target probationally admitted students and promote the Smarthinking Tutorial Services.
3. Redesign work flow processes in conjunction with the new SIS PowerCAMPUS system.
4. Development a student satisfaction survey to measure students' experiences and expectations.
5. Continue call campaigns to dropout/stop out students and the "save a student" campaign (financial aid issues).
6. Continue the graduate student newsletter series.
7. Continue offering webinars for current students to assist them with advising, registration and financial aid questions.
8. Promote the student referral program and develop alumni networking opportunities
9. Develop other special retention initiatives.

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

Activity Statement:

GOAL 1: Improve the effectiveness and productivity of the Registration and Records office.

    Strategies:

- Reassign some of the Registration and Records tasks to the Assistant Registrar at Ivy Bridge College of Tiffin University.
- Inventory all records relating to student files.

Section Two: Describe which goals that were assessed during the academic year.

Intended Outcome 1: Implement a new student information system (SIS).

Assessment Criteria: The new SIS system should improve processes and improve student's satisfaction.

Results of Outcomes Activity:

2010-2011	Met/Not Met	Data Details
	Not Met	Improve procedures by implementing the new SIS PowerCAMPUS. In Progress - Tiffin University hired a consulting firm to help TU set up the system properly and will assist us in implementing the new SIS.
	Not Met	Reevaluating and clearly define performance goals for all staff – in progress with the addition of a new staff member and PowerCAMPUS implementation.
	Met	Reassign some of the Registration and Records tasks to the Assistant Registrar at Ivy Bridge College of Tiffin University. List of duties include inputting all Ivy Bridge courses in Poise and printing and sending Ivy Bridge Warning, Probation and Dismissal letters.
	Not Met	Develop a student satisfaction survey for the Registration and Records office.

Intended Outcome 2: Retention of records.

Assessment Criteria: More efficient processing of student archival records.

Results of Outcomes Activity:

2010-2011	Met/Not Met	Data Details
	Not Met	Develop a records retention and disposal program. Reviewing AACRAO's new book "Retention of Records: Guide for Retention and Disposal of Student Records.
	Met	Inventory all records relating to student files. In progress, started to review student's permanent files, composing a list of missing documents, and placing student's on registration hold for the following semester.
	Not Met	Decide on method of storage. In progress, getting quotes on software and hardware to manage documents.
	Not Met	Create and implement a retention and disposal schedule. In progress, revised policy for inactive files in order to free up more storage space for active files with our enrollment growth.

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

Analysis and Action Plans:

GOAL 1: Improve the effectiveness and productivity of the Registration and Records office.

OBJECTIVE 1.1: Implement a new student information system (SIS).

Strategies:
- Improve procedures by implementing the new SIS PowerCAMPUS.
- Reevaluating and clearly define performance goals and tasks for all staff.
- Reassign some of the Registration and Records tasks to the Assistant Registrar at Ivy Bridge College of Tiffin University.

KPI: The new SIS system should improve processes and improve student's satisfaction.

OBJECTIVE 1.2: Develop and establish a file maintenance system and retention of records.

Strategies:
- Inventory all records relating to student files.
- Develop a tracking system for permanent records by establishing a list of missing documents from the student files and mark students on registration hold until all documents are received.
- Develop a records retention and disposal program.
- Decide on method of storage.
- Create and implement a retention and disposal schedule.

KPI: More efficient processing of student records.

OBJECTIVE 1.3: Add additional help in the registration and records office.

Strategies:
- Re-organize tasks within the department to handle the increase in enrollment.
- Establish phone automation for the main registration and records phone line.

KPI: Additional staff member will improve services to students.

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:

N/A

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

Intended Outcome: N/A

Assessment Criteria: N/A

Results of Outcomes Activity:

2009-2010	Met/Not Met	Data Details
N/A	N/A	N/A

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

Analysis and Action Plans:

GOAL: To provide financial aid resources, advising and counseling for all student populations at all locations.
Action Plan: Provide staffing, continue to go to conferences. Increase student awareness of financial aid package by using the student account payment worksheets.

GOAL: Continued improvement in the use of technology to provide students with services.
Action Plan: Attend PowerFAIDS conferences, continue use of NetPartner. Implement more awareness of how to complete MPN and Entrance Counseling for students by putting on Portal and emails.

GOAL: Empower ourselves to make sound and ethical decisions within Federal, State and University guidelines, in order to contribute in meaningful ways to the overall improvement of our office.
Action Plan: Attend local, state, and federal conferences

GOAL: Strive to increase mutual respect, communication, and understanding by encouraging the highest level of cooperation within our office, with other University academic and administrative departments, and external agencies.
Action Plan: Continue to reach out to departments on and off campus to provide action communication.

GOAL: Create an environment to ensure our systems are continually improved to enhance the delivery of financial assistance to students and families.
Action Plan: Continue to upgrade the Financial Aid system PowerFAIDS and communicate issues and concerns with College Board.

GOAL: Process aid packages efficiently, in an accurate and timely way.
Action Plan: Using PowerFAIDS to its fullest potential.

GOAL: Make timely disbursements of aid to all eligible students.
Action Plan: Increasing our knowledge of the systems that we use. Completing the reconciliation process in a monthly reporting system.

GOAL: Provide quality advising services to all students by addressing individual student needs and responding to student inquiries in a timely manner.
Action Plan: Prioritizing customer service whether it be in email, letters, and phone or in person.

BA – General Science Major – Green Technology Concentration

School of Arts and Sciences – Assessment Plan
BA – General Science Major – Green Technology Concentration

School Mission Statement

The School of Arts and Sciences (SAS) engages the University's intellectual community in the full richness and depth of the human experience. SAS provides a common, cohesive understanding of the foundations and a direction of human thought as represented in the liberal arts and sciences and develops the skills to form and communicate ideas, beliefs, and knowledge for all Tiffin University students. SAS offers majors, grounded in the arts and sciences, that develop within each student the intellectual skills and abilities required for a successful professional career or admission to graduate school.

Program Rationale/Purpose Statement

The General Science major is designed to provide the student with a broad-based science curriculum with interdisciplinary components for those students seeking, 1) certification to teach science at the middle school level, or 2) a broad base of content knowledge and laboratory skills in each of the major scientific disciplines to pursue a science related career.

Marketing/Recruitment Target Statement

The Bachelor of Arts degree in General Science program is multi-disciplinary (requires basic mastery of several sciences beyond the introductory level) and enables students to develop skills that relate to a wider variety of topics, ideas, and experiences. It can be an appropriate major for students interested in health-related careers, including physical therapy, occupational therapy, and medical technology. Combined with a second major/minor in English, General Science can be excellent preparation for a writing career in science, technology, or natural science. In the business world, General Science students could embark on careers in sales, health care administrators, and production when combined with a major/minor in business management or marketing. In addition, students majoring in General Science will be qualified to teach science at the middle school level with a degree in education provided by Lourdes College.

Goals of the Program/Corresponding Classes

♠ Students will be able to apply science and technology to daily life regarding nutrition, personal health issues, and public health issues.	♠ NAT 310 – Human Anatomy and Physiology ♠ NAT300 - Intro to Green Technology ♠ NAT370 - Pollution Prevention and Conservation ♠ NAT450 - Renewable Energies and Sustaining Ecosystems ♠ CIT340 – Green Computing ♠ CUL250 – World Cultural Geography ♠ ECO424 – Global Trade
♠ Students will understand and apply experimental design, solving problems with scientific processing skills and scientific method.	♠ BIO101 – Biology ♠ CHM111 - Chemistry
♠ Students will be able to design an investigation or experiment that would test a hypothesis and analyze and interpret data. ♠ ♠	♠ MAT 273 – Applied Statistics ♠ MAT275 – Elementary Analysis
♠ Students will be able to analyze and explain patterns and cycles of natural systems and the relationships between segments of a natural system.	♠ NAT205 – Intro to Earth Science ♠ NAT114 – Survey of Science ♠ NAT201 – Principles of Physical Science ♠ NAT215 – Environmental Science ♠ NAT210 - Oceanography

Intended Outcomes/Assessment Criteria

Intended Outcome 1:

Students will be able to apply science and technology to daily life regarding nutrition, personal health issues, and public health issues.

Assessment Criteria:

Assessment: students will analyze their role in health issues through a group presentation and summary paper. 80% of majors will be proficient or better. (Proficient is defined as a score of 70% or better)

Intended Outcome 2:

Students will understand and apply experimental design, solving problems with scientific processing skills and scientific method

Assessment Criteria:

Assessment: students will design and implement a scientific experiment to demonstrate their knowledge of the scientific method. 80% of majors will be proficient or better. (Proficient is defined as a score of 70% or better)

Intended Outcome 3:

Students will be able to design an investigation or experiment that would test a hypothesis and analyze and interpret data.

Assessment Criteria:

Assessment: students will use statistical/mathematical techniques to summarize and analyze data/case study and present conclusions in a written form. 80% of majors will be proficient or better. (Proficient is defined as a score of 70% or better)

Intended Outcome 4:

Students will be able to analyze and explain patterns and cycles of natural systems and the relationships between segments of a natural system

Assessment Criteria:

Students will write a paper that demonstrates their knowledge of a pattern and/or cycle of a natural system and its relationship between segments of a natural system. 80% of majors will be proficient or better. (Proficient is defined as a score of 70% or better)

MBA— Elder Care Management Concentration

School of Business Assessment Plan
MBA— Elder Care Management Concentration

School Mission Statement

The mission of the Tiffin University School of Business is to prepare men and women for professional, managerial, and leadership positions in both public sector and private sector profit and not-for-profit organizations. Emphasis is placed on development of the communication, technical, analytical, and critical thinking skills needed by successful organizations competing in a global environment. Above all else, we strive to instill in students a lifelong and irrepressible desire to continue to learn and grow in wisdom, knowledge, and ethical practices anchored by integrity.

Program Rational/Purpose Statement

This proposal would add a healthcare concentration to the MBA.

Marketing/Recruitment Target Statement

It is clear that there will be an increasing need for professionals managing aging populations in the near and distant future. Recent government reports indicate healthcare need will continue to grow as will the need for those who can manage aging populations.

Goals of the Programs/Corresponding Classes

Articulate the position of the elderly in today's American society, including level of status, heritage and culture	MGT 5XX Aging in American Society
Discuss long-term care and management of aging services	MGT 6XX Organizational Theory, Behavior and Aging Services

Intended Outcomes/Assessment Criteria

Intended Outcome 1:

Articulate the position of the elderly in today's American society, including level of status, heritage and culture.

Assessment Criteria:

A minimum of 80% of students will achieve an average grade of B or better on a final exam that shows the student's ability to articulate the position of the elderly in today's American society, including level of status, heritage and culture.

Intended Outcome 2:

Discuss long-term care and management of aging services.

Assessment Criteria:

A minimum of 90% of students will achieve an average grade of B or better on a case study that shows the student's ability to discuss long-term care and management of aging services.

Updated: February 2010

MBA – Healthcare Administration Concentration

School of Business – Assessment Plan
MBA – Healthcare Administration Concentration

School Mission Statement

The mission of the Tiffin University School of Business is to prepare men and women for professional, managerial, and leadership positions in both public sector and private sector profit and not-for-profit organizations. Emphasis is placed on development of the communication, technical, analytical, and critical thinking skills needed by successful organizations competing in a global environment. Above all else, we strive to instill in students a lifelong and irrepressible desire to continue to learn and grow in wisdom, knowledge, and ethical practices anchored by integrity.

Program Rational/Purpose Statement

Health care in America is a complex, dynamic, rapidly changing industry with the need for trained professionals in the management of systems and operations. The rising cost of services and changes in governmental regulations requires special attention and sound business practices. The MBA Healthcare Administration concentration is a program designed to enhance the management skills necessary for effectively operating within a wide spectrum of health care organizations. The on-line format is attractive for working professionals who can balance the academic rigor of a graduate program and a full-time career. Students will explore patient management systems, decision making tools, new technologies, financial management, the management of information systems, supply chain management, marketing of professional services, referral systems, and current issues in health law and ethics.

Marketing/Recruitment Target Statement

Tiffin University's MBA in healthcare administration attracts a particular sector of clinical and administrative professionals such as RNs, technology specialists, human resource directors, medical technologists, pharmacists, long-term health care facility managers, and other specialists working in the health care industry will desire to expand their potential for promotion and leadership responsibility.

Goals of the Programs/Corresponding Classes/Assessment Tool

Outcomes for the Program	Corresponding Classes
Graduates will demonstrate managerial knowledge of ethics, professionalism, policy, regulatory environments, economics and ethics in the healthcare industry.	MGT642

Intended Outcomes/Assessment Criteria

Intended Outcome 1:

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

Assessment Criteria:

75% of students in the MGT 642 classes will achieve 90% or higher on the case analysis requirements.

Updated: December 2009

MBA – International Business Concentration

School of Business – Assessment Plan
MBA – International Business Concentration

<u>**School Mission Statement**</u>

The mission of the Tiffin University School of Business is to prepare men and women for professional, managerial, and leadership positions in both public sector and private sector profit and not-for-profit organizations. Emphasis is placed on development of the communication, technical, analytical, and critical thinking skills needed by successful organizations competing in a global environment. Above all else, we strive to instill in students a lifelong and irrepressible desire to continue to learn and grow in wisdom, knowledge, and ethical practices anchored by integrity.

<u>**Program Rational/Purpose Statement**</u>

The MBA with an International Business concentration enables the student to build upon the solid foundation from the core coursework in the MBA program and provides students with the knowledge and capability necessary to function effectively as managers in today's competitive and globalized economies. The courses in the IB concentration will give the students an opportunity to learn about the functioning of the international economy and how multinational firms of all sizes – both governmental and non-governmental working in a variety of cultural and political/legal environments - interact with it. The courses allow students to learn about international trade theories and agreements, global financial markets and the financial skills required for effective management of companies engaged in international business with an emphasis on international financial management.

<u>**Marketing/Recruitment Target Statement**</u>

Tiffin University's School of Business has established a global presence in Europe, Asia, and India. While the United States is the predominant location for MBA students, there is a growing abundance of students residing in international locations. The international business concentration is ideal for residents outside of the United States to develop greater managerial competencies in global affairs by taking courses online in their home country or on the Tiffin Main campus. Students within the United States may also develop their managerial competencies in global business affairs by selecting an option to study one or more terms in one of the university's international locations.

<u>**Goals of the Programs/Corresponding Classes/Assessment Tool**</u>

Outcomes for the Program	Corresponding Classes
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.	MKT 628

Intended Outcomes/Assessment Criteria

Intended Outcome 1:

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:

75% of students in MKT628 will achieve 90% or higher on the term paper.

Updated: December 2009

MBA – Marketing Concentration

B School of Business – Assessment Plan
MBA – Marketing Concentration

School Mission Statement

The mission of the Tiffin University School of Business is to prepare men and women for professional, managerial, and leadership positions in both public sector and private sector profit and not-for-profit organizations. Emphasis is placed on development of the communication, technical, analytical, and critical thinking skills needed by successful organizations competing in a global environment. Above all else, we strive to instill in students a lifelong and irrepressible desire to continue to learn and grow in wisdom, knowledge, and ethical practices anchored by integrity.

Program Rational/Purpose Statement

The MBA with a Marketing concentration enables the student to build upon the solid foundation from the core coursework in the MBA program and provides students with the advanced knowledge in marketing products and services. Students will explore the practices and techniques commonly used to increase exposure and market positions. Challenges and benefits in negotiating sponsorships and endorsement deals allow the students to develop competencies to potentially maximize revenue for organizations and individuals. Students will also be exposed to marketing in an international arena.

Marketing/Recruitment Target Statement

Marketing is a crucial business function. Marketers create an environment that delivers products and services that are supported through market research, design and maintenance in every aspect of the organization to satisfy a target audience's needs. Marketing continues rank towards the top of lists of careers that will flourish in the future. Marketing combines quantitative skills with an organizational focus plus the human behavioral aspects of the liberal arts.

Goals of the Programs/Corresponding Classes/Assessment Tool

Outcomes for the Program	Corresponding Classes
The objective of this course is to develop analytical skills in the formulation and implementation of market driven strategies for selected products and/or services.	MKT 630

<u>Intended Outcomes/Assessment Criteria</u>

<u>Intended Outcome 1:</u>

Graduates will apply managerial knowledge, ethics, professionalism, and leadership to create a portfolio of their MBA Marketing activities in addition to any professional experience.

<u>Assessment Criteria:</u>

100% of the students in the MKT630 Marketing Field Analysis Course will achieve an above average or outstanding rating on the overall rating of the portfolio assignment.

Updated: January 2011

BBA - Finance Major
School of Business – Assessment Plan
BBA – Finance Major

School of Business Mission Statement

The mission of the Tiffin University School of Business is to prepare men and women for professional, managerial, and leadership positions in both public sector and private sector profit and not-for-profit organizations. Emphasis is placed on development of the communication, technical, analytical, and critical thinking skills needed by successful organizations competing in a global environment. Above all else, we strive to instill in students a lifelong and irrepressible desire to continue to learn and grow in wisdom, knowledge, and ethical practices anchored by integrity.

Program Rationale/Purpose Statement

The Finance Major of Tiffin University strives to achieve three objectives. The first is to make students aware of the role of Finance in the modern non-financial corporation, the banking sector and the investment community. The second objective is to broaden student horizons with respect to what a finance major prepares the student for and to enlighten students as to the many and varied careers available to the finance professional. Finally, the third objective is to ensure that students are well grounded in the basic tools and concepts that are universally employed by the finance professional.

Marketing/Recruitment Target Statement

The Finance faculty understands that the typical entering freshmen are not aware of how finance relates to the other business disciplines. A part of the recruiting effort relates to ensuring that potential Finance majors understand how the concepts we teach are utilized throughout the firm. We strongly support the non Finance major who chooses to minor in Finance and/or opt for finance electives and strive to ensure that our programs support their majors. We strongly encourage Finance majors and minors to seek internships and support their efforts in obtaining them through networking with the business community. And finally, we maintain contact with our graduates and ensure that our students are aware of their successes, either as interns, or as they begin to pursue their professional careers.

Outcomes of the Program/Corresponding Classes

Ensure that students are exposed to coursework that requires analytical skills.	FIN 314 - Risk and Risk Management FIN 421 - Investments, FIN 426 - International Finance
Ensure that students develop understanding of how financial markets work	FIN 314 - Risk and Risk Management FIN 421 - Investments, FIN 426 - International Finance
Ensure that students develop an understanding of negotiable instruments and the role these instruments play in facilitating transactions in the market place.	LAW 212 - Business Law II
Ensure that students understand how markets function and	ECO 322 - Intermediate

apply this theory to real world decision making.	Microeconomics
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 economy.	ECO420 - Money and Banking
Ensure students develop an understanding of constrained optimization, marginal analysis, and statistical techniques used in the management profession.	ECO 422 - Managerial Economics

Intended Outcomes/Assessment Criteria

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 quantitative techniques.

Intended Outcome 2:

Student will develop an understanding of how financial markets work.

Assessment Criteria:

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

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.

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.

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.

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.

Updated: May 2010
Reviewed: May 1010

BBA - Computer Information Technology

School of Business – Program Assessment Plan
BBA – Computer and Information Technology Major

School Mission Statement

The mission of the Tiffin University School of Business is to prepare men and women for professional, managerial, and leadership positions in both public sector and private sector profit and not-for-profit organizations. Emphasis is placed on development of the communication, technical, analytical, and critical thinking skills needed by successful organizations competing in a global environment. Above all else, we strive to instill in students a lifelong and irrepressible desire to continue to learn and grow in wisdom, knowledge, and ethical practices anchored by integrity.

Program Rationale/Purpose Statement

The Computer and Information Technology (CIT) degree is designed with two intentions. The first (1) is to prepare students with the technical skills necessary to plan, install, manage and support information and communication technologies. The second (2) is to provide the student with the management skills necessary to create, share, use, and store information within business organizations.

Additionally this degree prepares students to use and support users of integrated business applications including database development and administration, and provides the set of understandings and competencies necessary to understand business management. Graduates, who so desire, will be able to assume technical support roles in organizations in areas such as web, database and network administration.

Furthermore, the degree requires the development of sound work habits, the ability to think analytically and critically, the development of planning practices and communication skills. This graduate should be able to distinguish the types, forms and usage of information in the various functions and levels of business.

Finally, graduates should be able to determine appropriate software usage, the professional codes of conduct and ethical issues surrounding the development and use of information technology.

Marketing/Recruitment Target Statement

This major is intended for students who wish to achieve a business degree and the general understandings necessary for a graduate of a business program, as well as, the set of practical, hands-on skills and understandings necessary to successfully utilize information systems in business operations. This degree is intended to provide students with skills flexible enough to allow for positions in business organizations that require software, data and information intensive interactions or for positions in business organizations that require network, hardware, operations, application, and diagnostic skills.

Goals of the Program/Corresponding Classes

Business Application Software Proficiency (Assessment 1)	CIT 105/11 – Intro to Information Technology
Critical Thinking Skills (Assessment 2)	ClT 212 - Systems Analysis and Design
Business Management Skills (Assessment 3)	CIT 312 - Information Systems for Managers (AY 10-11) CIT 470 - Internship or CIT480 - Senior Seminar MGT 301 - Organizational Behavior
Technical Skills Including hardware, operations and programming skills (Assessment 4)	CIT 155 - Operating Systems CIT 201 - Programming CIT 255 - Internet and Website Development CIT 3l5 - Database Design and Application CIT 355 - Spreadsheet Applications for Decision Making (AY 10-11) CIT 361 - Network Management and Administration CIT 320 - Computer Architecture and Diagnostics

Intended Outcomes/Assessment Criteria

Intended Outcome 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.   See Appendix 1
http://www.microsoft.com/learning/mcp/OfficeSpecialist/default.mspx
http://www.microsoft.com/learning/mcp/msbc/mcas/default.mspx
http://www.microsoft.com/learning/mcpexams/prepare/practicetests.mspx

Intended Outcome 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 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.

Intended Outcome 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.

Intended Outcome 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 model. 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.

Updated: May 2010

Preparation Guide for Microsoft Office Specialist

Word Skill Standards

This exam measures your ability to productively use Microsoft Word 2007. Before taking the exam, you should be proficient in the following program skills:

Creating Content

- Insert and edit text, symbols and special characters
- Insert frequently used and pre-defined text
- Navigate to specific content
- Insert, position and size graphics
- Create and modify diagrams and charts
- Locate, select and insert supporting information

Organizing Content

- Insert and modify tables
- Create bulleted lists, numbered lists and outlines
- Insert and modify hyperlinks

Formatting Content

- Format text
- Format paragraphs
- Apply and format columns
- Insert and modify content in headers and footers
- Modify document layout and page setup

Collaborating

- Circulate documents for review
- Compare and merge documents
- Insert, view and edit comments
- Track, accept and reject proposed changes

Formatting and Managing Documents

- Create new documents using templates
- Review and modify document properties
- Organize documents using file folders
- Save documents in appropriate formats for different uses
- Print documents, envelopes and labels
- Preview documents and Web pages
- Change and organize document views and windows

Excel Skill Standards

This exam measures your ability to productively use Microsoft Office Excel 2007. Before taking the exam, you should be proficient in the following program skills:

Creating Data and Content

- Enter and edit cell content
- Navigate to specific cell content
- Locate, select, and insert supporting information
- Insert, position, and size graphics

Analyzing Data

- Filter lists using AutoFilter
- Sort lists
- Insert and modify formulas
- Use statistical, date and time, financial, and logical functions
- Create, modify, and position diagrams and charts based on worksheet data

Formatting Data and Content

- Apply and modify cell formats
- Apply and modify cell styles
- Modify row and column formats
- Format worksheets

Collaborating

- Insert, view, and edit comments

Managing Workbooks

- Create new workbooks from templates
- Insert, delete, and move cells
- Create and modify hyperlinks
- Organize worksheets
- Preview data in other views
- Customize Window layout
- Setup pages for printing
- Print data
- Organize workbooks using file folders
- Save data in appropriate formats for different uses

BBA – Organizational Management Major Elder Care Administration Concentration

School of Business - Assessment Plan
BBA – Organizational Management Major – Degree Completion
Elder Care Administration Concentration
2011-2012

School of Business Mission Statement

The mission of the Tiffin University School of Business is to prepare men and women for professional, managerial, and leadership positions in both public sector and private sector for-profit and not-for-profit organizations. Emphasis is placed on development of the communication, technical, analytical, and critical thinking skills needed by successful organizations competing in a global environment. Above all else, we strive to instill in students a lifelong and irrepressible desire to continue to learn and grow in wisdom, knowledge, and ethical practices anchored by integrity.

Program Rationale / Purpose Statement

The Organizational Management Major prepares adult learners to manage critical workplace situations. The program emphasizes practical application of academic constructs through applied adult learning theory. Each course is designed to bring the experience of the adult learner into the learning environment. The major supports Tiffin University's mission of professional excellence and meets the business goals of students and employers.

Marketing / Recruitment Target Statement

The academically rigorous curriculum focuses on "real world" management problems and situations. From the accelerated delivery to the emphasis on collaborative learning, the entire program is dedicated to increasing the adult learner's productivity. Core competencies of the School of Business are included in the program. The major cultivates learning self-sufficiency.

Outcomes of the Program / Corresponding Classes

List of Intended Outcomes of the Program	List Corresponding Courses
1. Students will write with clarity and precision	All writing Intensive Courses as designated in the Academic Bulletin
2. Critical Thinking	CIT 312 – Information Systems for Managers MGT 468 - Action Research Project
3. Written and Oral Communication	MGT 326 –Operations Mgt. for Elder Care MGT 468 - Action Research Project
4. Strategic Analysis	MGT 468 - Action Research Project
5. Demonstration of effective team and individual participation	MKT 355 - Managerial Marketing
6. Students will be exposed to and understand professional practices related to their major field of study.	Major Field classes

Intended Outcomes / Assessment Criteria

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.

Intended Outcome 2:

Adult learners will demonstrate the ability to Critically Think about a topic and discuss it.

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 Summary Paper rubric for CIT 312, and on the research project evaluation report for MGT 468.

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 or PowerPoint presentation report for HCA 327 and for MGT 468. Seventy percent of the adult learners will obtain a "B" or higher on the final paper for HCA 327 and on the research project for MGT 468, as measured by the Summary Paper rubric for HCA 327, and on the research project evaluation report for MGT 468.

Intended Outcome 4:

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

Assessment Criteria:

Eighty 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.

Intended Outcome 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 team paper for MKT 355, as measured by the Summary Paper rubric. Seventy percent of adult learners will obtain a "B" or higher or higher on the team oral or PowerPoint presentation for MKT 355, as measured by the criteria on the presentation rubric for the oral or PowerPoint presentation.

Intended Outcome 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.

BBA – Organizational Management Major Health Care Administration Concentration

School of Business - Assessment Plan
BBA – Organizational Management Major – Degree Completion
Health Care Administration Concentration
2011-2012

School of Business Mission Statement

The mission of the Tiffin University School of Business is to prepare men and women for professional, managerial, and leadership positions in both public sector and private sector for-profit and not-for-profit organizations. Emphasis is placed on development of the communication, technical, analytical, and critical thinking skills needed by successful organizations competing in a global environment. Above all else, we strive to instill in students a lifelong and irrepressible desire to continue to learn and grow in wisdom, knowledge, and ethical practices anchored by integrity.

Program Rationale / Purpose Statement

The Organizational Management Major prepares adult learners to manage critical workplace situations. The program emphasizes practical application of academic constructs through applied adult learning theory. Each course is designed to bring the experience of the adult learner into the learning environment. The major supports Tiffin University's mission of professional excellence and meets the business goals of students and employers.

Marketing / Recruitment Target Statement

The academically rigorous curriculum focuses on "real world" management problems and situations. From the accelerated delivery to the emphasis on collaborative learning, the entire program is dedicated to increasing the adult learner's productivity. Core competencies of the School of Business are included in the program. The major cultivates learning self-sufficiency.

Outcomes of the Program / Corresponding Classes

List of Intended Outcomes of the Program	List Corresponding Courses
1. Students will write with clarity and precision	All writing Intensive Courses as designated in the Academic Bulletin
2. Critical Thinking	CIT 312 – Information Systems for Managers MGT 468 - Action Research Project
3. Written and Oral Communication	HCA 327 – Healthcare Operations MGT 468 - Action Research Project
4. Strategic Analysis	MGT 468 - Action Research Project
5. Demonstration of effective team and individual participation	MKT 355 - Managerial Marketing
6. Students will be exposed to and understand professional practices related to their major field of study.	Major Field classes

Intended Outcomes / Assessment Criteria

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.

Intended Outcome 2:

Adult learners will demonstrate the ability to Critically Think about a topic and discuss it.

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 Summary Paper rubric for CIT 312, and on the research project evaluation report for MGT 468.

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 or PowerPoint presentation report for HCA 327 and for MGT 468. Seventy percent of the adult learners will obtain a "B" or higher on the final paper for HCA 327 and on the research project for MGT 468, as measured by the Summary Paper rubric for HCA 327, and on the research project evaluation report for MGT 468.

Intended Outcome 4:

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

Assessment Criteria:

Eighty 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.

Intended Outcome 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 team paper for MKT 355, as measured by the Summary Paper rubric. Seventy percent of adult learners will obtain a "B" or higher or higher on the team oral or PowerPoint presentation for MKT 355, as measured by the criteria on the presentation rubric for the oral or PowerPoint presentation.

Intended Outcome 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.

ABA – Healthcare Administration Major

School of Business – Assessment Plan
ABA – Healthcare Administration Major

School of Business Mission Statement

The mission of the Tiffin University School of Business is to prepare men and women for professional, managerial, and leadership positions in both public sector and private sector profit and not-for-profit organizations. Emphasis is placed on development of the communication, technical, analytical, and critical thinking skills needed by successful organizations competing in a global environment. Above all else, we strive to instill in students a lifelong and irrepressible desire to continue to learn and grow in wisdom, knowledge, and ethical practices anchored by integrity.

Program Rationale/Purpose Statement

The purpose of the Tiffin University Management major with a concentration in Healthcare Administration is to promote, stimulate, and guide study, research, and professional career development in the area of Healthcare Administration. There is an increasing need for healthcare workers and this degree will enable students to be involved in an administrative capacity in any healthcare environment.

Marketing/Recruitment Target Statement

It is clear that there will an increasing need for healthcare workers and healthcare administrators in the near and distant future. Recent government reports indicate the healthcare will continue to grow as will the need for those who can manage the workers in this field.

Outcomes of the Program/Corresponding Classes

1. Healthcare Administration Knowledge	MGT 280
2. Integrate the healthcare management theories, principles and practices for future application.	MGT 240
3. General Education	As defined by the GEC outcomes assessment plan
4. Writing across the curriculum	MGT 201

Intended Outcomes/Assessment Criteria

Intended Outcome 1:

Students will demonstrate comprehensive knowledge of healthcare administration concepts.

Assessment Criteria:

A comprehensive final project will be assessed for healthcare administration majors in MGT 280 Special Topics in Healthcare. Seventy percent of students will obtain a score of 70% or higher.

Intended Outcome 2:

Integrate the healthcare management theories, principles and practices for future application.

Assessment Criteria:

A minimum of 80 % of students will achieve an average grade of "B" or better on a healthcare management plan completed in MGT 240 Healthcare Office Management.

Intended Outcome 3:

Students in the Associate's degree programs will be measured following the College's general education outcomes assessment plan #2 through #8.

Assessment Criteria:

All assessments will follow the appropriate testing and/or rubrics. General Education plan is attached to this document.

Intended Outcome 4:

All students will meet the writing across the curriculum requirements.

Assessment Criteria:

All courses identified as a Writing Intensive Course in the Academic Bulleting 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 3.5 is expected.