

TIFFIN

UNIVERSITY

**OFFICE OF OUTCOMES ASSESSMENT
SUMMARY REPORT
ACADEMIC YEAR 2004-2005**

Prepared for

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By

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Acknowledgements

The author of this report acknowledges and applauds the ongoing efforts of the individual departments and academic schools for their assistance and the academic deans for their contributions in completing the reports for their respective schools.

Special thanks to Ms. Jeanie Fisher for all her follow-up with departments and individual faculty members concerning the content of this document. Special thanks also for her dedication in helping to prepare and proof this document and its eventual distribution.

Finally, the entire report would not be possible without the cooperation and hard work of the entire faculty and administration of Tiffin University involved in the outcomes assessment (OA) process.

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I. Executive Summary

This report presents a summary of Tiffin University's (TU) outcomes assessment strategies, data gathered, analysis conducted, and conclusions reached as a result of assessment activities carried out in Academic Year (AY) 2004-2005. The report consists of the following main sections: executive summary; introduction; LEC assessment, academic school OA reports; appendices; and a glossary. The reader is referred to the Table of Contents for the main sections' subdivisions. A glossary of acronyms used is included in Appendix A for quick reference.

AY 2004-2005 was a year marked by upheaval and change. The academic affairs unit went to a new way of appointing academic deans leading to all new leaders in the three academic schools, which also resulted in a number of new department chairs. Additionally, the Department of Social Sciences, once located in the School of Arts and Sciences (SAS), was transferred to the School of Criminal Justice. This moved the baccalaureate majors of Psychology and Human Services, plus four faculty members to the newly named School of Criminal Justice and Social Sciences (CJSS).

In spring 2005, the current Director of Outcomes Assessment returned to the faculty and a new Dean of Outcomes Assessment (DOA) was appointed. Changes resulting from this new structure are outlined in the report that follows.

AY 2004-2005 was also the inaugural year for a new academic structure for attaining a baccalaureate degree. These changes resulted from an exhaustive analysis of past outcomes assessments data, administrative concerns and student feedback. Prior to this change, each recipient of a baccalaureate degree had to complete four components: General Education Curriculum (GEC), an Enriched Major, Open Electives and the Co-Curricular Program. The new plan called for five components: Knowledge Skills Core (KSC), Liberal Education Core (LEC), Professional Major Field, Open Elective or Optional Minor and Co-Curricular Program. Additionally, the plan moved from the proscriptive approach to one that allowed more choices for students by listing academic disciplines and required hours versus specific course numbers in most area. The inclusion of a process to allow for students to attain an academic minor is still being clarified and discussed. (For details see *Tiffin University 2004-2005 Academic Bulletin*, pg.26-27.) Additional details regarding this change will be addressed later in this report.

Given these substantial changes, the focus of OA was to get everyone involved up to speed with respect to their duties and responsibilities. Key to making this happen was an academic program review process. The intent of which was to get the faculty and academic leadership to understand the goals of each major as well as consider useful ways to directly assess student learning objectives. Prior to AY 2004-2005, academic schools in general and in some cases their corresponding majors were assessed but not concentration areas. That emphasis has changed with the implementation of the program reviews. These program reviews, while still being completed, took the majority of the faculty's efforts during spring 2005 and summer 2005. Thus little direct collection of OA data took place in the SAS and the CJSS. The School of Business (SOB) continued

efforts to collect data on school and major outcomes in accordance with their Association of Collegiate Business School and Programs (ACBSP) accreditation.

The new LEC program was assessed based on the recommendation of AY 2003-2004 by using a standardized national examination. ACT's Collegiate Assessment of Academic Ability (CAAP) was administered to 109 students in spring 2005. Details are outlined later in this report.

Overall

AY 2004-2005 was once again a year when the assessment process grew and was fine tuned as it has been in years past. As in the past, all of the schools and departments were involved in the assessment process. The administration has mandated that all new majors, programs and degrees added to the university curriculum need to have an assessment strategy in place when initially proposed. As all participants in the assessment process have become more comfortable with the process, the level of involvement and understanding has improved, and the value of assessment activities has become clearer. The 'culture of assessment' as a critical tool in the educational process is gaining more acceptance across the institution especially given the creation of the Academic Outcomes Advisory Council (AOAC) and the TU Outcomes Assessment Advisory Committee (OAAC). These committees' efforts are underway to develop assessment plans in all academic and nonacademic divisions of the campus.

The Office of Outcomes Assessment along with the President and the Vice President for Academic Affairs (VPAA) continued to stress the importance of 'closing the loop' in each assessment effort - all school and departments need to use the information obtained from the previous year's assessment activities as the basis for their assessment programs in the following year. As in the past, the university as a whole, the schools, the departments and programs will continue to implement assessment strategies and 'close the loop' to improve the educational process.

It is hoped that by the end of fall 2005, both the academic and nonacademic units have a better understanding of the OA process and what changes need to occur in order to start collecting more direct measures of student learning achievement.

<h2>II. Introduction</h2>

Rational

The faculty and staff of TU are committed to excellence in the education and development of students. For over 100 years, TU has been about the business of realizing this commitment. The faculty and staff at TU share a strong, personal commitment to making a positive difference in the lives of the students. They derive great satisfaction from having a meaningful impact on their lives. Faculty and staff also share a profound sense of understanding that it is a privilege as well as a responsibility to

deliver their best efforts as they are woven into the lives of those with whom they work and study, especially their students. In light of this appreciation, they seek ways to assure that their contacts with students at TU accomplish the formal goals of the institution. Perhaps more importantly, faculty and staff seek ways to better challenge themselves and their students as they engage in a process of mutual growth and development. This continues to be accomplished through a variety of methods referred to as monitoring, evaluation, or OA.

The impetus to assess the quality of what is done at TU comes from intrinsic and extrinsic sources. Intrinsically, the professionalism of faculty and staff at TU demands that they constantly evaluate what they purport to do, assess whether or not they actually accomplish what they say they do, and improve how they do it. Extrinsically, there are many quarters expecting faculty and staff to demonstrate how well they accomplish their goals. These include students, parents, employers, graduate schools, governmental and accrediting agencies, and benefactors. Among accrediting agencies, North Central Association of Colleges and Schools (NCA) and the Higher Learning Commission (HLC) head the list of external agencies requiring demonstration of the quality of what TU claims to provide. The ACBSP has recognized the SOB with accreditation. Another hard reality is that there is a glut of academic institutions competing for students who are increasingly more sophisticated in seeking out a quality educational experience. Simply put, those institutions which have a clear sense of identity and purpose, are attuned to the needs of students, have a tested and continuously improved way of accomplishing that purpose, and have the sheer determination to succeed will survive. Those who do not will cease to exist.

History

The history of OA efforts at TU has been one of starts and stops as the university has weathered a number of substantial changes to its administrative team and academic offerings. In 1996 the institution took a more formal approach to OA by appointing a part-time Director of Outcomes Assessment (DOA). This person worked diligently to get the campus up to speed in terms of assessment expectations by our outside accrediting bodies. His main role was to review assessment efforts, construct assessment standards, and coordinate the development of a cohesive, institutional-wide OA program. His efforts in this arena, while substantial, were in addition to his full-time faculty and department chair duties. He received an administrative stipend for his OA responsibilities. Given this structure, it was difficult to establish and maintain progress as well as garner the necessary support to make the required changes.

In AY 2000-2001, the university administration once again demonstrated its commitment to the OA process by appointing a DOA with only a half-time teaching load. This allowed the DOA to spend more time and effort on what the university viewed as an important and vital part of the educational process. Professional development was provided in terms of support to national and regional conferences.

This structure proved useful, but again efforts were met with resistance from both faculty and students in terms of participation in data collection and analysis. A number of strategies were attempted but most were met with limited success as well as limited budgets. Student participation was the main problem as too many single digit samples were used to assess the General Education Curriculum (GEC). During this time faculty efforts to assess baccalaureate and graduate majors were haphazard at best. Part of this was due to administrative changes both at the presidential and vice presidential levels as well as the dean and department chair levels. It was also during this time that the mission of the institution was changed as it became more focused on providing professional education. (For further historical information, please refer to prior OA Summary Reports or contact the current DOA.)

The VPAA has general authority and responsibility for assessment at TU. Executive responsibility lies with the DOA, who reports to the VPAA. The DOA is charged with coordinating assessment efforts university-wide, with a current emphasis on academic programs. With changes in majors, programs, and degrees being proposed, the assessment effort for all these areas remains an integral part of the planning and implementation process. As soon as the OA process for academics is firmly in place, other areas will also be addressed, e.g., student life, athletics, administration, alumni, employers, and parents. Preliminary efforts to involve administrative departments in OA began in AY 1997-1998 with revision of a student exit interview used by the Office of Enrollment Services (See Appendix B). The form was revised to include some basic questions focused more on the student's experience and level of satisfaction with academics at TU.

Current OA Structure

In January of 2005, the current DOA returned to the faculty and a new Dean of Outcomes Assessment (DOA) began. The position was elevated to the Dean level to improve exposure and access for the position. A separate budget for the office was established. The position is a half-time staff, half-time faculty position reporting directly to the VPAA. Duties of this position also changed focus. The position is still the key person responsible for developing assessment plans and strategies for the KSC and LEC as well as collecting and analyzing data on the KSC and LEC. It also continues to assist the academic dean and department heads in understanding and implementing OA expectations as put forth by various outside accreditation bodies. And new to the job description is the explicit expectation to assist non-academic units to integrate OA strategies into their operations. Dr. Teresa Shafer, Ph.D., former Dean of the School of Arts and Sciences, assumed the position.

After a thorough review of past practices, the DOA constituted an Academic Outcomes Assessment Committee (AOAC) comprised of four faculty members each representing their respective academic schools: Drs. Jack Bates (CJSS) Laura Mays (SOB), Sherry Truffin (SAS), and Professor Patrick McLeod (SOB). An extra representative from the SOB was selected due the higher number of faculty, majors and courses within that academic school, plus the overriding ACBSP assessment criteria issues.

Given that the people now involved with the tasks of outcomes assessment were fairly new to the area, this committee attended the HLC/AAHE conference entitled “Making a Difference in Student Learning: Assessment a Core Strategy” in Arizona in April 2005. This professional development experience allowed the team to return to the campus with a greater understanding of NCA/HLC expectations for accreditation reviews and assessment practices.

As a result of this conference, the committee recommended to the President of Tiffin University, Paul Marion, that the institutional mission be revised to include specific language referencing student learning. He agreed and the institutional mission now reads:

The Mission of Tiffin University (TU) is to:

- offer quality, professionally-focused, learning-centered undergraduate and graduate degree programs and life-long learning opportunities to prepare traditional college-age student and adult students for successful careers and for productive and satisfying lives of excellence, leadership and service.
- work with employers and specific professions to anticipate, design, and deliver effective academic programs that reflect evolving professional needs and intellectual requirements for the future.

In addition to this change, the DOA recommended that the AOAC become a standing faculty committee and to establish an institutional-wide assessment committee comprised of representatives from the other campus community divisions. Both recommendations were accepted. The current AOAC committee members will continue to serve varying lengths from 1-3 years and then rotate this position to others faculty members within their respective schools. The newly established OAAC held its organizational meeting in July 2005. The following mission statement was developed, accepted and distributed.

Consistent with the missions of Tiffin University and The American Association of Higher Learning, The Tiffin University Outcomes Assessment Advisory Committee (OAAC) communicates accreditation expectations to all university constituencies and facilitates the development of outcomes assessment processes to inspire a culture committed to significant student learning. (See meeting minutes, July 2005)

An action plan was developed to get each division considering its contributions to student learning. Each representative was asked to review their respective division’s mission statement, to review how it connected to the institutional mission statement and how it contributed to student learning objectives. This initial work was completed in August 2005.

The five fundamental questions discussed at the Arizona conference by the HLC/NCA staff were discussed and distributed throughout the campus community. As a result,

President Marion, updated the TU Strategic Plan for AY 2005-2006 to include two objectives, listed below.

- Continue and enhance the special efforts that have been developed to assess student learning outcomes in the academic areas.
- Identify the types of student learning outcomes that are expected in all of the non-academic areas of the University, specify how these outcomes will be facilitated, and develop assessment tools to evaluate the extent to which these outcomes are achieved.

These new OA initiatives were discussed at the fall 2005 faculty and community meetings and acted as a catalyst for further discussion at the faculty workshops. The AOAC conducted three separate workshops focused on addressing academic issues related to defining our ideal graduate. The results of this work will become the focus for AY 2005-2006 work within the academic schools, departments and course preparations.

The DOA also requested the VPAA to include OA professionals as part of the Six Colleges Consortium that meeting quarterly to discuss common issues of concern. The first meeting including OA professionals from all six colleges took place in May 2005. Colleges participating were: Bluffton University, Defiance College, Heidelberg College, Ohio Northern University, and The University of Findlay. This initial meeting was very fruitful for all participates given that all of the schools are in some state of flux with regards to assessment. The DOA maintains an email "listserve" with this peer group that allows for sharing of information and issues. The next meeting of this peer group will be in September 2005.

It was also decided to establish a formal relationship between the Office of Outcomes Assessment and the University Curriculum Committee. This long-time standing committee of the faculty will become more active with respects to assessing both the KSC and LEC. The DOA will attend and participate in all committee meetings with an emphasis to address the impact any curricular changes make on OA efforts.

III. Liberal Education Curriculum Assessment

Office of Academic Affairs

The Office of Academic Affairs has overall responsibility for coordinating outcomes assessment efforts across all elements of the University, including academic as well as administrative components. The LEC curriculum, while mostly taught by SAS faculty, is treated as a program of the Office of Academic Affairs because it is common to all undergraduate degree programs. A significant part of TU's institutional philosophy is that the liberal education of the student is really what it means to have a college education, regardless of the major. As stated in the *TU Academic Bulletin 2004-2005*:

The LEC program spans the entire-college experiences from the freshman year on, in the classroom an out, building a sense of the social and ethical dimensions of all human knowledge and activity. The LEC program at

Tiffin University provides the competencies and knowledge considered essential for all graduates of the University.

The Liberal Education Core is designed to provide each student with the experience of how a variety of academic disciplines approach learning and the development of knowledge. Courses are offered in three broad areas: Humanities, Mathematics and Natural Sciences, and Social Sciences. Although the core is rich in diversity, it is welded together by the fundamental skills of language and thought, our shared heritage, and the common themes of human life and values. (pg. 27)

The LEC of the institution was changed during AY 2003-2004 with implementation taking place AY 2004-2005. Prior to this time, TU had a prescriptive list of courses that baccalaureate students were required to successfully complete in order to graduate. The basic change was to incorporate lists of discipline and/or courses so as to allow for choices among LEC offerings. The goals of the LEC did not change. They remain as follows:

- To be able to write and speak with clarity and precision
- To be able to read and listen with comprehension and with a critical spirit
- To build a sense of the social and ethical dimensions of all human knowledge and activity
- To acquire skills in both verbal and quantitative arenas given the complexity of modern information technologies and the necessity of logical thinking and critical analysis.
- To experience how a variety of academic disciplines approach learning and the development of knowledge

Prior to AY 2004-2005, for the last four years student learning outcomes associated with this area have been assessed using a focus group methodology and in-depth interviews. The interview schedule used was prepared with substantial input from faculty teaching in the curriculum. Questions surrounded four basic areas: Communications, Humanities, Sciences, and Art & Literature. Respondents were asked content questions as well as where they believed they acquired this knowledge. Analysis involved assessing the mean scores for content strength of responses and strength of relationships to the GEC in place during those years.

Table 1 below shows that the Strength of Response (SR) has not significantly changes over the past four years of the focus group interviews. The most variation over the years was in the Humanities area within the first two years, since then it has stayed steady.

Table 1
Mean SR Scores AY 2000-2001, AY 2001-2002, AY 2002-2003
Compared to AY 2003-2004
Grouped by GEC Interview Sections:
Communications, Humanities, Sciences, Art and Literature

Area	AY 2000-2001	AY 2001-2002	AY 2002-2003	AY 2003-2004
Communications	2.95	3.02	2.95	2.90
Humanities	3.64	2.85	3.27	3.17
Sciences	3.25	3.19	3.12	3.18
Art & Literature	2.62	2.31	2.10	2.43

Table 2 below shows that the Strength of Relationship to the GEC was down in three of the four areas in AY 2003-2004. Although looking at the trend over four years the results seem mixed. The scores improved slightly for two areas and declined for two areas. There was no consistent upward or downward trend apparent.

Table 2
Mean SGEC Scores AY 2000-2001, AY 2001-2002, AY 2002-2003
Compared to AY 2003-2004
Grouped by GEC Interview Sections:
Communications, Humanities, Sciences, Art and Literature

Area	AY 2000-2001	AY 2001-2002	AY 2002-2003	AY 2003-2004
Communications	2.71	2.67	3.32	2.30
Humanities	2.48	2.44	2.62	2.62
Sciences	2.50	2.39	2.47	2.34
Art & Literature	1.77	2.23	2.05	1.81

This strategy proved less than satisfactory and a nationally standardized examination was recommended for implementation in AY 2004-2005 for the following reasons:

1. One of the major concerns as in years past remains the lack of student involvement in the focus group interview process. The number of students participating in the focus groups decreased to 16 in AY 2003-2004 from 18 in AY 2002-2003. Such low levels of student involvement are not satisfactory. The use of a standardized test administered during class periods during the spring will make a marked difference in the number of students participating
2. A standardized test will make it easier for the results to be tallied and interpreted.
3. A standardized test will be able to measure student learning more objectively, as compared to the subjective measurement the current focus group interviews.
4. Using a nationally administered standardized test will enable the university to determine how students fare in comparison to students from other similar universities.

5. The current focus group interviews place a burden on already busy faculty; and often make it difficult to find common times when several faculty members are available to conduct these focus groups.
(For additional details refer to the OA Summary Report for AY 2003-2004.)

It was decided in AY 2003-2004 to institute the use of a nationally standardized examination. A number of potential instruments were evaluated by the old and new DOA and the CAAP examination provided by ACT was selected. The CAAP is available in a number of academic skill areas. To determine which test to administer, the current DOA reviewed the course content guidelines comprising the LEC curriculum. Since a majority of these courses stressed the need for critical thinking skills, the CAAP exam in that area was selected to be administered.

The CAAP is an academic test designed to measure the general education foundational skills typically attained in the first two years of college. Scores for the multiple-choice, objective test are reported on a scale that ranges from 40 (low) to 80 (high) for the total test score.

The CAAP exam in critical thinking was administered by the DOA and members of the AOAC to four courses in April, 2005. The classes were selected with the assistance of the TU IT department. Given that the LEC courses spread across all four years of the TU curriculum, the goal was to select the fewest number of classes with the largest number of juniors and seniors that had completed all or most of the LEC curriculum. The courses selected were JUS: 361, MGT: 495, CUL: 249 and MKT: 347. The table below provides the results of the examination.

	Tiffin University	National
Subjects	N=109	N=12,905
	Transfer=17	
Gender	Males=44	
	Females=65	
Mean Score	62.6	62.4
Major: Business	60.5	
Major: Social Sciences	64.8	

It was satisfying to realize our students tested slightly above the national average on critical thinking skills. While participation rates certainly improved, concerns still exist regarding students' motivation to take the examination seriously. The continued use of the CAAP examination series to assess either the KSC or the LEC will be determined by the University Curriculum Committee.

Recommendations for AY 2004-2005 (including on-going concerns) are as follows:

- 1) Implement professional development programs in a number of areas for AOAC, OAAC and other faculty and staff members
- 2) Introduce and use course embedded assessments

- 3) Introduce and use common evaluation rubrics
- 4) Implement a program of direct assessment at the class level in all majors during spring 2006
- 5) Review LEC goals, determine continuance of using a standardized examination or some other form of assessment
- 6) Consider the use of the "Writing Across the Curriculum" program to assist with assessing KSC and LEC goals.
- 7) Assist academic schools and department clarify existing program goals and assessment criteria
- 8) Survey the faculty to determine what expectations it has with regards to institutional learning outcomes. The findings of the survey will inform further OA plans in this area.
- 9) Continue conversation at the community level to improve campus-wide efforts to assess impacts on student learning. Assessment results should be discussed freely and openly among the faculty of all schools within TU, and this discussion should be documented, especially as regards to taking the results and making meaningful decisions about curriculum and resource allocation. In other words, 'close the loop' of data gathering, analysis, interpretation, program review and improvement, and resource allocation.
- 10) Consider the possibility of incorporating a pre/post element into LEC OA by taking some measure of LEC concerns during Freshmen Institute or other appropriate freshman venue. This could be done using the current standardized test or another instrument.
- 11) Investigate ways of standardizing assessment summary reports used by the schools and majors as reported in the annual OA Summary Report.
- 12) Establish appropriate timelines for acquiring data to include in the annual OA Summary Report.
- 13) Charge academic school deans with finalizing program assessment strategies

III. Academic School OA Reports: AY 2004-2005

This portion of the AY 2004-2005 OA Summary Report presents the OA strategies, results, discussion, and recommendations for each academic program. Serious effort was made to develop a common format for reporting plans and data. Included in these reports are program rational statements, program marketing statements, assessment plans and criterion as well as data tables and findings. Given that this was the first year for many majors and concentration areas to formally consider OA processes, the reader will find a number of areas with missing data. Academic deans and departments chairs will be charged with fully completing these program documents during AY 2005-2006.

Academic Schools

A new structure for the appointment of academic school deans was recommended by the VPAA, reviewed by the faculty and approved by the President in AY 2004-2005. The school dean position has become a rotating three-year appointment, allowing for no more

than two full terms. Deans would be appointed from current faculty members and not outside candidates. New deans were appointed in all three schools. In addition a number of new department chairs were appointed and a number of new majors, both baccalaureate and graduate, were instituted.

Given the newness of each of the deans experience with OA, it was decided that each academic school would perform extensive program reviews of all baccalaureate and graduate majors and concentrations. The expectation was to get everyone up to speed as to the purpose and marketing plan for their majors. OA expectations were a major part of this review. These reviews took a majority of the school faculty's time during spring 2005. While some OA data was collected by various majors, very little in terms of formalized data collection by either the school or most majors took place during AY 2004-2005.

Each school's representative to the AOAC is responsible for reporting assessment news and activities at the monthly school meetings as well as assisting departments meet assessment objectives.

Individual school reports included in this annual summary report demonstrate the efforts made to date to include OA plans in all current programs. While very little data collection took place in AY 2004-2005, where any data collection was done it will be noted in the respective school reports that follow. Otherwise the main OA efforts for AY 2004-2005 by the individual academic schools was in reviewing academic programs and planning for future OA plans.

With minor editing, the following reports are verbatim as submitted by each respective academic school dean. Readers are advised that these are summary reports. Complete details and narratives are available upon request to either the school dean or the DOA.

*School of Arts and Science
Outcomes Assessment Report AY 04-05
Dean, Janet Hanna, Ph.D.*

AY04-05 was a year of change for the School of Arts and Science's (SAS) programs. During Fall Semester 04, Dr. Teresa Shafer was the SAS Dean, and Dr. Janet Hanna was appointed to the position beginning Spring Semester 05. The psychology and sociology programs were transferred from SAS to the newly-reorganized School of Criminal Justice and Social Sciences.

The following baccalaureate majors are offered in the school: Communications, English, Law and Society, History, and Arts Administration. AY04-05 was the first academic year that English was offered as a major; Communications three concentrations: Journalism, Digital Media, and Public Relations were in operation for the first year; Arts Administration was approved during Fall 04 with two concentrations: Art and Music, and History will be offered for the first time in Fall 05. In addition, both English and History

majors now have the option of pursuing an education degree through a cooperative program with Lourdes College in Sylvania, Ohio.

SAS hosts two programs that supplement not only the School's academic programs but also the University's. The Supplemental Instructor Program, coordinated by Ms. Becky Fox, just completed its first full year of operation. The program seeks to strengthen the instruction given to freshman math and English students (*see attached*). The school also houses the lecture series, "Arts & Angles," which seeks to supplement the instruction given to students through monthly lectures, presentations, and panels conducted by professionals from T.U. and elsewhere.

SAS hereby documents its OA findings and plans for all degree programs. The School believes that these OA plans are and should be a dynamic rather than static process. As such, they will be in a constant state of review and revision as results indicate the need for change. In specific areas where degree majors are new, a full disclosure of that programs goals and OA plans is discussed.

Goals of School of Arts & Sciences

Note: All of the following Intended Outcomes and Assessment Criteria will be discussed by the SAS Faculty during the Fall Semester 05 and action on them will be taken by the SAS Faculty before December 1, 2005.

SAS will begin assessing criteria for the Bachelor of Arts Degrees seniors as student enrollment in each major allows. The following is a projection based in student's enrollment as of Fall 2005 semester:

Arts Administration Major - concentrations in Music Arts & Visual Arts –
6 Incoming Freshman will begin assessing AY 2008-2009.

Communication - concentrations Digital Media, Journalism & Public Relations – 14
Freshman, 5 Sophomores, 5 Juniors & 6 Seniors will begin AY 2005-2006.

Education (offered in conjunction with Lourdes College) Integrated Language Arts &
Integrated Social Studies – Sophomores enrolled will begin assessing AY 2007-2008.

English - 4 Freshman, 3 Sophomores, 3 Juniors & 1 Senior will begin assessing AY
2006-2007.

History – No students currently enrolled in this major.

History Education offered in conjunction with Lourdes College - No students currently
enrolled in this major.

Human Services AY 2004-2005 moved to the School of Criminal Justice & Social
Sciences.

Intelligence and International Security - AY 2004-2005 moved to the School of Criminal Justice & Social Sciences.

Law and Society – 5 Freshman, & 3 Seniors will begin assessing AY 2005-2006.

The reports to follow are the Program Rationales and Major Tables that the School of Arts & Science began developing during the 2004-2005 Academic Year. As the School is in the process of restructuring its entire Outcomes Assessment program including Program Rationale – Purpose Statements, Intended Outcomes and Assessment Criteria. SAS goal is to complete this process and begin outcomes activities in the 2005-2006 AY.

*School of Arts & Sciences
School Outcomes Assessment*

School Of Arts and Sciences Mission

The School of Arts and Sciences 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 directions 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

To Be Completed AY 05-06

Marketing / Recruitment Target Statement

To Be Completed AY 05-06

Outcomes of the Program / Corresponding Classes

List Outcomes of the Program	List Corresponding Courses
To Be Completed AY 05-06	To Be Completed AY 05-06

Intended Outcomes / Assessment Criteria

Intended Outcomes 1: Create majors that have a direct professional orientation with definable outcomes. Every major in SAS has embedded the goal of educating students to

make them employable, thinking citizens of tomorrow’s world. To that end, critical thinking, analytical skills, and good communication skills are a part of every course offered in the SAS.

Assessment Criteria: Every major has a capstone course that requires a final project/paper that incorporates the goals stated above. 90% of seniors will receive a grade of B or better in the capstone course required in the major.

Results of Outcomes Activity:

2004-2005:		No seniors in program.
2005-2006:		

Intended Outcomes 2: Connect our faculty and our students to working professionals and professional organizations.

Assessment Criteria: Each fulltime and adjunct faculty member prepares a written report that demonstrates an involvement in professional organizations, seminars, conferences, education, training, scholarly activities, and other appropriate professional activities.

Results of Outcomes Activity:

2004-2005:	Met	<p>The English & Communication Department, in cooperation with the Office of the Vice-President for Admissions, held its 2nd Annual English Colloquium to which area high school English teachers were invited to campus to meet and discuss with T.U. faculty the areas of concern for both faculties in teaching English composition skills.</p> <p>Dr. Ray Laakaniemi is developing with the Office of the VP for Admissions a plan to link T.U.’s journalism program with area high school journalism teachers and students.</p> <p>Eight of the 13 SAS faculty members attended professional conferences.</p> <p>All majors in SAS have had an increase in the number of entering freshmen who have declared a major within the school.</p>
2005-2006:		

Intended Outcomes 3: Consider multi-mode delivery structures for all majors;

Assessment Criteria: To Be Completed AY 05-06

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 4: Consider interdisciplinary design for all majors using the full resources of the University and its faculty, and include multiple experiential components to the curricular design of all majors.

Assessment Criteria: Each major in SAS includes required courses in areas outside of its discipline.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 5: Involve appropriate alumni for recruitment, placement and development purposes.

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:

2004-2005:		No graduating Seniors yet.
2005-2006:		

*School of Arts & Sciences
Outcomes Assessment
BA – Arts Administration Major*

Program Rationale / Purpose Statement

To Be Completed AY 05-06

Marketing / Recruitment Target Statement

To Be Completed AY 05-06

Outcomes of the Program / Corresponding Classes

List Outcomes of the Program	List Corresponding Courses
To Be Completed AY 05-06	To Be Completed AY 05-06

Intended Outcomes / Assessment Criteria

Intended Outcomes 1: To Be Completed AY 05-06

Assessment Criteria: To Be Completed AY 05-06

Results of Outcomes Activity:

2005-2006:	
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Intended Outcomes 2: To Be Completed AY 05-06

Assessment Criteria: To Be Completed AY 05-06

Results of Outcomes Activity:

2005-2006:	
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Intended Outcomes 3: To Be Completed AY 05-06

Assessment Criteria: To Be Completed AY 05-06

Results of Outcomes Activity:

2005-2006:	
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Music Arts Concentration

Program Rationale / Purpose Statement

To Be Completed AY 05-06

Marketing / Recruitment Target Statement

To Be Completed AY 05-06

Outcomes of the Program / Corresponding Classes

To Be Completed AY 05-06

Intended Outcomes / Assessment Criteria*Intended Outcomes 1:* To Be Completed AY 05-06*Assessment Criteria:* To Be Completed AY 05-06***Results of Outcomes Activity:***

2005-2006:

Intended Outcomes 2: To Be Completed AY 05-06*Assessment Criteria:* To Be Completed AY 05-06***Results of Outcomes Activity:***

2005-2006:

*Visual Arts Concentration***Major Offered Starting Fall 2005****Program Rationale / Purpose Statement**

The Arts Administration curriculum is designed to provide skills and competencies for the world of work in the 21st Century. The past two decades has witnessed a rapid expansion of arts related careers, particularly in the retail sector, as well as public and private art institutions. The increased cyclical economic uncertainty in both the private and public sectors has resulted in a growing need for skilled administrators who can work effectively with business and community leaders, the media, and fellow arts professionals. For years the retail sector of the art world has been flooded with knowledgeable individuals with extensive training in the fine arts, but a minimum amount of training in business, management and marketing. Tiffin University, with its century of training business professionals, is able to offer a program that is unique in the region: an arts management program that balances training in the arts and communication with a well established and focused business curriculum. Students with artistic and creative skills, but sensitive to the economic reality of today's society, can work towards a degree that is flexible enough in content and focus to incorporate personal creativity with sound business skills and practices. The interdisciplinary nature of the major and the curriculum incorporates areas of study from the Arts, Communications, and Business.

The curriculum has been designed to recruit students whose interest during high school has been fine arts and/or art history, visual communication, and management, as well as students with cross disciplinary interests. The opening of the Diane Kidd Gallery in the Hayes Art Center gives Tiffin University a much higher profile in the arts, locally and regionally, and it will offer the students a professional arts venue capable of supporting a wide variety of exhibitions on a larger scale. The operations of this new gallery will offer students hands-on experience in all aspects of gallery management: exhibition development, contract negotiation, marketing and promotion, budget development, design of related publications, cost and program analysis.

Marketing / Recruitment Target Statement

The curriculum has been designed to recruit students whose interest during high school has been fine arts and/or art history, visual communication, and management, as well as students with cross disciplinary interests.

Focus of the Major in Arts Administration (Visual Arts Concentration)

The program is designed to balance artistic sensibilities with business, marketing and management skills that will prepare students for the world of work in the public and private sector. Studio and art history courses will use a global thematic approach to develop the student’s vocabulary and interpretive skills with an emphasis on contemporary applications and interpretations. Visual applications will originate from a combination of formal art studio courses and digitally based visual communication courses. Business courses will offer a great deal of flexibility in areas such as management and marketing. The program will incorporate four branches of learning: the fine arts, business, research and technology. The program will be flexible enough to allow students to achieve a balance of artistic and managerial concerns, of theory and hands-on experience. The high degree of flexibility allows students to tailor a degree program according to their individual needs and interests. Internships will be required, either in the Diane Kidd Gallery at Tiffin University or galleries and museums in the Toledo/Columbus/Cleveland areas. The Major in Arts Administration also serves students who plan to pursue graduate studies in Arts Administration/Management at a variety of institutions across the country.

Outcomes of the Program / Corresponding Classes

Knowledgeable in the theory and history of art.	ART 201 - Intro to Art History ART 301 - History of Photography ART 310 - American Art or COM 210 - Graphics of Comm. ART 401 - Modern Art ART 410 - Women, Culture & Visual Arts
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<p>Competent to develop, design and make art as an effective and informed tool of communication.</p>	<p>ART 101 - Drawing ART 202 - Painting ART 102 - Design or COM 134 - Digital Photography ART 201 - Intro to Art History ART 310 - American Art or COM 210 - Graphics of Comm.</p>
<p>Knowledgeable in basic principles of exhibition development.</p>	<p>ART 201 - Intro to Art History ART 301 - History of Photography ART 310 - American Art or COM 210 - Graphics of Comm. ART 401 - Modern Art ART 410 - Women, Culture & Visual Arts ART 101 - Drawing ART 201 - Painting ART 102 - Design or COM 134 - Digital Photography COM 212 - Intro to Public Speaking MKT 151 - Intro to Marketing MGT 365 - Managing the Arts ACC 201 - Survey of Accounting ART 470 - Internship</p>
<p>Able to function effectively within for-profit and non-profit galleries and arts organizations and institutions</p>	<p>ART 201 - Intro to Art History ART 301 - History of Photography ART 310 - American Art or COM 210 - Graphics of Comm. ART 401 - Modern ART ART 410 - Women, Culture & Visual Arts ART 101 - Drawing ART 201 - Painting ART 102 - Design or COM 134 - Digital Photography COM 212 - Intro to Public Speaking MKT 151 - Intro to Marketing MGT 365 - Managing the Arts ACC 201 - Survey of Accounting MGT 301 - Organizational Behavior ART 470 - Internship</p>

Assessment Protocols

Assessment of student work in the Arts Administration (Visual Arts Concentration) program is continuous from entry into the major through projects, peer and faculty critiques, project implementation and the completion of a comprehensive body of work that demonstrates technical, practical, and conceptual growth. Students are required to express themselves not only visually, but also through the written word and visual presentations as a means of clarifying awareness, analysis and critical reflection of the relationship between the visual arts, contemporary art theory, and gallery practices that

directly relate to the art viewing public. Students receive continuous feedback from instructors in the process of instruction and project development and through critiques of completed projects. As part of the MGT 365 (Managing the Arts) students will be required to develop an in-depth proposal for an exhibition derived from one of two 400 level art history courses that will include:

- identifying target audience;
- selection of works to be exhibited;
- budget development and oversight;
- marketing and promotional strategies;
- writing of press releases, descriptive labels and didactic text panels;
- curatorial lecture (to be presented in lieu of a written final exam);
- cost and program analysis.

Students will complete objective related projects and assignments that will be rated against a benchmark measure of “B” or better. Lower division courses will mark at a 75% standard and upper division courses.

Intended Outcomes / Assessment Criteria

Intended Outcomes 1: To Be Completed AY 05-06

Assessment Criteria: To Be Completed AY 05-06

Results of Outcomes Activity:

2005-2006:	
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Intended Outcomes 2: To Be Completed AY 05-06

Assessment Criteria: To Be Completed AY 05-06

Results of Outcomes Activity:

2005-2006:	
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*School of Arts & Sciences
Outcomes Assessment
BA – Communication Major*

Program Rationale / Purpose Statement

The Communication program’s purpose is to promote and guide study, research, and professional development in the academic discipline of communication and in the professional communication fields of journalism, public relations, and digital media.

Marketing / Recruitment Target Statement

To Be Completed AY 05-06

Outcomes of the Program / Corresponding Classes

Broad knowledge of communication theory and research.	COM 241 – Intro. to Mass Comm. COM 324 – Comm. Across Cultures
Competency in analysis and interpretation of contemporary media.	COM 241 – Intro. to Mass Comm. COM 341 – Political Communication COM 344 – Interpersonal Communication COM 450 – Crit. Analysis Of Mass Media
Competency in human relational interaction.	COM 324 – Comm. Across Cultures COM 346 – Small Group Communication COM 424 – Theory & Pract. of Persuasion
Competency in reflective construction and analysis of arguments and discourse intended to influence beliefs, attitudes, values, and practices.	COM 224 – Argumentation Theory & Pract. COM 230 – Presentational Strategies COM 341 – Political Communication COM 424 – Theory & Practice Comm.
Journalism 1: Competency in the practices of journalistic writing.	COM 218 – News Writing COM 318 – Feature Writing
Journalism 2: Knowledge of the historical, legal, and ethical environment of professional journalism.	COM 145 – Electronic Information Sources COM 341 - Political Communication COM 340 – Law & Communication COM 438 – Hist. & Trad. Of Am. Journ.
Public Relations 1: Competency in understanding the PR function.	COM 212 – Intro. to Public Relations
Public Relation 2: Competency in PR message construction.	COM 134 – Digital Photography COM 210 – Graphics of Communication COM 329 – Writing for Electronic Media COM 330 – Video Production COM 412 - COM 415 - COM 424 – Theory & Pract. of Persuasion
Public Relations 3: Competency in analyzing PR challenges and campaign design.	COM 341 – Political Communication
Digital Media 1: Competency in the design of various forms of digital media.	COM 134 – Digital Photography COM 210 – Graphics of Communication INS 255 – Internet & Website Develop. I INS 256 - Internet & Website Develop. II COM 330 – Video Production COM 430 – Advanced Video Production
Digital Media 2: Competency in the ability to assess a	COM 329 – Writing for Electronic Media

communication need and an audience and design a media message to accomplish the goal.	COM 424 - Theory & Pract. of Persuasion
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Intended Outcomes / Assessment Criteria

Intended Outcomes 1: Broad knowledge of communication theory and research.

- Understand multiple theoretical perspectives and the diverse intellectual underpinnings in communication as reflected in its philosophy and/or history
- Competency in systematic inquiry (the process of asking questions and systematically attempting to answer them, and understanding the limitations of the conclusion reached)
- Competency in analysis and practice of ethical communication

Assessment Criteria: Seniors’ responses to Program Knowledge Inventory (under development). Evaluation score of 3.0 of the Senior Seminar project using the Communication Project Evaluation Rubric.

Results of Outcomes Activity:

2000-2001:	Not Observed No students at senior level.
2001-2002	Not Observed No students at senior level.
2002-2003:	Not Observed No students at senior level.
Plan of Action: Develop Program Knowledge Inventory; Refine Communication Project Evaluation Rubric.	
2003-2004:	Not Observed The structure, goals, and assessment procedure of the BA-COM changed dramatically in AY 03/04 due to a refocus and a new structure of course offerings. The program core, major requirements and electives changed in order to 1) offer a BA-Communication that is consistent with the strategic direction of the University, and 2) offer high quality specializations in Public Relations, Journalism, and Digital Media.
Plan of Action: Finalize program goals for the revised BA-Communication degree. Develop new assessment plan. Begin data collection process for new assessment plan.	

New Assessment Criteria 1: (Changed 2004) - 80% of students will earn an average grade of B or better on the term project in COM 241 and 324.

Results of Outcomes Activity:

2005-2006:	
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Intended Outcomes 2: Apply knowledge to particular contexts of communication.

- Competency in analysis and interpretation of contemporary media
- Competency in human relational interaction
- Competency in analysis and practice of communication that creates or results from complex social organization

Assessment Criteria: Evaluation score of 3.0 of the Senior Seminar project using the Communication Project Evaluation Rubric. 80% of graduates surveyed obtain employment in a communication-related profession. 80% of seniors indicate overall satisfaction with the degree as measured by the Satisfaction with the Communication Major attitude survey.

Results of Outcomes Activity:

2000-2001:	Not Observed No students at senior level.
2001-2002	Not Observed No students at senior level.
2002-2003:	Not Observed No students at senior level.
Plan of Action: Refine Communication Project Evaluation Rubric.	
2003-2004:	Not Observed The structure, goals, and assessment procedure of the BA-COM changed dramatically in AY 03/04 due to a refocus and a new structure of course offerings. The program core, major requirements and electives changed in order to 1) offer a BA-Communication that is consistent with the strategic direction of the University, and 2) offer high quality specializations in Public Relations, Journalism, and Digital Media.
Plan of Action: Finalize program goals for the revised BA-Communication degree. Develop new assessment plan. Begin data collection process for new assessment plan.	

New Intended Outcomes 2: (Changed 2004) - Competency in analysis and interpretation of contemporary media.

New Assessment Criteria 2: 80% of students will earn an average grade of B or better on the term project in COM 450.

Results of Outcomes Activity:

2005-2006:	
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Intended Outcomes 3: Acquire and perform key oral and/or visual communication skills.

- Competent communication with diverse others
- Competency in presentation, preferably in more than one form
- Competency in reflective construction and analysis of arguments and discourse
- intended to influence beliefs, attitudes, values, and practices

Assessment Criteria: Evaluation score of 3.0 of the Senior Seminar project using the Communication Project Evaluation Rubric. 80% of seniors indicate overall satisfaction with the degree as measured by the Satisfaction with the Communication Major attitude survey.

Results of Outcomes Activity:

2000-2001:	Not Observed No students at senior level.
2001-2002	Not Observed No students at senior level.
2002-2003:	Not Observed No students at senior level.
Plan of Action: Refine Communication Project Evaluation Rubric.	
2003-2004:	Not Observed The structure, goals, and assessment procedure of the BA-COM changed dramatically in AY 03/04 due to a refocus and a new structure of course offerings. The program core, major requirements and electives changed in order to 1) offer a BA-Communication that is consistent with the strategic direction of the University, and 2) offer high quality specializations in Public Relations, Journalism, and Digital Media.
Plan of Action: Finalize program goals for the revised BA-Communication degree. Develop new assessment plan. Begin data collection process for new assessment plan.	

New Intended Outcomes 3: (Changed 2004) - Competency in human relational interaction.

New Assessment Criteria 3: 80% of students will earn an average grade of B or better on the term project in either COM 324 or 346.

Results of Outcomes Activity:

2005-2006:	
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New Intended Outcomes 4: (Changed 2004) - Competency in reflective construction and analysis of arguments and discourse intended to influence beliefs, attitudes, values, and practices.

New Assessment Criteria 4: 80% of students will earn an average grade of B or better on

the policy speech assignment in COM 230 or the final debate briefing/performance assignment in COM 224.

Results of Outcomes Activity:

2005-2006:	
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Digital Media Concentration

Program Rationale / Purpose Statement

To Be Completed AY 05-06

Marketing / Recruitment Target Statement

To Be Completed AY 05-06

Outcomes of the Program / Corresponding Classes

List Outcomes of the Program	List Corresponding Courses
To Be Completed AY 05-06	To Be Completed AY 05-06

Intended Outcomes / Assessment Criteria

Intended Outcomes 1: Competency in the design of various forms of digital media.

Assessment Criteria: 80% of students will earn an average grade of B or better on the term project in COM 210, INS 256, and COM 430.

Results of Outcomes Activity:

2005-2006:	
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Intended Outcomes 2: Competency in the ability to assess a communication need and an audience and design a media message to accomplish the goal.

Assessment Criteria: 80% of students will earn an average grade of B or better on the term project in COM 329 and either COM 341 or COM 424.

Results of Outcomes Activity:

2005-2006:	
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Journalism Concentration

Program Rationale / Purpose Statement

To Be Completed AY 05-06

Marketing / Recruitment Target Statement

To Be Completed AY 05-06

Outcomes of the Program / Corresponding Classes

List Outcomes of the Program	List Corresponding Courses
To Be Completed AY 05-06	To Be Completed AY 05-06

Intended Outcomes / Assessment Criteria

Intended Outcomes 1: Competency in the practices of journalistic writing.

Assessment Criteria: 80% of students will earn an average grade of B or better on the portfolio projects in COM 218 and 318.

Results of Outcomes Activity:

2005-2006:	
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Intended Outcomes 2: Knowledge of the historical, legal, and ethical environment of professional journalism.

Assessment Criteria: 80% of students will earn an average grade of B or better on the term project in COM 340 and 438.

Results of Outcomes Activity:

2005-2006:	
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Public Relations Concentration

Program Rationale / Purpose Statement

To Be Completed AY 05-06

Marketing / Recruitment Target Statement

To Be Completed AY 05-06

Outcomes of the Program / Corresponding Classes

List Outcomes of the Program	List Corresponding Courses
To Be Completed AY 05-06	To Be Completed AY 05-06

Intended Outcomes / Assessment Criteria

Intended Outcomes 1: Competency in understanding the PR function.

Assessment Criteria: 80% of students will earn an average grade of B or better on the term project in COM 212.

Results of Outcomes Activity:

2005-2006:	
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Intended Outcomes 2: Competency in PR message construction.

Assessment Criteria: 80% of students will earn an average grade of B or better on the term project in COM 210 and 412.

Results of Outcomes Activity:

2005-2006:	
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Intended Outcomes 3: Competency in analyzing PR challenges and campaign design.

Assessment Criteria: 80% of students will earn an average grade of B or better on the term project in COM 341.

Results of Outcomes Activity:

2005-2006:	
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School of Arts & Sciences
Outcomes Assessment
BA – English Major

Program Rationale / Purpose Statement

The study of literature develops critical and analytical thinking, sharpens research skills, and provides a context for questioning assumptions and articulating responses. As a discipline, the study of literature allows students to explore and to synthesize a diverse range of cultural, experiential, and linguistic sources. By studying the world's literary genres, the students gain mastery of the arts of appreciation and communication, and a deeper understanding of human behavior. Fluency in writing is developed through the practice of writing in a variety of techniques and modes, and through the comprehension and mastery of the grammar, syntax, and structure of the English language. The BA in English seeks to give students the essential skills for gaining and maintaining successful and lifelong careers as productive citizens and creative professionals of the global community.

Marketing / Recruitment Target Statement

To Be Completed AY 05-06

Goals of the English Major:

In designing the BA in English at TU, the English Department recognizes the following goals:

- to develop the students' analytical and critical skills;
- to deepen the students' perceptions of literature and language as significant cultural phenomena that shape and are shaped by the particular contexts in which they appear, and
- to develop the students' abilities to explore, organize, and articulate their ideas through written composition and oral presentation.

The study of literature develops critical and analytical thinking, sharpens research skills, and provides a context for questioning assumptions and articulating responses.

The world is always going to need people who are skilled at reading, writing, and thinking carefully and creatively. *T.U.'s English Department seeks to teach each student who is majoring in English to read with insight, perception, and objectivity and to write with clarity and precision.* These are skills that are necessary in every job and every task that an educated person is likely to be asked to do.

The English major provides students with an appreciation for their literary heritage and its importance in their contemporary world. Understanding the stories, the authors who wrote them, and the societies who fostered them is a way of gaining insight into how people respond and react to the world around them.

Outcomes of the Program / Corresponding Classes

Literary Canon	<p>ENG 242 - Short Story Interpretation ENG 346 - Novel ENG 347 - American Novel ENG 360 - American Poetry ENG 361 - English Poetry ENG 460 - Modern Poetics ART 222 - Introduction to Theater</p> <p><i>Literary Periods:</i> Renaissance and Medieval Literature: ENG 290 - Special Topic: Period Lit. ENG 380 - Shakespeare</p> <p><i>Romantic & Victorian period:</i> ENG 290 - Special Topic: Period Lit.</p> <p><i>Contemporary Literature:</i> ENG 290 - Special Topic: Period Lit. ART 351 - History of Film in Am. Soc. ART 352 - History and Genre in Film</p> <p>Cultural Specializations: HUM 249 - Minority Exp. in Am. Lit. HUM 280 - World Literature HUM 448 - Women's Literature HUM 443 - World Mythology</p>
Critical Theory	<p>ENG 142 – Intro. to Literature & Crit. ENG 322 - Literary & Critical Theory ENG 322 - Literary & Critical Theory</p>
Composition	<p>ENG 141 – Expos. & Research Writing ENG 223 - Advanced Grammar COM 221 - Print Journalism ENG 221 – History of the English Lang.</p> <p>ENG 241 - Creative Writing ENG 330 - Analytical Writing ENG 460 - Editing COM 329 - Writing for Electronic Media COM 330 - Video Production</p>
Capstone Course	ENG 499 - Senior Seminar
Grading Rubrics	<p>ENG 141 – Expos. & Research Writing ENG 142 – Intro. to Literature & Crit.</p>

Intended Outcomes / Assessment Criteria

Students will, when tested via standardized tests such as the Praxis exam (English Language, Literature & Composition: Content Knowledge: Test # 0041), be able to demonstrate competency in expected skills and knowledge areas. Students are expected to score at least the minimum passing score for the state of Ohio (167 points), and take in the spring semesters of their senior years.

Intended Outcomes 1: Literary Canon: Recognition and familiarity with the literary canon is necessary in the study and teaching of literature. The canon is broken down in different areas, which may provide for specialization in graduate study.

Assessment Criteria: 60% of students will average B (80%) or better in total for content knowledge in the literature courses (as determined by the requirements of the course and demonstrated through papers or tests depending on the course). Content knowledge of the literary canon will be further determined by the Praxis tests taken in the senior year. The Praxis scores will be used to evaluate student knowledge and also be a guide for continuous reevaluation of the literature courses required for the major.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 2: Critical Theory: In addition to the literary theory discussed when analyzing the literary canon, students will learn the basics of critical theory.

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

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 3: Composition: The teaching of language skills is necessary for any instructor of English. In addition, understand the mechanics of the language is important in conveying ideas.

Assessment Criteria: At least 80% of majors are expected to achieve a B (80%) or better average between these four courses as determined by a department approved grading rubric that assesses the specific composition skills required at the appropriate level course.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 4: A senior project will be required of all English majors for graduation. (Capstone Course - ENG 499 Senior Seminar)

Assessment Criteria: 90% of majors will achieve an A (90%) on their senior seminars for written interpretation and research for the final project.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 5: Specific grading rubrics are being developed and will be completed by the English Department to be added later. Areas for the grading rubrics will cover research at introductory levels and at the 200 and 300 levels, and literary interpretation at the 200 and 300 levels.

Assessment Criteria: To Be Completed AY 05-06

Results of Outcomes Activity:

2005-2006:		
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*School of Arts & Sciences
Outcomes Assessment
BA – History Major*

Program Rationale / Purpose Statement

The BA-HIS Program within the School of Arts and Sciences is designed to provide students with a comprehensive foundation that will prepare them to be a well-informed citizen, to successfully seek post-baccalaureate employment, and to pursue graduate-level education. Students will become familiar with a broad range of issues and theories common to the field of history. In addition, they will acquire cognitive skills appropriate both to entry-level employment in the field of social sciences and to the successful pursuit of a graduate degree. SAS offers this proposal as part of a continuing effort to:

- attract new students to the campus;
- offer existing students an additional options in career study which, in turn contributes to student retention,
- establish a course of study that will provide students with the tools to enrich their lives and the lives of those around them,
- teach students to express themselves clearly and logically

Marketing / Recruitment Target Statement

The goal of the BA-HIS Program within the School of Arts & Sciences is to provide students with a comprehensive foundation that will prepare them to be a well informed citizen, to successfully seek post-baccalaureate employment, and to pursue graduate-level education. Students will become familiar with a broad range of concepts, issues, and theories common to the field of History. In addition, they will acquire cognitive skills appropriate both to entry-level employment in the social sciences field and to successful pursuit of a graduate degree.

Expectations

A graduating history major should possess the following skills:

- Be able to logically link events in a meaningful way, thereby demonstrating historical causation and continuity. Put another way, students have the ability to explain why the story of Man (history) unfolded the way it did.
- Familiarity with of the evolution of historical thought (historiography).
- Multicultural awareness and appreciation.
- Historical research, including but not limited to: literature studies; use of primary sources, professional journals, oral histories, and artifacts; organizing research into a meaningful and manageable summary.
- Written presentation, with emphasis on format (Chicago Manual of Style), clarity, marshalling evidence (from personal research) to support your thesis, and originality.
- Oral presentation, with emphasis on the ability to summarize key issues and to present them with clarity and conviction.

Objectives

By completion of the requirements of the BA-HIS Program, the student will demonstrate:

1. broadly based knowledge of historical issues, concepts, theories, practices and research methods;
2. multicultural awareness, tolerance, and appreciation;
3. analytical writing;
4. effective speaking, and
5. cognitive, creative and organizational skills necessary for the completion of an original project with a historical domain of personal interest.

Outcomes of the Program / Corresponding Classes

<p>Causation: Instructors will assign individual topics that provide each student the opportunity to demonstrate causation and continuity. A sample question might ask a student to uncover the long-term and short-term causes of the American Revolution (1776-1783) and explain how each contributed to the coming war. Students will present their findings in both written and oral form.</p>	<p>(End of sophomore year) HIS 212 – Western Society Since 1500</p>
<p>Evolution of Historical Theory: Each student will select a historian and explain where and how that historian fits into the continuum of historical thought in a fully developed written exercise.</p>	<p>(Senior Year) HIS 425 - Historiography</p>
<p>Multiculturalism</p>	<p>HIS 312 - History of the Middle East or CUL 312 – Middle Eastern Cultures or</p>

	HIS 313 – History of East Asia or CUL 313 – East Asian Cultures SOC 360 - Multicultural issues SOC 361 - Sociology of Gender
Historical Research: Students will select, research, and present in writing a topic of their own choosing (in conjunction with their professors). The topic will be selected and research initiated during the HIS phase, with the project completed during the HUM phase. Both instructors will evaluate the final project.	(Junior year) HIS 312 – History of the Middle East or CUL 312 – Middle Eastern Cultures or HIS 313 – History of East Asia or CUL 313 – East Asian Cultures
Capstone: Students will select a topic in their area of interest and prepare a written (20-page minimum) and a oral (20-30 minute) presentation of their findings. Together, both should incorporate all the skills necessary for a history major to advance her career. As a part of this project, each student should attempt to have their work 1) published in a professional journal, and/or 2) accepted by an appropriate conference for presentation.	(Second semester Senior year) SAS 499 – Senior Seminar

Evaluation

For this program to be deemed successful, our majors should each attain a B or better in the designated courses. While such an outcome is unlikely, the ability of 75% of the majors attaining a B or better in each course would be viewed as an appropriate level of achievement.

Intended Outcomes / Assessment Criteria

Intended Outcomes 1: Instructors will assign individual topics that provide each student the opportunity to demonstrate causation and continuity. A sample question might ask a student to uncover the long-term and short-term causes of the American Revolution (1776-1783) and explain how each contributed to the coming war. Students will present their findings in both written and oral form.

Assessment Criteria: 80% of students will earn an average grade of B or better on the term paper in HIS 212 – Western Society Since 1500 (end of sophomore year).

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 2: Each student will select a historian and explain where and how that historian fits into the continuum of historical thought in a fully developed written exercise.

Assessment Criteria: 80% of students will earn an average grade of B or better on the

term paper in HIS 425 – Historiography – (end of senior year).

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 3: ??? Multiculturalism – HIS 312/HUM 312 or HIS 313/HUM 313 sequences; SOC 360 (Multicultural issues); SOC 361 (Sociology of Gender).

Assessment Criteria: 80% of students will earn an average grade of B or better on the term paper in ???

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 4: Students will select, research, and present in writing a topic of their own choosing (in conjunction with their professors). The topic will be selected and research initiated during the HIS phase, with the project completed during the HUM phase. Both instructors will evaluate the final project.

Assessment Criteria: 80% of students will earn an average grade of B or better on the term paper in Historical Research – HIS 312/HUM 312 or HIS 313/HUM 313 (end of junior year).

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 5: Students will select a topic in their area of interest and prepare a written (20-page minimum) and an oral (20-30 minute) presentation of their findings. Together, both should incorporate all the skills necessary for a history major to advance her career. As a part of this project, each student should attempt to have their work 1) published in a professional journal, and/or 2) accepted by an appropriate conference for presentation.

Assessment Criteria: 80% of students will earn an average grade of B or better on their written paper/oral presentation in SAS 499 – Senior Seminar (second semester Senior year).

Results of Outcomes Activity:

2005-2006:		
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*School of Arts & Sciences
Outcomes Assessment
BA – Law & Society Major*

Program Rationale / Purpose Statement

To Be Completed AY 05-06

Marketing / Recruitment Target Statement

This program provides an interdisciplinary, liberal arts approach to the study of legal and law-like relationships and institutions, combining perspectives of various disciplines in the humanities and social sciences. This approach serves several purposes. It introduces students to a wider range of views about law than is generally possible within a single department. It provides a coherent and rigorous program of courses organized around the theme of law and law-like relationships, and it provides a way of developing critical and analytical thinking on the part of students concerning various ideas associated with law and social institutions.

The Law and Society curriculum should be of educational benefit to students who do not plan to pursue graduate studies as well as to those who plan to take graduate work following their bachelor degree studies. For the former group, this program offers a comprehensive means of understanding some complex relationships between social institutions, thus helping to prepare students for social, public, and governmental service. For the latter group, the breadth of course work in Law and Society should provide a sound basis for graduate studies in areas related to law, including sociology, philosophy, and political science, among others. In addition, the Law and Society curriculum should be a sound background for students who later choose to pursue the study of law in a professional school of law.

Outcomes of the Program / Corresponding Classes

<p>Critical thinking skills:</p>	<p>COM 224 – Argument. Theory & Practice COM 230 – Presentation Strategies COM 424 – Theory & Pract. of Persuasion ENG 141 – Expos. & Research Writing ENG 142 – Intro. To Literature & Crit. LEC requirements in literature, history fine arts, cultural studies, communication, psychology, sociology, and political science; SAS 300 – Research Design SAS 499 – Senior Seminar</p>
<p>Analytical writing skills:</p>	<p>ENG 141 – Expos. & Research Writing ENG 142 – Intro. To Literature &</p>

	<p>Crit. FOR 105 - Victimology LEC requirements in literature, history, fine arts, cultural studies, and psychology; PHI 201 – Political Geography PHI 250 – Symbolic Logic SAS 300 – Research Design SAS 499 – Senior Seminar</p>
<p>Strong communication skills:</p>	<p>COM 130 – Intro. To Speech Comm. COM 222 – Human Comm. Theory COM 224 – Augument. Theory & Practice COM 230 – Presentational Strategies COM 344 – Interpersonal Comm. COM 346 – Small Group Comm. COM 424 – Theory & Pract. of Persuasion SAS 300 – Research Design SAS 499 – Senior Seminar</p>
<p>Ethical decision making skills:</p>	<p>JUS 101 -????? Not in Catalog JUS 102 -????? Not in Catalog LAW 211 – Business Law 1 LAW 212 – Business Law II PHI 305 - Applied Ethics POL 310 – Public Policy POL 320 – Public Administration POL 400 – The Con., Liberty & Order SAS 499 – Senior Seminar</p>
<p>Broad understanding of human knowledge and experience:</p>	<p>COM 222 – Human Comm. Theory COM 344 – Interpersonal Comm. COM 346 – Small Group Comm. ENG 142 – Intro. to Literature & Crit. FOR 105 - Victimology FOR 460 – Psychology & Law JUS 101 -????? Not in Catalog JUS 102-????? Not in Catalog JUS 110 – Intro. to Criminal Justice LAW 211 – Business Law 1 LAW 212 – Business Law II LEC Humanities, Math and Science, and Social Sciences requirements; POL 310 – Public Policy POL 320 – Public Administration POL 400 – The Con., Liberty & Order PSY 362 – Abnormal Behavior SOC (Any two of:) SOC 250 – Social Psychology SOC 320 – Community Sociology</p>

	SOC 380 – Social Move. & Ideologies SAS 499 – Senior Seminar
Multicultural and/or global perspective	COM 222 - Human Comm. Theory COM 344 – Interpersonal Comm. COM 346 – Small Group Comm. ENG 142 – Intro. to Literature & Crit. FOR 460 – Psychology & Law LEC Humanities and Social Sciences requirements; SOC (Any two of:) SOC 250 – Social Psychology SOC 320 – Community Sociology SOC 380 – Social Move. & Ideologies SAS 499 – Senior Seminar

Intended Outcomes / Assessment Criteria

LSAT states in its test booklet that it tests reading comprehension, critical reading, analytical skills, and reasoning skills. The most frequent median LSAT score of enrolled students is 154; the average median LSAT score is 155.339. These scores are based on a range of scores from 142-171 reported from 171 Law Schools in the LSAT booklet.

From 177 law schools reporting their median GPA’s, based on a 4.0 scale, for incoming students, the most frequent median GPA of enrolled students is 3.2; the average median GPA of enrolled students is 3.25. These GPA’s are based on a range from 2.6–4.0 We believe that LSAT measures our first two objectives.

Intended Outcomes 1: The most frequent median LSAT score of enrolled students is 154; the average median LSAT score is 155.339. These scores are based on a range of scores from 142-171 reported from 171 Law Schools in the LSAT booklet. Graduates will score at least a 159, preferably a 160 on the LSAT.

Assessment Criteria: At least ??% of graduates will report that they scored at least a 159-160 of the LSAT.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 2: From 177 law schools reporting their median GPA’s, based on a 4.0 scale, for incoming students, the most frequent median GPA of enrolled students is 3.2; the average median GPA of enrolled students is 3.25. These GPA’s are based on a range from 2.6–4.0. At graduation students enrolled in the BA-LAW major will have at least a 3.3 grade point average.

Assessment Criteria: The Registrar will report that ??% of graduates in BA-LAW have graduated with a 3.3 grade point average or better.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 3: The LSAT states in its test booklet that it tests reading comprehension, critical reading, analytical skills, and reasoning skills. Student s in the both the SAS300 and SAS 499 will evaluated on their performance in each of these areas.

Assessment Criteria:

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 4: Students will be measured by structuring a final project planned in SAS 300 and finished and delivered in SAS 499. This project should (a) reflect how the student might deal with ethical decision making, (b) how students understand human knowledge and experience, and (c) how that understanding reflects multicultural and/or global perspective.

Assessment Criteria: To Be Completed AY 05-06

Results of Outcomes Activity:

2005-2006:		
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*School of Business
Outcomes Assessment Report AY 04-05
Dean, Walter Verdon, Ph.D.*

As the demographics of our customers continue to change, the *Tiffin University School of Business* must remain proactive and entrepreneurial in developing courses, programs, and delivery systems while not losing sight of our commitment to provide a quality educational product.

The Dean of the School of Business has been working with formatting and content ideas for the faculty to use in the development process, with the objective of promoting consistency. In the AY 2005-2006 Faculty members from each department will be required to participate in, and sign off on, the ultimate set of goals. The result will have “quality and consistency” representative of the thinking of all faculty teaching in a given major. These are especially important because they will be the foundation for the minimum course content and CPC syllabus for “each course.” At that point the Dean of the School of Business will hold each member teaching a course to the goals, minimum course content outline, and CPC syllabus. That will give the School managed content,

and will shift attention to focusing on comprehensive measurement techniques which produce objective and subjective output for Outcomes Assessment. The Outcomes Assessment output will feed in to the School's performance evaluation of courses and majors.

Based on the direction of the new Dean of Outcomes Assessment, Dr. Teresa Shafer and the newly created Outcomes Assessment Board, the School of Business will begin assessing its outcomes assessment per majors rather than by entire program. This change along with the development of Program Rationales is planned for the 2005-2006 Academic Year.

MBA Outcomes Assessment Improvement Plan: 2005-2006

The improvement plan for 2005-2006 is mostly in a "pausing" phase, waiting for the collection of new data. This centers around two items: increasing the return rate of the alumni surveys and examining the impact of implementing the new curriculum. A number of suggestions have already been put forth concerning each of the proposed improvements. The general outline of these proposed programs is provided below.

Improving the return rate of the exit surveys will provide better data upon which to base our decisions. Perhaps not enough emphasis was made to the alumni about the importance of the data collection. Some faculty have speculated that inadequate attention has been paid to keeping mailing addresses up-to-date. Repeated follow-up may also be necessary to get a sufficient response rate. In addition, we plan to widen the survey to include all alumni over three years out of school. The three year limit was selected to ensure that the graduates have sufficient time to gain perspective on the usefulness of their learning in the MBA program.

Revising the MBA curriculum was actually fairly overdue. The curriculum had no high-level, programmatic review since the mid-1990's. Some faculty have speculated that merely by examining the curriculum in great detail during the last two years caused the rises in student outcome measures. That is, by being more aware of cross-course issues and interconnections, our programmatic outcomes increased very naturally. Next years' discussions concerning the impact of the new curriculum are very eagerly awaited.

School of Business *School Outcomes Assessment*

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

Given the professional focus of the School of Business mission, the rationale behind every program must be to improve the students' skills in areas that lead to enhancement of their ability to gain professional employment. The purpose of the core curriculum of the School of Business undergraduate programs is to begin the process of developing the high-level skills outlined in our mission statement: communication, technical, analytical, and critical thinking skills.

Marketing / Recruitment Target Statement

The marketing outcome and recruitment statement that the School of Business uses is that we enhance the ability of incoming students to get a professional level job in a field they desire. The courses of the core curriculum are introductory content in each area, designed to expose traditional age undergraduate students to the various skill areas for the first time. Thus, the courses have no (or very limited) pre-requisites and for students are the stepping stones into their specific major and concentration courses.

Outcomes of the Program / Corresponding Classes

Communications skills	MGT 201 Management of Organizations
Technical skills	MAT273 Applied Statistics I ACC 201 Survey of Accounting
Analytical skills	FIN 301 Business Finance MKT 151 Introductory Marketing
Critical thinking skills	LAW211 Business Law I ECO 221 Principles of Macroeconomics ECO 222 Principles of Microeconomics

Intended Outcomes / Assessment Criteria

Intended Outcomes 1: Graduates will find employment in an area related to their academic program within six months after commencement.

Assessment Criteria: At least 90% of graduates will either indicate on the annual Career services placement form that they have had an offer they are considering or have accepted an offer or have made other plans which preclude them from accepting employment. (*This information is retrieved from Carol McDannell, Director of Career Development. The data for this criterion lags behind the graduation by six months; therefore the outcome reported is for the previous year.*)

Results of Outcomes Activity:

1999-2000:	Met Per Career Services Director. The percent is close to 100%.
2000-2001:	Met Career Services Director Carol McDannell reported that the graduate's placement percentage was close to 100%.
2001-2002:	Met Career Services report for 2000-2001 indicates that School of Business graduates responding have a placement rate of 99%. Response rate to survey was approximately 40%.
2002-2003:	Data will not be collected until November, 2003. This is a lagging assessment indicator. Career Services reported that the School of Business graduates in 2001-2002 had a placement rate of 98%.
Plan of Action: Continue to follow the graduates with another survey five years out. Examine ways to resolve the conflict between Intended Outcomes #1 and Intended Outcomes #2.	
2003-2004:	Met Career Services report for 2000-2001 indicates the School of Business graduates responding have a placement rate of 96%.
2004-2005:	Met Career Services report for 2003-2004 indicates the School of Business graduates responding have a placement rate of 96%.
2005-2006:	

Intended Outcomes 2: Graduates will exceed a 90% minimum standard on Capstone Project preparation as judged by the School Faculty.

Assessment Criteria: Each department would designate a "capstone" course that includes a student project assignment for its majors. A committee will determine the number that meets the minimum standard of a "B". (This information is retrieved from the faculty evaluating the Management 495 paper with a deadline of May 15.)

Results of Outcomes Activity:

1999-2000:	Not Met The committees determined 70% met the 'B' standard.
2000-2001:	Met The Faculty review found 92% of the sample projects (23/25) met the minimum "B" or above standard.
2001-2002:	Not Met Blind review of 90 papers from the Capstone Course resulted in an overall minimum standard rating of 66%.
2002-2003:	Not Met Blind reviews of 39 papers from the capstone course resulted in an overall pass rate of 64%. The pass rate for the traditional on-campus seated program was 85% and for the fast-track program, the pass rate was 37%. The inter-rater reliability was 0.54.

Plan of Action: The fast-track students write a summary paper on strategic planning, not a case. They write parts of cases for weekly assignments: a SWOT analysis in week 3 and a strategic plan in week 4. The management department is preparing specific instructions for writing the final papers. It is expected that these instructions will replace the appropriate instructions in the current Adult Learner Guide for Strategic Management.	
2003-2004:	Not Met Blind reviews of 52 papers from the capstone course resulted in an overall pass rate of 84.6%.
2004-2005:	Not Met Blind reviews of 32 papers from the capstone course resulted in an overall pass rate of 81%
2005-2006:	

Intended Outcomes 3: Graduates will believe that they are well prepared for their careers.

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)

Results of Outcomes Activity :

1999-2000 :	Not Met On the Exit Questionnaire 63% rated 4 or better, while 96% rated 3 or better.
2000-2001:	Not Met From 60 returned questionnaires only 65% rated career a 4 or higher.
2001-2002:	Not Met The seniors responding to the exit survey at the 4-5 satisfaction level was only 73%. Response rate to survey was approximately 25.
2002-2003:	Not Met The percentage of seniors responding to the senior questionnaire number 12a of least a 4 or higher level of satisfaction was 58 percent. The number of seniors responding to the survey (118) MUST be increased. There is also an issue of the timing of the measurement of Outcome 1 with Outcomes 3. It is likely that seniors surveyed before graduation and before finding employment are less satisfied with their education (Outcome 3) than seniors surveyed six months after graduation who have accepted employment (Outcome 1).
Plan of Action: Increase response rates by examining structural changes to the process. Examine ways to resolve the conflict between Intended Outcome 1 and Intended Outcome 2.	
2003-2004:	Not Met The percentage of seniors responding to the senior questionnaire number 12a of least a 4 or higher level of satisfaction was 67 percent. The number of seniors responding to the survey (237).

2004-2005:	Not Met The percentage of seniors responding to the senior questionnaire number 12a of least a 4 or higher level of satisfaction was 75 percent. One hundred twenty-three seniors responded to the survey
2005-2006:	

Intended Outcomes 4: To insure the intended outcomes will remain foremost in the minds of the faculty the faculty will commit to continued development in both instructional strategies and their discipline area of instruction.

Assessment Criteria: Each faculty member will prepare a written report that will demonstrate an involvement in professional organizations seminars conferences Education training scholarly activities and other appropriate professional activities.

Revised 2001 2002: Each full time and adjunct faculty member will prepare a written report that will demonstrate an involvement in professional organizations, seminars, conferences, education, training, scholarly activities and other appropriate professional activities. *(This information is retrieved from the School of Business Scholarly & Professional Activities Sheets.)*

Results of Outcomes Activity:

1999-2000:	Met Each Faculty prepared an activity information form. The forms were reviewed by the Dean.
2000-2001:	Met Each Faculty prepared an activity information form. The Dean reviewed the forms.
2001-2002:	Met All Faculty members have submitted annual Scholarship and Professional Activities report. Reports have been reviewed by the Dean of the School of Business.
2002-2003:	Met Faculty members have submitted annual Scholarship and Professional Activities reports. The VPAA and the Dean of the School of Business have reviewed the reports. Due to a change in the nature of the reporting form, the results presented are for 2000-2001 and 2001-2002.
Plan of Action: Examine ways to increase the professional activities of the adjunct faculty. Teaching workshops and/or other TU sponsored activities need to be held for the expressed purpose of strengthening the relationship between the adjunct and the university.	
2003-2004:	Met All School of Business faculty members have submitted a Scholarly and Professional Activities report for the 2003-2004 Academic year.
2004-2005:	Met All School of Business faculty members have submitted a Scholarly and

	Professional Activities report for the 2004-2005 Academic year.
2005-2006:	

*School of Business
Outcomes Assessment
BBA – Accounting Major*

Program Rationale / Purpose Statement

The objective of the Tiffin University Accounting major is to prepare students to enter the profession of accounting as knowledgeable participants who are able to make meaningful contributions to an organization. This objective will be accomplished by providing a course of study that includes financial accounting, cost accounting, accounting information systems, taxation, and auditing. The classroom experience will blend theory and practical applications.

Marketing / Recruitment Target Statement

Tiffin University encourages students who are interested in any aspect of the accounting profession to enroll in the major. The accounting major will provide the required coursework to sit for the CPA exam, to attend graduate school, or to work in an entry-level position. By combining the accounting major with a minor from another discipline, it is possible to gain a focus that will significantly widen the career field. A list of “bundled” minors and potential career paths is presented in Admissions recruitment literature.

Outcomes of the Program / Corresponding Classes

Support the strategic objectives and directions of the Tiffin University School of Business by providing foundational level accounting knowledge.	ACC 201 – Survey of Accounting ACC 228 – Managerial Accounting
Enhance student presentation skills.	ACC 300 – Acc. Information Systems ACC 304 – Federal Income Tax ACC 404 – Auditing
Broaden and deepen student knowledge in preparing and using financial accounting information.	ACC 210 – Analysis of Acct Process ACC 300 – Acc. Information Systems ACC 301/302 – Intermediate Fin Acct
Broaden and deepen student knowledge of the federal individual income tax system.	ACC 304 – Federal Income Tax
Broaden and deepen student knowledge of various costing systems and their use in financial reporting and decision making	ACC 313 – Cost Accounting I ACC 314 – Cost Accounting II
Introduce students to potential career paths in accounting	ACC 201 – Survey of Accounting ACC 300 – Acct Information Systems ACC 301 - Intermediate Financial Acct I

	ACC 313 – Cost Accounting I ACC 404 – Auditing Accounting Club
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Intended Outcomes / Assessment Criteria

Intended Outcomes 1: Accounting graduates will compare favorably with graduates of other colleges as to academic preparation in business.

Assessment Criteria: The average score of accounting graduates will equal or exceed the national average of scores on the Major Field Achievement Test. (MFAT).

Results of Outcomes Activity:

1998-1999:	Met The Accounting students scored over 90% on the School of Business assessment paper.
1999-2000:	Not Met This test is no longer administered by the University. No new criteria has been employed.
<i>Revised 2000-2001 – Rationale:</i> Assessment Criteria # 1 in the 1999-2000 plan relied on the Major Field Achievement Test (MFAT). Discontinuance in the use of the MFAT at Tiffin University necessitated a change.	
Explanation of Substitutes in the AY 2000-2001 Plan - Criterion # 1 measures a student's ability to communicate a comprehensive understanding of some component of accounting through spoken and written media and Criterion # 2 measures a person's ability to install a controlled computerized integrated accounting system.	

Changed Intended Outcomes 1: Graduates will demonstrate an ability to communicate a comprehensive knowledge of an accounting topic.

Changed Assessment Criteria: The students will complete an oral and a written report in Auditing class. The written reports will be available for inspection.

Results of Outcomes Activity:

2000-2001:	Met & Not Met Oral reports were presented this year but written reports are not being required until Fall 2001.
2001-2002:	Met Each student participates in an oral report and a written practice case. Copies of sources, transparencies and cases are available in Professor Schultz's office.
2002-2003:	Met Each student participated in an oral report and a written practice case.

	Copies of cases are available in Professor Schultz’s office.
2003-2004:	Met Each student participated in an oral report and a written practice. Copies of cases are available in Professor Schultz’s office.
2004-2005:	Met Each student participated in an oral report and a written practice. Copies of cases are available in Professor Schultz’s office.

New Intended Outcomes 1: Graduates will demonstrate professional written/oral presentation skills.

New Assessment Criteria: A minimum of 85% of students in ACC 404 will achieve an 80% on class presentations.

Measurement Method: A rubric will be used to evaluate presentations skills. (See Attachment A).

Accountability: A copy of each student’s written report and his/her completed grading rubric will be retained in Tim Schulz’s office.

Results of Outcomes Activity:

2005-2006:	
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Intended Outcomes 2 (Added 2000-2001): Accounting graduates will understand the interrelationship of all subsystems within the overall accounting system and the internal controls that are necessary to safeguard assets and ensure the reliability of the accounting records when a computerized system is utilized.

Assessment Criteria: The students in Accounting Systems will complete a comprehensive project in which they demonstrate their ability to build an integrated accounting system using a relational data base program.

Results of Outcomes Activity:

2000-2001:	Met All students in ACC 300 completed the projects and the projects are available.
2001-2002:	Met Copies of projects are available in Professor Burkett’s office.
2002-2003:	Met Copies of projects are available in Professor Burkett’s office.
2003-2004:	Met Copies of projects are available in Professor Burkett’s office.
2004-2005:	Met

	Copies of projects are available in Professor Burkett's office.
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New Intended Outcomes 2: Graduates will demonstrate knowledge of an accounting information system.

New Assessment Criteria: A minimum of 85% of students in Acc 300 will achieve an 80% on an accounting system simulation.

Measurement Method: A computer generated exception report that lists the percentage correct on the simulation will be used.

Accountability: A copy of the exception report for each student will be retained in Teresa Burkett's office.

Results of Outcomes Activity:

2005-2006:	
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Intended Outcomes 3: Graduates will have access to information about various career opportunities available.

Assessment Criteria: The Accounting Club will have at least two meetings per semester with an emphasis on potential careers.

Results of Outcomes Activity:

1998-1999:	Met The Accounting Club met several times each semester.
1999-2000:	Met The Accounting Club met.
2000-2001:	Met The Accounting Club met several times each semester. Information about career opportunities was also available in various accounting classes.
2001-2002:	Met Meetings were held both semesters. The speaker's topics included investments, graduate school and manufacturing.
2002-2003:	Not Met The Accounting Club met several times each semester, but the emphasis was social rather than professional.
2003-2004:	Met Meetings were held both semesters. A colloquium in the spring featured presentations by several professionals
2004-2005:	Met Meetings were held both semesters in Intermediate Accounting class and in Auditing class. Topics included careers and CPA

	requirements. In addition a professor from BGSU spoke about graduate school.
Plan of Action: The faculty will take a larger role in arranging speakers.	

New Intended Outcomes 3: Graduates will demonstrate knowledge of individual federal income tax.

New 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.

Measurement: 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.

Accountability: A copy of each student’s graded tax return and the key that was used to allocate points will be retained in Teresa Burkett’s office.

Results of Outcomes Activity:

2005-2006:	
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Intended Outcomes 4: The Accounting faculty will keep in contact with potential employers of Accounting graduates.

Assessment Criteria: An Accounting Advisor Board will meet at least once a year.

Results of Outcomes Activity:

1998-1999:	An Accounting Board met and discussed the Accounting curriculum.
1999-2000:	Not Met No formal meeting, however the faculty are constantly in contact with local employers as to required job skills.
2000-2001:	Met The Accounting Advisory Board met in December to review curricular improvements.
2001-2002:	Met The board was invited to the art gallery opening and music concert on March 22, 2002.
2002-2003:	Not Met No formal meeting, however the faculty is constantly in contact with local employers as to required job skills.
2003-2004:	Met The board was assembled to present an information session to current and incoming students.
2004-2005:	Not Met No formal meeting, however the faculty is constantly in contact with local

	employers as to required job skills. Work is starting (by Professor Schultz) on a Business School Advisory Council that may have an effect on the Accounting Advisory Board.
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New Intended Outcomes 4: Graduates will demonstrate knowledge of costing systems and decision-making techniques.

New 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.

Measurement Method: 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.

Accountability: A copy of each exam answer key and a listing of student scores on each exam will be retained in Martha Turner’s office.

Results of Outcomes Activity:

2005-2006:	
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Intended Outcomes 5: Graduates will be exposed to a variety of career options.

Assessment Criteria: Students will be invited to hear an accounting professional speak about his/her career.

Measurement Method: A “Speaker’s Report” will be completed. (See Attachment B).

Accountability: A copy of a “Speaker’s Report” will be retained in Tim Schultz’s office.

Results of Outcomes Activity:

2005-2006:	
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Attachment A

Student Name _____

Grading Rubric for ACC 404 Auditing:

Content (45%)

_____ 10% Topic appropriate and relevant to Auditing

_____ 25% Content clear and understandable

_____ 10% Documentation appropriate

_____ **Total (45%)**

Writing (15%)

_____ 3% Terminology and tone appropriate for Auditing

_____ 6% Organization permits ease of understanding

_____ 6% Sentences clear and well organized, word selection, spelling, grammar, punctuation

_____ **Total (15%)**

Oral Presentation (40%)

_____ 20% Tone, manner, command, question answering

_____ 20% Visual aids, handouts

_____ **Total (40%)**

_____ **Overall Total**

*School of Business
Outcomes Assessment
BBA – Finance Major*

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 all TU business majors understand the role of Finance in the corporation, and their career opportunities as Finance professionals.	FIN 301 - Business Finance
Ensure that TU Finance majors and minors have the requisite analytical skills to contribute as a Finance Professional. Included are basic concepts of Time Value of Money and elementary statistics.	FIN 301 - Business Finance FIN 421 - Investments
Ensure that TU Finance majors understand how risk is managed and mitigated through insurance and especially through financial markets.	FIN 314 - Risk and Risk Management & Insurance
Ensure that TU Finance majors and minors are well grounded in the Capital Asset Pricing Model and how it serves as the foundation for both Investment Theory and Capital Structure/Capital Budgeting analysis.	FIN 301 - Business Finance FIN 421 - Investments

Intended Outcomes / Assessment Criteria

Intended Outcomes 1: Demonstrate understanding of finance principles/concepts comparable to others majoring in finance nationwide.

Assessment Criteria: Finance majors shall complete a nationally normed standardized test during the second semester of their junior year or during the first semester of their senior year. TU students shall achieve mean scores equaling or exceeding the national average for similar finance programs

Results of Outcomes Activity:

1998-1999:	Met The Finance students scored over 90% on the School of Business assessment papers.
1999-2000:	(Test not available) We used the CLEP test in Business up to a couple of years ago, when faculty in other departments became disenchanted with the ability of the exam to accurately evaluate their students. We must find or create a new instrument.
Revised 2000-2001: Rationale: Criterion # 1 in the AY 1999-2000 plan relied on the Major Field Achievement Test (MFAT). Discontinuance in the use of the MFAT at Tiffin University necessitated a change.	
Explanation of Substitute in the AY 2000-2001 Plan - Criterion # 1 measures a student's understanding and ability-to-apply "minimum course content" items in upper level finance courses (that is, above the introductory level FIN 301). The criterion requires the accumulation of student achievement in FIN 314, 321, 421, and 426.	

New Assessment Criteria: In courses above FIN 301, twenty percent (20%) of the questions in each exam will evaluate student understanding and ability to apply concepts/principles starred in the minimum content outline for that respective course. Results will be accumulated throughout the student's tenure to determine the level of mastery in finance. (See Minimum Course Content for test items and goals.)

Results of Outcomes Activity:

2000-2001:	(Though short of 80% goal, these are accumulative scores for the first time application.) Students scored 66.3% and 52.7%, respectively in FIN 421 (Investments) and FIN 426 (International Finance) during Spring 2001.
2001-2002:	Satisfactorily Achieved FIN 321 (01) F 2001: 89% (16 of 18) students scored 81% or above on midterm and final exams. All questions were content and application specific in personal finance. No other FIN courses above 301 were offered in AY 2001-2002.
2002-2003:	Satisfactorily Achieved FIN 421 Investments: 100% (13 out of 13) students scored an 80% or

	above on midterm and final exams with the overall class average being 92.5%. All questions were content and application specific to Investments. No other FIN courses above 301 were offered in AY 2002-2003.
2003-2004:	<p>Satisfactorily Achieved FIN 321 Personal Finance: 100% (8 out of 8) students scored an 80% or above on the midterm and final exams with all students earning a grade of “B” or better. FIN 421 Investments: 100% (5 out of 5) students scored an 80% or above on the midterm and final exams with all students earning a grade of “B” or better.</p> <p>Unsatisfactory FIN 314 Risk and Risk Management: 76% of the students (25 out of 33) scored an 80% or above on the exams administered. Though short of 80% goal, there was a marked improve in overall performance from the last time the course was offered (2000-01).</p>
2004-2005	Satisfactorily Achieved FIN 421 Investments: 100% of students (14 out of 14) scored an 80% or above on the midterm and final exams, with all students earning a grade of “B” or better.
2005-2006:	

Intended Outcomes 2: Communication Skills: ability to communicate with clarity and effectiveness in oral or written modes.

Assessment Criteria: Faculty assessment based on classroom participation, student teacher conversations, and written submissions to the faculty.

Results of Outcomes Activity:

1998-1999:	<p>Met All Finance courses have regular written requirements.</p>
1999-2000:	<p>Satisfactory Faculty evaluation of the performance under each of the three criteria.</p>
2000-2001:	<p>Satisfactory Faculty Evaluation in FIN 421 and FIN 426, based on the three criteria.</p>
2001-2002:	<p>Satisfactory Classroom discussions and written submissions were consistently evaluated B or above among 16 of 18 students.</p>
2002-2003:	<p>Satisfactory Classroom discussion and written submissions were consistently evaluated B or above among all 13 students.</p>
2003-2004:	<p>Satisfactory In all three upper divisional Finance courses offered during the year, classroom discussion and written submissions were consistently evaluated B or above among 41 out of the 46 students (89%) enrolled in the courses.</p>
2004-2005	<p>Satisfactory All students enrolled in upper divisional Finance courses offered during the had classroom and written evaluations of B or better. This was 14 of</p>

	14 students.
2005-2006:	

Intended Outcomes 3: Analytical Skills: ability to organize thoughts, plan analytical projects, apply appropriate assessment devices and finance principles/concepts/ equations to real world problems/ issues.

Assessment Criteria: Faculty assessment based on classroom participation and solutions (oral or written) to problems, projects or case studies.

Results of Outcomes Activity:

1998-1999:	Met Finance courses combine oral & written analytical requirements based on problems, case studies, or media issues.
1999-2000:	Satisfactory Faculty comparison of student performance on problems, projects, case studies, and exams.
2000-2001:	Satisfactory Faculty comparison of student performance in FIN 421 and FIN 426.
2001-2002:	Satisfactory Oral and written solutions to problems or cases were consistently evaluated B or above in classroom discussions and written submissions.
2002-2003:	Satisfactory Oral and written solutions to problems or cases were consistently evaluated B or above in classroom discussions and written submissions.
2003-2004:	Satisfactory Oral and written solutions to problems or cases were consistently evaluated at B or above in classroom discussions and written submissions in each of the upper-divisional courses offered.
2004-2005	Satisfactory Oral and written solutions to problems, cases, and a major paper in investments formed a very significant portion of the course grade for the FIN 421 (Investments) course; 100% of the students enrolled (14 of 14) achieved B or better in these critical areas.
2005-2006:	

Intended Outcomes 4: Values and Ethics: demonstrate an awareness and understanding of values and ethics in the field of finance and some of the consequences of failure to function according to statutory and contemporary conformance standards of practitioners.

Assessment Criteria: Faculty assessment through classroom participation and conduct, oral and written responses to problems, projects, case studies, and contemporary issues in business and society.

Results of Outcomes Activity:

1998-1999:	Met Faculty stresses the assumption of “Utmost Good Faith” in all financial transactions. Regular discussions based on values, ethics, and trust are included in every course. Exam periods are monitored openly and closely.
1999-2000:	Satisfactory Values and Ethics are significant components of each of finance course. We use real world issues and examples as the litmus test.
2000-2001:	Satisfactory Value and ethics continue to receive heavy emphasis in all finance courses, concepts are thought with real world applications.
2001-2002:	Satisfactory Students engaged in enthusiastic study of values and ethics in classroom discussions. Comments were well thought out and applied theory to real world activities and entities.
2002-2003:	Satisfactory As in the past, students engaged in enthusiastic study of values and ethics in classroom discussions. Comments were well thought out and applied theory to real world activities and entities.
2003-2004:	Satisfactory Values and Ethics are significant components of each of finance courses offered at Tiffin University. We continue to use real world issues and examples as the litmus test.
2004-2005	Satisfactory Value and Ethics were specifically discussed in all Finance courses offered this academic year. Extensive discussions were conducted concerning recent ethical failures on the part of top management in large corporations (Enron, Worldcom...) and the implications for economy and society as a whole. Also discussed were the apparent failures of the safety systems designed to prevent such failures and recent legislation designed to strengthen the process in the future.
2005-2006:	

Intended Outcomes 5: Demonstrate an apprentice level of understanding of finance and its various sub disciplines (business finance, risk management, insurance, personal finance, investments and international finance).

Assessment Criteria: Faculty assessment of the student’s assimilation of the several academic and functional components of finance, and his/her understanding of the significant principles/ concepts in each sub discipline and their applications to real world challenges.

Results of Outcomes Activity:

1998-1999:	Met Investment course during Spring Semester inspired two students to pursue possibilities of a student Investment Club. VP Development, VP Business Affairs, Dean School of Business, and Chair Finance endorsed the concept/proposal. Subsequently approved by President with authorization to receive \$25,000 from TU Development Fund for Initial Investment Club to be active by 1999-2000. Entirely operated by students with Faculty/Staff advice & oversight.
1999-2000:	Satisfactory (When students complete all courses required in the finance major.) Classroom discussion and student responses in written and oral formats.
2000-2001:	Satisfactory based on cumulative achievement in all finance courses. Classroom discussion, student papers, presentations, written and oral responses to questions, cases and problems.
2001-2002:	Satisfactory Achieved More than one-half of the students in FIN 321 (01) F2001 were graduating seniors, and had demonstrated at least an entry level understanding of finance and its disciplinary specialties over the four or five years of study. Each will be able to apply the fundamentals of finance in her/his place of employment.
2002-2003:	Satisfactory based on cumulative achievements in all finance courses. Based on classroom discussions, student papers, oral presentations, written and oral responses to questions, case study work done and problems completed.
2003-2004:	Based on the individual student performances in the upper-divisional classes offered, it is evident that each student will be able to apply the fundamentals of finance in her/his place of employment.
2004-2005	Satisfactory Individual student performance in the upper divisional class this year built on most if not all the fundamental concepts of Finance (time value of money, measuring and evaluation of risk and return...) Student performance in this course demonstrated a solid grounding in these fundamentals.
2005-2006:	

Intended Outcomes 6: Satisfaction of Finance graduates with the quality and quantity of academic courses available to them during their period of study at TU.

Assessment Criteria: Graduate responses to select questions in Exit Interview Questionnaire.

Results of Outcomes Activity:

1998-1999:	Met The School of Business Exit Questionnaire.
1999-2000:	Satisfactory More than 80% of finance majors express satisfactory with the quality of finance courses during the Business School Exit interview. We do receive criticism for courses not available when the student needs them.
2000-2001:	Less than satisfactory re: course offerings. Quality = Satisfactory Finance course offerings have not consistently provided the courses, needed by individual students, forcing use of too many individual guided studies or course subs.
2001-2002:	Satisfactory Achieved Prior year finance graduates were successful in finding employment in their fields, and have progressively advanced. By the beginning of the spring semester 2001 about 25% of the 2002 graduates had found post graduate employment or had selected advanced studies.
2002-2003:	Less than Satisfactory Finance students indicated on the School of Business Exit Questionnaire that they were not satisfied with the availability of the Finance courses required within their major.
Plan of Action: The School of Business has hired a new full time faculty member in the Department of Finance in an effort to make the required courses for the Finance Major available on a regular basis, thus eliminating the need for course substitutions that have existed in the past.	
2003-2004:	Satisfactory Based on discussions with the students within the Finance Program.
2004-2005	Satisfactory The department chair held individual discussions substantially all of the graduating Finance majors. The discussions provided ample feedback that the students were more than satisfied with the increased rigor in the upper division courses, and while they appreciated how courses were being offered more frequently, asked that this trend be continued. All students indicated satisfaction with their TU experience.
2005-2006:	

Intended Outcomes 7: Finance graduates were able to obtain employment in their chosen type of employment within six months of graduation. Alternative: achieve acceptance into a graduate study program for the ensuing academic year. (Exception: persons who choose to travel or take a break.)

Assessment Criteria: Exit Interview Questionnaire entries regarding employment. Congratulatory graduation card from the Department; to be mailed in May each year. Follow up card to be mailed in August, following graduation. (The data for this criterion lags behind the graduation by six months; therefore the outcome reported is for the previous year.)

Results of Outcomes Activity:

1998-1999:	Met Personal conversations with graduating Seniors. Example: One May 1997 Graduate was referred a finance position with Dana Corp in proceeding December 1998.
1999-2000:	Satisfactory The School of Business conducts an exit interview with graduates. It would be nice if we could follow-up at the department level, however, full-time permanent faculty staffing precludes such opportunities.
2000-2001:	Satisfactory The School of Business conducts an exit interview. It would be helpful if staffing were to permit dept-level follow-up among finance graduated.
2001-2002:	Satisfactory Achieved Increasingly, our finance graduates continue their formal education at the graduate level in schools of business or law school. Two of our 2002 graduates were planning further studies by the end of the fall semester. Congratulatory notes and follow-up cards will be mailed this fall.
2002-2003:	Satisfactorily Achieved 100% of the respondents, to a survey sent out by the Career Services Office to the 2002 graduates in Finance, indicated that they had found employment in the field of Finance within six months after graduating. However, only 37.5% of the graduates in Finance responded to the survey.
Plan of Action: Efforts are currently under way in the Career Services Office to switch to an on line survey format in an effort to increase the number of respondents.	
2003-2004	Satisfactorily Achieved 97% of the respondents, to a survey sent out by the Career Services Office to the 2003 graduates, indicated that they had found employment in their chosen field.
2004-2005	Satisfactorily Achieved Ninety-six percent of the respondents, to a survey sent out by the Career Services Office to the 2004 graduates, indicated they had found employment in their chosen field.
2005-2006:	

School of Business
Outcomes Assessment
BBA – Information Technology Major

Program Rationale / Purpose Statement

The Information Technology (IT) degree is intended to prepare students with the technical skills necessary to plan, install, manage and support information and

communication technologies. Additionally this degree prepares students to use and support users of integrated business applications including database development and administration. Graduates 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 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 acquire a set of practical, technical skills necessary to the sound operation of IT in business organizations. The curriculum is intended to prepare students for positions in business organizations that require network, hardware, operations, application, and diagnostic skills.

Outcomes of the Program / Corresponding Classes

Business Application Software Proficiency	INS 105 - Intro to Info Technology INS 111 - Intermediate Info Tech. INS 315 - Database Design and Application I INS 316 - Database Design and Application II
Programming Skills	INS 201 - Visual Programming I INS 202 - Visual Programming II INT 450 - Current Trends in Programming
Critical Thinking Skills	INS 212 - Systems Analysis and Design INS 201 - Visual Basic Programming
Planning Practices and Professional Work Habits	INS 255 - Internet and Web Site Development INS 480 - Senior Seminar INS 470 - Internship
Hardware and Operations Skills	INT 155 - Microcomputer Operating Systems INT 156 - Operating Systems and Computer Platforms INS 361 - Network Management and Administration INS 362 - Telecommunications and Networking INT 320 - Computer Architecture and Diagnostics
Communication Skills	INS 212 - Systems Analysis and

Design

Intended Outcomes / Assessment Criteria

Intended Outcomes 1: IT graduates will find employment in their chosen field.

Assessment Criteria: At least 85% of IT graduates will either be employed in the IT profession or have made other plans which may prevent them from accepting employment.

Results of Outcomes Activity:

2004-2005:	Met According to the information that was received from the Office of Career Services all IT graduates from Spring 2004 who had responded (1 response) were working within the IS/IT field.
2005-2006:	

Intended Outcomes 2: IT graduates will compare favorably with graduates of other colleges and universities in academic preparation.

(Revised 2000-2001) IT graduates will compare favorably with other IT professionals in academic preparation.

Assessment Criteria: The average scores of IT graduates will exceed the national average of scores on the MFAT and will also be above the national average in the MIS area.

(Revised 2000-2001) Graduates will sit for standardized tests made available by Microsoft Press or other publishers and score in the upper 60% range.

Results of Outcomes Activity:

2000-2001:	Not Met N/A this year. Will start in process in 2001-2002 academic year.
2001-2002:	Not Met Students will take a test this coming academic year.
2002-2003:	Not Met Tests were not made available this academic year.
Plan of Action: Test will be administered to all graduating seniors.	
2003-2004:	Not Met Different exams are now available, and the department is in the process of implementing a program for the introductory course which could be used for graduates too.
Plan of Action: Administering the chosen test this next academic year.	
2004-2005:	Met Pilot tests of software in Fall semester in all Introductory Business Application Software classes taught by full time faculty. Department

	subsequently began working with the publisher of Train and Assess IT to work out difficulties. Full-time faculty attended a conference session on the use of this specific software for Outcomes Assessment and is continuing to work with the assessment experts to develop more reliable tools. Piloting and customization will continue in the next academic year.
2005-2006:	

Intended Outcomes 3: Graduates will have access to information about various career opportunities in the IT field.

Assessment Criteria: Students will be involved in student clubs (Tiffin User Group – TUG Association for Systems Management – ASM) and meet at least twice a semester.

Results of Outcomes Activity:

2001-2002:	Met Students took a field trip to Marathon Corp. Headquarters in INS 312 in April.
2002-2003:	Met Students took a field trip to Marathon Corp. Headquarters in INS 212 in April. Students are exposed to and class discussion in all required classes about career opportunities and possible career paths.
2003-2004:	Met Students were exposed in various classes throughout the curriculum on career paths and opportunities available. The criteria for this outcome will be revised in AY 2004-2005.
2004-2005:	Met Many students participated in the IT Club which met multiple times throughout the academic year. Students in INT 495 were exposed to quest speakers from a variety of IT/IS career paths. All students were welcomed at a guest speaker event on information security and were invited and encouraged to join InfraGard, a professional alliance working jointly with the FBI. Finally, all majors were invited to take advantage of a scholarship that would allow them to attend an Information Security Analysts conference as student participants.
2005-2006:	

Intended Outcomes 4: IT faculty will be up to date in their field.

Assessment Criteria: All faculty members will participate in seminars conferences and professional organizations.

Results of Outcomes Activity:

1998-1999:	Met ACBSP Faculty Load Reports.
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1900-2000:	November 1999 – Attended the “Ohio Video Intranet Conference” hosted by OLN. June 2000- Attended the “Train The Trainer” E-Teaching workshop. Accepted and enrolled in EDM at C.W.R.U. Working papers: Identity formation of college students and athletes. Interpersonal Communication and College Success. Attended on-line education seminars. Published and delivered (by co-author) “Contingency Planning for Y2K: The Role of the HES Professional”. <u>Academy of Certified Hazardous Material Managers (ACHMM)</u> , 1999. Sit on Terra Community College Curriculum Advisement Committee.
2000-2001:	May 2000 – Attended the “Train The Trainer” E-College workshop. November 5-7, 2000 – The 2000 Assessment Institute. NPO Governance Symposium – October, 2000 and February, 2001. Doctoral Community Consortium Symposium and Poster Sessions – January, 2001.
2001-2002:	See: Scholarly and Professional Activities.
2002-2003:	See: Scholarly and Professional Activities. On file at the School of Business and in the Office of Dean of Faculty.
2003-2004:	See: Scholarly and Professional Activities. On file at the School of Business and in VPAA office.
2004-2005:	See: Scholarly and Professional Activities. On file at the School of Business and in VPAA office.
2005-2006:	

School of Business
Outcomes Assessment
BBA – Management Major

Program Rationale / Purpose Statement

The Management Major prepares students for leadership and management roles in business, government and not-for-profit organizations. The major emphasizes the skills and theories necessary for graduates to manage processes and resources, effectively and efficiently, with and through individuals and groups in organizations. The major supports Tiffin University’s mission of professional excellence through the applied practice of management theory in its courses and concentrations.

Marketing / Recruitment Target Statement

Managers are involved in all aspects of the modern organization. They influence people and coordinate resources to help organizations achieve their goals. By majoring in Management at Tiffin University, students will learn to navigate the rapidly changing business environment of the 21st Century. They will develop the managerial problem solving and strategic thinking skills today that will help them to become leaders tomorrow. Management major graduates are also prepared to continue on to graduate school, should they so desire. Students complete courses in the Management Core (12

hours) covering different functional areas, and undertake an in-depth study in an Area of Concentration (21 hours).

Goals of the Program / Corresponding Classes

Promote effective written communication	MGT 201 - Management of Organizations MGT 301 - Organizational Behavior MGT 317 - Human Resources Mgmt. MGT 351 – Man. Diversity in Workplace MGT 404 - Organizational Theory MGT 411 - International Management MGT 495 - Organizational Strategy
Promote effective oral communication/presentation skills	MGT 301- Organizational Behavior MGT 317 - Human Resources Mgmt. MGT 351- Man. Diversity in Workplace MGT 404- Organizational Theory MGT 411 - International Management MGT 495 - Organizational Strategy
Develop the ability to effectively resolve unstructured problems	MGT 317 - Human Resources Mgmt. MGT 351 – Man. Diversity in Workplace MGT 404 - Organization Theory MGT 411 - International Management MGT 495 - Organizational Strategy
Prepare students for successful careers in management	MGT 201 - Management in Organizations MGT 301 - Organizational Behavior MGT 317 - Human Resources Mgmt. MGT 351- Man. Diversity in Workplace MGT 404 - Organizational Theory MGT 411- International Management MGT 495 - Organizational Strategy Concentration-specific courses

Intended Outcomes / Assessment Criteria

Intended Outcomes 1: Satisfaction of Management Department graduates with their preparation of TU for their career.

Assessment Criteria: Graduates’ responses to question #12 A on the exit questionnaire: How well has your business education at Tiffin University prepared you for a career? The standard is that Ninety percent of respondents circle 3, 4, or 5.

Results of Outcomes Activity:

1998-1999:	Met School of Business Exit Questionnaire.
1999-2000:	Met 18 out of 19 Respondents, or 94.7%, circled 3, 4, or 5.
2000-2001:	Met

	93.6 of the 47 students that responded rated a 3, 4, or 5, stating that their education prepared them for their career.
2001-2002:	Not Met Only 86% of the 14 students that responded rated a 3, 4, or 5, stating that their education prepared them for their career.
2002-2003:	Not Met Only 88% of the 25 students that responded circled a 3, 4 or 5.
2003-2004:	Met 100% of the 14 students responded 3, 4 or 5.
2004-2005:	Met One hundred percent of the 84 responded 3, 4, or 5
2005-2006:	

Intended Outcomes 2: Writing skills.

Assessment Criteria: Evaluation of students' written case analysis in Organizational Strategy. Written case analyses in the Organizational Strategy course will be blindly and independently graded by School of Business faculty. Ninety percent of evaluated papers will be free of writing errors.

Results of Outcomes Activity:

1998-1999:	Not Met No Response from Management Department.
1999-2000:	Not Met 61 out of 69 Respondents, or 88.49%, had case paper, free of major writing problems.
2000-2001:	Met 93.3% of student major analysis papers were free of major writing errors.
2001-2002:	Not Met Only 85.5% of student major analysis papers were free of writing errors.
2002-2003:	Not Met Only 80% of student major analysis papers were free of writing errors.
2003-2004:	Not Met 44 out of 52 papers for 84.6% had case papers free of major writing problems.
2004-2005:	Not Met 26 out of the 32 papers for 81% had case papers free of major writing problems.
2005-2006:	

Intended Outcomes 3: Ability to resolve unstructured problems.

Assessment Criteria: Analysis of student's performance in Business Policy on the written case analysis assignment. The course instructor's grades on the analyses is used as the outcome measure. The standard is that Ninety percent of the case analyses

will achieve a grade of “C” or higher.

Results of Outcomes Activity:

1998-1999:	Not Met No Response.
1999-2000:	Not Met 60 out of 69 Respondents, or 87.0%, achieved a grade of C or higher on their case papers.
2000-2001:	Met 97.3 of students papers received a grade of C or higher.

Revised 2001-2002:

Assessment Criteria: Analysis of student’s performance in four courses: MGT 317, MGT 351, MGT 404 & MGT 411. In each course students will develop and write a series of case analysis assignments.

Assessment Criteria: In the 300 level courses the course instructor will prepare a report as to the number of case analyses used in the outcome measure. The standard is that eighty-five percent of the case analyses in the will achieve a grade of “C” or higher.

Results of Outcomes Activity:

2001-2002:	Met 99.5% of student papers in MGT 317 and 97.5% of student papers in MGT 351 received a grade of C or higher.
2002-2003:	Met 100% of student papers in MGT 317 and 96.7% of student papers in MGT 351 received a grade of C or higher.
2003-2004:	Met 100% of student papers in MGT 317 and 92% of student papers in MGT 351 received a grade of C or higher.
2004-2005:	Met 96.8% of student papers in MGT 317 and 90% of student papers in MGT 351 received a grade of C or higher.
2005-2006:	

Assessment Criteria: In the 400 level courses, the course instructor will prepare a report as to the number of cases used in the outcome measure. The standard is that ninety percent of the case analyses will achieve a grade of “C” or higher.

Results of Outcomes Activity:

2001-2002:	Met 100% of student papers in MGT 404 and 96.2% of student papers in MGT
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	411 received a grade of C or higher.
2002-2003:	Met 100% of student papers in MGT 404 and 100% of student papers in MGT 411 received a grade of C or higher.
2003-2004:	Met 99.6% of student papers in MGT 404 and 100% of student papers in MGT 411 received a grade of C or higher.
2004-2005:	Met 99.3% of student papers in MGT 404 and 99.5% of student papers in MGT 411 received a grade of C or higher.
2005-2006:	

Intended Outcomes 4: Presentation skills.

Assessment Criteria: Measured by analyzing student oral presentations in a senior capstone course, MGT 495 – Organizational Strategy, required for graduation of all Management majors. Group case assignment results require an oral presentation by one of the group members. Case evaluation sheets provide comments on the quality of the oral presentation. A presentation free of major faults such as excessive reading, lack of eye contact, limited explanation of ideas was viewed as evidence of satisfactory or better presentation skills. The standard is that at least 60% of all student presentations demonstrate satisfactory presentation skills

Results of Outcomes Activity:

1998-1999:	Not Met No response from Management Department.
1999-2000:	Met 60 out of 69 Respondents, or 87.0%, achieved a grade of C or higher on their case papers.
2000-2001:	Met 89.1% of student oral presentations were free of major faults.
2001-2002:	Met 71% of student presentations were free of major faults.
2002-2003:	Met 61% of student presentations were free of major faults.
2003-2004:	Met 72% of student presentations were free of major faults.
2004-2005:	Met 78% of student presentations were free of major faults.
2005-2006:	

Hospitality Management Concentration

Program Rationale / Purpose Statement

The purpose of the Tiffin University Hospitality and Tourism Management concentration is to promote, stimulate, and guide study and professional career development in the area of hospitality and tourism management. Students enrolled in the concentration support the educational mission of professional excellence through the theoretical and applied aspects of management theory and practice specifically related to hospitality and tourism enterprises.

Marketing / Recruitment Target Statement

Tiffin University encourages students interested in pursuing a career in the lodging, attractions, gaming entertainment, food and beverage, cruises, events, or other travel related service sectors to enroll in the hospitality and tourism management concentration. Students will focus on the management and marketing of hospitality organizations while also meeting curriculum requirements designed to provide practical work experience. Opportunities are provided for students to network with industry specialists at regional/state conventions as well as international conventions (i.e., The 2006 Las Vegas International Hotel and Restaurant Show).

Outcomes of the Program / Corresponding Classes

Support the strategic objectives and directions of the Tiffin University School of Business by providing foundational managerial knowledge in the context of hospitality and tourism.	HOS 104 – Introduction to Hospitality & Tourism Management
Broaden the personal and professional career expectations of the students.	HOS 104 – Introduction to Hospitality & Tourism Management HOS 404 – Senior Seminar in Hospitality & Tourism Management
Enhance the student presentation skills and the application of technology for instructional purposes.	HOS 104 – Introduction to Hospitality & Tourism Management HOS 215 – Food Service Safety Mgmt. HOS 404 – Senior Seminar in Hospitality & Tourism Management
Broaden student’s knowledge in operating a profitable hospitality facility.	HOS 280 – Hospitality Facilities Mgmt.

Intended Outcomes / Assessment Criteria

Intended Outcomes 1: Hospitality Management graduates will compare favorably with graduates of other universities offering similar programs.

Assessment Criteria: Internship evaluations will indicate that potential graduates are academically prepared for careers in the hospitality industry.

Results of Outcomes Activity:

1998-1999:	Met The Internship students' evaluation results on overall performance were rated average and above.
1999-2000:	Met The Internship students' evaluation results on overall performance were rated average and above.

Revised 2000-2001: Added Assessment Criteria 1 and 2

Assessment Criteria (1): The 400 hour required internship would be completed either before or during their senior year. The internship final evaluations will indicate an overall individual score of 3 or higher (3 is average 4 above average and 5 excellent) on 80% of the graduating seniors' evaluations.

Results of Outcomes Activity:

2000-2001:	Met 6 students completed internships and each had an average of 3 or above = 100%
2001-2002:	Met As of 4/22/02, Five senior students have completed internship requirements. All Five evaluations are 3 or higher.
2002-2003:	Met As of 5/5/03, four senior students have completed internship requirements. All four individual evaluations are 3 or higher.
2003-2004:	Met As of 5/3/04, three graduating seniors completed their internship requirements. All three individual evaluations are 3 or higher.
2004-2005:	
2005-2006:	

Assessment Criteria (2): Faculty members will actively participate in the selection of Hospitality Management related resources for the library and media center.

Results of Outcomes Activity:

2000-2001:	Met The library received 14 new hospitality training videos.
2001-2002:	Met Four new video tapes and eight new book/journals.
2002-2003:	Met Two new video tapes and 6 new books.
2003-2004:	Met

	Three new video tapes and 3 new books were added to the Library.
2004-2005:	
2005-2006:	

Intended Outcomes 2: Graduates will have access to current information regarding employment opportunities in the hospitality industry.

Assessment Criteria: The Career Planning and Placement Center will maintain contact with potential employers.

Results of Outcomes Activity:

1998-1999:	Met The Director of Career Planning publishes weekly bulletins in the Dragon Droppings regarding internship and job opportunities.
1999-2000:	Met The Director of Career Planning publishes weekly bulletins in the Dragon Droppings regarding internship and job opportunities.
2000-2001:	Met Job openings are available in the Career Placement Center as well as postings in the Dragon Droppings.
2001-2002:	Met Internships & openings were communicated through D. D. and through Professor Teresa Miller.
2002-2003:	Met Internships and job openings were available through Teresa Miller’s intranet site, as well as through the Career Placement Center with Dragon Droppings.
2003-2004:	Met Internships and job openings were available through Teresa Miller’s intranet site, as well as through the Career Placement Center with Dragon Droppings.
2004-2005:	
2005-2006:	

Intended Outcomes 3: Graduates will be knowledgeable of career choices and strategies for selecting entry level positions in the hospitality industry.

Assessment Criteria: The Hospitality Management Club will meet bi monthly and provide programs with H.M. alumni as guest speakers.

Results of Outcomes Activity:

1998-1999:	Met The H/M Club met every 2 months in the Fall ’98 & Spring ’99. We entertained one alumnae at our meetings, Jolene Ruffing, AAA.
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1999-2000:	Met The H/M club every 2 months in the Fall '99 & Spring '00. We did an onsite visit with alumnae Amy Tamargo.
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Revised 2000-2001:

Assessment Criteria: The hospitality club will host two industry professionals speakers per semester and the hospitality club will meet at least two times per semester.

Results of Outcomes Activity:

2000-2001:	Speakers: 9/1/00 Malinda Rubel - Seneca CVB, 9/22/00 Andy Cantrell-Hampton GM, 9/25/00 Toured Railroad Bed/Breakfast, 11/10/00 Pam Dubois - Aramark, 3/21/01 Heritage Tourism Speaker, 4/9/01 Fritz Kin-OSHA Hospitality Club meetings: 9/13/00, 10/26/00, 11/6/00, 1/24/01, 2/15/01 3/19/01.
2001-2002:	Fall Malinda Ruble – Director of Seneca Co. CVB, Laura - GM of Holiday Inn Express 09/20/01 - 10/31/01 Spring Fritz Kin – PSHA Speaker, Colleen May - Travel & Tourism, 02/13/02 - 03-27-02.
2002-2003:	Fall Speakers were Malinda Ruble, Seneca CVB and Becki Lee, Fairfield Inn by Marriott. Spring speakers were Fritz Kin, OSHA Speaker and Mary Hoerig, TU Alum from Cedar Point. Fall meetings were held in September and November. Spring meetings were held in February and April.
2003-2004:	Fall Speakers were Malinda Ruble, Seneca CVB and Tina Mowery, Fostoria AAA. Spring speakers were Mary Hoerig, Cedar Point and Steve, GM from the Holiday Inn Express. Fall and Spring Hospitality Club meetings were held weekly.
2004-2005:	
2005-2006:	

Intended Outcomes 4: Graduates will be knowledgeable of current products & services available to the hospitality industry.

Assessment Criteria: Students will attend the annual Ohio Hotel/Motel Association annual convention and show and the Ohio Restaurant Association annual convention and exhibition. T.U. will provide a booth for display with student staffing.

Results of Outcomes Activity:

1998-1999:	Met Students attend the educational seminars at the Ohio H/M Assoc. convention in Cincinnati, Ohio.
1999-2000:	Met Students attend the educational seminars at the Ohio H/M Assoc. convention in Columbus, Ohio. In Nov. 99 attended Midwest CHRIE conference in Chicago, Ill.

Revised 2000-2001:

Assessment Criteria: At least 50% of the hospitality students will attend 1

conventions/trade shows/educational meetings per year.

Results of Outcomes Activity:

2000-2001:	OTA conference 10/26/00 – 2 students attended OHLA tradeshow 11/20/00 – 21 students attended Ohio Dep’t of Travel and Tourism 2/22/01 - 24 students attended (31 hospitality majors)
2001-2002:	Twenty-two students attended OHLA convention. Nine students attended OTA convention.
2002-2003:	Not Met 8 students attended the OTA convention and 4 students attended the OHLA convention.
2003-2004:	Not Met 4 students attended the Ohio Department of Travel and Tourism Forum, 10/03/04. 8 students attended the Cedar Point Tour given by the Vice President of Accommodations. Both trips were funded by the Hospitality Club.
Plan of Action: In order to encourage attendance at these professional conventions, the Hospitality Club is going to take a more active role on campus, therefore accumulating a Hospitality fund in order to subsidize student trips and students’ registration costs at the conventions. We will try to choose the conventions that meet student schedules.	
2004-2005:	
2005-2006:	

Intended Outcomes 5: The Advisory Board will keep the hospitality management program updated to ensure graduate competencies.

Assessment Criteria: The Board will meet annually to review all facets of the H.M. program.

Results of Outcomes Activity:

1998-1999:	Not Met
1999-2000:	Not Met
Removed from Intended Outcomes 2000 - 2001.	

Human Resources Management Concentration

Program Rationale / Purpose Statement

The purpose of the Human Resources Management Concentration is to prepare the student for a successful career as a Human Resources Professional. The concentration emphasizes the skills and theories necessary to allow the graduate to become proficient in the technical and theoretical aspects of HRM and to work productively with employees at

all levels of an organization. The concentration supports the educational mission of professional excellence by preparing the graduate to obtain the PHR (Professional in Human Resources) certification and by requiring an internship to give the student practical work experience.

Marketing / Recruitment Target Statement

Tiffin University encourages students interested in the human aspects of an organization to enroll in the Human Resources Management concentration. The courses in the concentration prepare students to sit for the PHR (Professional in Human Resources) certification examination. In addition, the required internship allows students to gain practical experience before graduation, encouraging them to apply what they have learned in the classroom to real-world situations. All of this combines to prepare the graduate for a successful career as a Human Resources Professional.

Goals of the Program / Corresponding Classes

Support the strategic objectives and directions of the Tiffin University School of Business by providing foundational managerial knowledge in the context of human resources management.	MGT 317 - Human Resources Mgmt.
Prepare students to work with diverse individuals in an organizational setting.	MGT 317 - Human Resources Mgmt. MGT 319 - Labor Relations MGT 351 – Man. Diversity in Workplace
Provide students with the technical knowledge required of the Human Resources Management profession.	LAW 320 – Employment Law MGT 317 – Human Resources Mgmt. MGT 319 – Labor Relations MGT 367 – Advanced Topics in HRM
Improve students’ analytical and communication skills through written case study analyses and oral presentations.	MGT 317 - Human Resources Mgmt. MGT 319 - Labor Relations MGT 351 – Man. Diversity in Workplace MGT 404 – Organization Theory

Intended Outcomes / Assessment Criteria

Intended Outcomes 1: Students will demonstrate the ability to critically analyze current issues in Human Resources Management.

Assessment Criteria: Analysis of student performance on case analysis assignments in MGT 317 and MGT 351. The standard is that eighty percent of the case analyses will achieve a grade of “B” or higher.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 2: Students will demonstrate proficiency with technical knowledge of the Human Resources Management profession.

Assessment Criteria: Analysis of student performance on quizzes and simulation in MGT 367. The standard is that 70% of the quizzes and 90% of the simulations will achieve a grade of “B” or higher.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 3: Students will demonstrate an understanding of how to conduct themselves professionally on the job.

Assessment Criteria: Analysis of onsite supervisor ratings of student performance during the internship. The standard is that at least 80% of internship students will receive an overall performance evaluation of “above average” or “outstanding” from their onsite supervisor.

Results of Outcomes Activity:

2005-2006:		
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International Business Concentration

Program Rationale / Purpose Statement

The purpose of the International Business Concentration is to prepare students to manage and lead in a variety of internationally oriented organizations in the increasingly global economy. The concentration gives students the skills and theoretical knowledge required for international business careers while exposing them to the political, cultural and regulatory environments that shape international business and trade. The International Business Concentration supports the educational mission of professional excellence by providing students with a sound understanding of international business principles and practices that are essential for success in the global economy.

Marketing / Recruitment Target Statement

Tiffin University encourages students interested in working with foreign businesses, or with domestic businesses competing foreign markets, to enroll in the International Business Concentration. The concentration provides the student with a broad understanding of the international business arena through interdisciplinary courses with specific international applications. Students enrolled in the concentration are strongly

encouraged to study a foreign language, to participate in a study/tour abroad program, and to participate in a campus international club or organization.

Goals of the Program / Corresponding Classes

Promote effective written communication.	MGT 411 – International Management
Promote effective oral communication/presentation skills.	MGT 411 – International Management
Provide students with an understanding of the technical aspects of the field, e.g., international management, trade, marketing, and finance.	MGT 411 - International Management MKT 404 - Global Marketing FIN 426 - International Finance ECO 424 - International Trade Theory
Promote the study of a second language.	Foreign language courses offered by partner schools, self-study, etc.

Intended Outcomes / Assessment Criteria

Intended Outcomes 1: Students will demonstrate an understanding of the technical aspects of the field, e.g., international management, marketing, finance and trade.

Assessment Criteria: Eighty percent of International Business students will achieve a grade of “B” or better in the following courses: MGT 411 – International Management; MKT 404 – Global Marketing; FIN 426 – International Finance; and ECO 424 – International Trade Theory.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 2: Students will demonstrate the ability to write well.

Assessment Criteria: Seventy percent of papers in MGT 411 will be free of major writing errors, such as poor grammar, misspellings, etc.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 3: Students will demonstrate professional presentation skills.

Assessment Criteria: Seventy percent of presentations in MGT 411 will be free of common presentation errors, such as lack of eye contact, reading from notes, etc.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 4: Students will demonstrate proficiency with a second language.

Assessment Criteria: Seventy percent of International Business students will be proficient with a second language. International students may satisfy this requirement by passing TOEFL. American students can do so by taking two courses in one foreign language or by taking a proficiency exam in a foreign language.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 5: Students will expand their knowledge of foreign countries by participating in a campus international club or organization.

Assessment Criteria: Sixty percent of International Business students will be members of a campus international club or organization.

Results of Outcomes Activity:

2005-2006:		
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Managerial Studies Concentration

Program Rationale / Purpose Statement

The Managerial Studies Concentration provides an opportunity for more in-depth understanding of a variety of managerial themes that tend to be common in all management settings. The concentration supports the educational mission of professional excellence by preparing students with a generalized background in management that applies in a variety of settings and industries.

Marketing / Recruitment Target Statement

Tiffin University encourages students with a generalized interest in Management to enroll in the Managerial Studies Concentration. The student will benefit from a non-specific curriculum that will prepare them for managerial responsibilities in virtually any field. Broad opportunities exist through internships and practitioner affiliations in a host of industries, including private, public, government, manufacturing, and service institutions. Alternatively, the Managerial Studies Concentration provides a solid foundation for those who plan to pursue graduate education.

Goals of the Program / Corresponding Classes

Support the strategic objectives and directions of the Tiffin	MGT 404 – Org. Theory MGT 317 – HRM
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University School of Business by providing foundational and generalized management knowledge.	MGT 495 – Organizational Strategy
Imbue students with a sense of the importance of ethical business conduct.	MGT 495 – Organizational Strategy
Prepare students for management in a diverse work setting.	MGT 317 – HRM MGT 351 – Workplace Diversity MGT 411 – International Mgmt.
Improve students’ analytical and communication skills in a managerial setting.	MGT 404 – Org. Theory MGT 495 – Organizational Strategy

Intended Outcomes / Assessment Criteria

Intended Outcomes 1: Communication skills development: written.

Assessment Criteria: Evaluation of students’ written case analysis in Organizational Strategy. Written case analyses of Managerial Studies students in the course Organizational Strategy will be blindly and independently graded by someone other than the course instructor. The standard is that eighty percent of papers will be free of writing errors.

Results of Outcomes Activity:

2005-2006:	
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Intended Outcomes 2: Analytical skills: Ability to resolve unstructured problems.

Assessment Criteria: Analysis of student’s performance in three courses MGT 317, MGT 404 & MGT 411. In each course students will develop and write a series of case analysis assignments.

Assessment Criteria: In MGT317, the course instructor will prepare a report as to the number of case analyses used in the outcome measure. The standard is that eighty-five percent of the case analyses in the will achieve a grade of “C” or higher.

Results of Outcomes Activity:

2005-2006:	
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Assessment Criteria: In the 400 level courses, the course instructor will prepare a report as to the number of cases used in the outcome measure. The standard is that ninety percent of the case analyses will achieve a grade of “C” or higher.

Results of Outcomes Activity:

2005-2006:	
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Intended Outcomes 4: Communication skills development: oral.

Assessment Criteria: Measured by analyzing student oral presentations in MGT 495: Organizational Strategy. Group case assignment results require an oral presentation by one of the group members. Case evaluation sheets provide comments on the quality of the oral presentation. A presentation free of major faults such as excessive reading, lack of eye contact, limited explanation of ideas was viewed as evidence of satisfactory or better presentation skills. The standard is that at least 60% of all student presentations demonstrate satisfactory presentation skills

Results of Outcomes Activity:

2005-2006	
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Sports Management Concentration

Program Rationale / Purpose Statement

The purpose of the Tiffin University Sports Management Concentration is to promote, stimulate, and guide study, research, and professional career development in the area of sports management (broadly interpreted). Students enrolled in the concentration support the educational mission of professional excellence through the theoretical and applied aspects of management theory and practice specifically related to sports enterprises for all sectors of the population.

Marketing / Recruitment Target Statement

Tiffin University encourages students interested in pursuing a career as a sports manager at the professional or amateur level to enroll in the Sports Management Concentration. Students will focus on the management and finance of private and public athletic organizations while also meeting curriculum requirements designed to provide practical experience in a diverse sports industry. Opportunities for students to network with industry specialists and to gain practical experience in event operations at international sporting competitions (i.e., 2004 Olympic Games and 2005 Pan-American Juniors championships) has highlighted the program’s global reach and service efforts.

Goals of the Program / Corresponding Classes

Support the strategic objectives and directions of the Tiffin University School of Business by providing foundational managerial knowledge in the context of sports.	MGT 260 - Sports Mgt I MGT 360 - Sports Mgt II
Broaden the personal and professional career expectations of the student.	MGT 260 - Sports Mgt I MGT 445 - Senior Seminar

Improve the analytical skills of students as applied to a variety of sports managerial cases.	MGT 260 - Sports Mgt I MGT 360 - Sports Mgt II
Enhance student presentation skills and the application of technology for instructional purposes.	SOC 280 - Sports Society MGT 260 - Sports Mgt I MGT 360 - Sports Mgt II MGT 445 - Senior Seminar
Broaden student's knowledge in designing and operating sports facilities.	MGT 325 - Facilities Mgt
Assist in the development of skills in managing and supervising intercollegiate athletic contests.	MGT 445 - Senior Seminar

Intended Outcomes / Assessment Criteria

Intended Outcomes 1: Graduates will demonstrate satisfaction with preparation for a career in sports management.

Assessment Criteria: A minimum of 90% of the graduates responding to question #12 on the student satisfaction survey asking “how do you rate your business degree in terms of preparation for a career” will indicate a 4 or 5 (“5” being outstanding).

Results of Outcomes Activity:

2005-2006:	
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Intended Outcomes 2: Graduates will demonstrate the ability to critically analyze current issues related to sports from a managerial perspective.

Assessment Criteria: A minimum of 80 % of students in MGT260 and 90% of the students in MGT 360 will achieve an average grade of “B” or better on the case analyses requirement.

Results of Outcomes Activity:

2005-2006:	
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Intended Outcomes 3: Graduates will demonstrate professional presentation skills utilizing multi-media technology sources.

Assessment Criteria: A minimum of 85% of students in MGT 260 and 90% of students in MGT 445 will achieve a grade of “B” or better on class presentations.

Results of Outcomes Activity:

2005-2006:	
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Intended Outcomes 4: Graduates will demonstrate working knowledge of the planning, design, and operation of sports facilities.

Assessment Criteria: A minimum of 85% of the students in MGT 325 will achieve a grade of “B” or better on their facilities project.

Results of Outcomes Activity:

2005-2006:	
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Intended Outcomes 5: Graduates will demonstrate knowledge of organizational requirements for the operation of a sport contest.

Assessment Criteria: 100% of graduates will have a satisfactory rating on a field experience assessment form indicating they have satisfactorily completed a minimum of 20 hours of practicum/intern work in designing, implementing or managing an athletic contest under the supervision of the Tiffin University Intercollegiate Athletics.

Results of Outcomes Activity:

2005-2006:	
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School of Business
Outcomes Assessment
BBA – Management Information Systems Major

Program Rationale / Purpose Statement

The Management Information Systems (MIS) degree is intended to provide the student with the technical skills necessary to create, share, use, and store information within business organizations. This degree offers students the practical skills required for the effective use, management and integration of information systems and the set of understandings and competencies necessary to understand business management. Additionally, the degree requires the development of sound work habits, the ability to think analytically and critically, the development 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. Additionally, 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 prepare students for positions in business organizations that require software, data and information intensive interactions.

Outcomes of the Program / Corresponding Classes

Business Application Software Proficiency	INS 105 - Intro to Info Technology INS 111 - Intermediate Info Technology INS 355 - Spreadsheet Applications for Decision Making INS 315 - Database Design and Application I INS 316 - Database Design and Application II
Critical Thinking Skills	INS 212 - Systems Analysis and Design INS 210 - Visual Basic Programming
Planning Practices and Professional Work Habits	INS 255 - Internet and Web Site Development INS 480 - Senior Seminar INS 470 - Internship
Technical Skills	INT 155 - Microcomputer Operating Systems INS 361 - Network Management and Administ.
Business Management Skills	MGT 301 - Organizational Behavior MGT 495 - Organizational Strategy
Communication Skills	INS 212 - Systems Analysis and Design INS 470 - Internship MGT 495 - Organizational Strategy

Intended Outcomes / Assessment Criteria

Intended Outcomes 1: MIS graduates will find employment in their chosen field.

Assessment Criteria: At least 85% of MIS graduates will either be employed in the MIS profession or have made other plans which may prevent them from accepting employment.

Results of Outcomes Activity:

1998-1999:	Met Information from Career Services.
1999-2000:	Met According to the information that was received from the Office of Career Services all MIS graduates from Spring 2000 who had responded were working within the MIS/IT field.
2000-2001:	Met According to the information that was received from the Office of Career Services all MIS graduates from Spring 2000 who had responded were working within the MIS/IT field.
2001-2002:	Met 90% of graduates have found employment in IT/MIS sector.

2002-2003:	Met Based on information from the Career Services Office 6 of the 7 graduates from the class of 2002 were employed in the IT/MIS field.
2003-2004:	Not Met After checking with the Career Services Office, it was found that 4 of 6 graduates that had responded to the survey are employed in the IT/MIS field.
2004-2005:	Met According to the information that was received from the Office of Career Services all MIS graduates from Spring 2004 who had responded (1 response) were working within the MIS/IT field.
2005-2006:	

Intended Outcomes 2: MIS graduates will compare favorably with graduates of other colleges and universities in academic preparation.

(Revised 2000-2001) MIS graduates will compare favorably with other MIS professionals in academic preparation.

Assessment Criteria: The average scores of MIS graduates will exceed the national average of scores on the MFAT and will also be above the national average in the MIS area.

(Revised 2000-2001) Graduates will sit for standardized tests made available by Microsoft Press or other publishers and score in the upper 60% range.

Results of Outcomes Activity:

1998-1999:	Met The Information Systems students scored over 90% on the School of Business Assessment paper.
1999-2000:	Not Met N/A for 1999-2000. To be changed for 2000-2001.
2000-2001:	Not Met N/A this year. Will start in process in 2001-2002 academic year.
2001-2002:	Not Met Students will take a test this coming academic year.
2002-2003:	Not Met Tests were not made available this academic year.
Plan of Action: Test will be administered to all graduating seniors.	
2003-2004:	Not Met Different exams are now available, and the department is in the process of implementing a program for the introductory course which could be used for graduates too.
Plan of Action: Administering the chosen test this next academic year.	
2004-2005:	Met Pilot tests of software in Fall semester in all Introductory Business

	Application Software classes taught by full time faculty. Department subsequently began working with the publisher of Train and Assess IT to work out difficulties. Full-time faculty attended a conference session on the use of this specific software for Outcomes Assessment and is continuing to work with the assessment experts to develop more reliable tools. Piloting and customization will continue in the next academic year.
2005-2006:	

Intended Outcomes 3: Graduates will have access to information about various career opportunities in the MIS field.

Assessment Criteria: Students will be involved in student clubs (Tiffin User Group – TUG Association for Systems Management – ASM) and meet at least twice a semester.

Results of Outcomes Activity:

1998-1999:	Met The organization met about careers in 1998-1999.
1999-2000:	Met Students are given information in classes about career opportunities and job openings in the MIS field. Posted openings of current positions in MIS.
2000-2001:	Met Students are given information in classes about career opportunities and Job openings in the MIS field. Assisted students in Self-Directed Search. Posted openings of current positions in MIS.
2001-2002:	Met Students took a field trip to Marathon Corp. Headquarters in INS 312 in April.
2002-2003:	Met Students took a field trip to Marathon Corp. Headquarters in INS 212 in April. Students are exposed to and class discussion in all required classes about career opportunities and possible career paths.
2003-2004:	Met Students were exposed in various classes throughout the curriculum on career paths and opportunities available. The criteria for this outcome will be revised in AY 2004-2005.
2004-2005:	Met Many students participated in the IT Club which met multiple times throughout the academic year. Students in INT 495 were exposed to quest speakers from a variety of IT/MIS career paths. All students were welcomed at a guest speaker event on information security and were invited and encouraged to join InfraGard, a professional alliance working jointly with the FBI. Finally, all majors were invited to take advantage of a scholarship that would allow them to attend an Information Security Analysts conference as student participants.

2005-2006:	
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Intended Outcomes 4: MIS faculty will be up to date in their field.

Assessment Criteria: All faculty members will participate in seminars conferences and professional organizations.

Results of Outcomes Activity:

1998-1999:	Met ACBSP Faculty Load Reports.
1900-2000:	November 1999 – Attended the “Ohio Video Intranet Conference” hosted by OLN. June 2000- Attended the “Train The Trainer” E-Teaching workshop. Accepted and enrolled in EDM at C.W.R.U. Working papers: Identity formation of college students and athletes. Interpersonal Communication and College Success. Attended on-line education seminars. Published and delivered (by co-author) “Contingency Planning for Y2K: The Role of the HES Professional”. <u>Academy of Certified Hazardous Material Managers (ACHMM)</u> , 1999. Sit on Terra Community College Curriculum Advisement Committee.
2000-2001:	May 2000 – Attended the “Train The Trainer” E-College workshop. November 5-7, 2000 – The 2000 Assessment Institute. NPO Governance Symposium – October, 2000 and February, 2001. Doctoral Community Consortium Symposium and Poster Sessions – January, 2001.
2001-2002:	See: Scholarly and Professional Activities.
2002-2003:	See: Scholarly and Professional Activities. On file at the School of Business and in the Office of Dean of Faculty.
2003-2004:	See: Scholarly and Professional Activities. On file at the School of Business and in VPAA office.
2004-2005:	See: Scholarly and Professional Activities. On file at the School of Business and in VPAA office.
2005-2006:	

Intended Outcomes 5: MIS Graduates will be satisfied with their academic preparation at TU.

Assessment Criteria: Survey graduates from the past 5 years. 60% will respond favorably to their academic preparation at TU.

Results of Outcomes Activity:

2000-2001:	Not Met Will be implemented in academic year 2001-2002.
Removed from Intended Outcomes 2001-2002.	

*School of Business
Outcomes Assessment
BBA – Marketing Major*

Program Rationale / Purpose Statement

The purpose of the Tiffin University Marketing major is to promote, stimulate, and guide study, research, and professional career development in all areas of marketing. Students enrolled in the major support the educational mission of professional excellence through the theoretical and applied aspects of marketing theory and practice specifically related to entrepreneurship, increasing brand equity and strengthening stakeholder relationships.

Marketing / Recruitment Target Statement

Tiffin University encourages students interested in pursuing a career in a wide variety of marketing positions in large and small business and nonprofit organizations to enroll in the Marketing major. Students will focus on the generally applicable marketing promotions, marketing management and marketing research functions of organizations. Opportunities for students to apply their theoretical education to practical endeavor have highlighted the program’s practitioner effectiveness.

Outcomes of the Program / Corresponding Classes

Support the strategic objectives and directions of the Tiffin University School of Business by providing foundational marketing knowledge applicable universally.	MKT 252 – Buyer Behavior MKT 353 – Marketing Research
Broaden the personal and professional career expectations of the student.	MKT 252 – Buyer Behavior MKT 353 – Marketing Research MKT 456 – Marketing Strategy
Improve the analytical skills of students as applied to a variety of marketing issues.	MKT 353 – Marketing Research MKT 456 – Marketing Strategy

Intended Outcomes / Assessment Criteria

Intended Outcomes 1: Marketing graduates will find employment in their chosen or a related field or be accepted into a graduate course or other program of additional learning.

Assessment Criteria: At least 90 percent of Marketing graduates who desire to enter the workforce will be employed within six (6) months of graduation. Graduates who so choose will be accepted into a graduate or other program within six (6) months of graduation.

Results of Outcomes Activity:

1999-2000:	Met Department Chair monitors job placement directly with students on an
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	informal basis. While every student is reached, a sample of greater than 50% of enrollment indicated meeting this had happened.
2000-2001:	Met Department Chair monitors job placement directly with students on an informal basis. While every student is reached, a sample of greater than 50% of enrollment indicated meeting this had happened.
2001-2002:	Not Met According to Carol McDannell from Career Services in an informal survey it indicated a 50% success rate.
2002-2003:	Met According to Carol McDannell from Career Services in an informal survey it indicated a 97% success rate.
2003-2004:	Met According to Carol McDannell from Career Services in an informal survey it indicated a 96% success rate.
2004-2005:	Met According to Carol McDannell from Career Services in an informal survey it indicated a 96% success rate.
2005-2006:	

Intended Outcomes 2: Marketing students will preview the environments of business prior to graduation.

Assessment Criteria (1): Department of Marketing faculty will encourage and support the efforts of Marketing majors to locate and pursue internships in their chosen area(s).

Results of Outcomes Activity:

1999-2000:	Met Through the activities of the Marketing Club and Delta Mu Delta.
2000-2001:	Met Through the activities of the Marketing Club and Delta Mu Delta
2001-2002:	Met Through the activities of the Marketing Club and Delta Mu Delta.
2002-2003:	Met Through the activities of the Marketing Club and Delta Mu Delta.
2003-2004:	Met Through the activities of the Marketing Club and Delta Mu Delta.
2004-2005:	Met Through the activities of the Marketing Club and Delta Mu Delta and Kristi A. Krintzline, Director of Student Development
2005-2006:	

Assessment Criteria (2): Department faculty members will actively participate in the selection of Marketing related resources for the library and media center.

Results of Outcomes Activity:

1999-2000:	Met Unfortunately, while there was one meeting with the Head Librarian, Marketing faculty did not actively participate.
2000-2001:	Met A series of meetings were held to consider the present holdings. A number of new journals were recommended for purchase.
2001-2002:	Met Faculty ordered videos for student review.
2002-2003:	Met Faculty ordered books for student review.
2003-2004:	Met It was decided that many journals in marketing could be ordered in online electronic versions, replacing paper copies.
2004-2005:	Met Faculty ordered books for student review and reviewed videos for relevance to classes.
2005-2006:	

Assessment Criteria (3): Students will be able to participate in a Marketing interest group, which meets once a month during the regular semesters.

Results of Outcomes Activity:

1999-2000:	Met The Marketing Club met regularly and did engage in such activities.
2000-2001:	Met The Marketing Club met regularly and did engage in such activities.
2001-2002:	Met The Marketing Club met regularly and did engage in such activities.
2002-2003:	Met The Marketing Club met regularly and did engage in such activities.
2003-2004:	Met The Marketing Club met regularly and did engage in such activities.
2004-2005:	Met The Marketing Club met regularly and did engage in such activities.
2005-2006:	

Intended Outcomes 3: Marketing majors will receive marketing specific professional and academic advising to enhance their career during and after matriculation at Tiffin University.

Assessment Criteria (1): All incoming freshmen with a declared major in Marketing, as well as students transferring into the University as declared Marketing majors, will be

assigned to a full time faculty member in the Department of Marketing for advising. Students transferring into Marketing from another major will be reassigned to a full time faculty member in the Department of Marketing for advising.

Results of Outcomes Activity:

1999-2000:	Met Carried out as specified through the Freshman Institute program.
2000-2001:	Met Carried out as specified through the Freshman Institute program.
2001-2002:	Met Carried out as specified through the Freshman Institute program.
2002-2003:	Met Carried out as specified through the Freshman Institute program.
2003-2004:	Met Carried out as specified through the Freshman Institute program.
2004-2005:	Met Carried out as specified through the Freshman Institute program.
2005-2006:	

Assessment Criteria (2): All Marketing majors will be required to meet with their academic adviser and obtain his/her signature prior to registering for classes each semester.

Results of Outcomes Activity:

1999-2000:	Met A requirement of the Registrar's office.
2000-2001:	Met A requirement of the Registrar's office.
2001-2002:	Met A requirement of the Registrar's office.
2002-2003:	Met A requirement of the Registrar's office.
2003-2004:	Met A requirement of the Registrar's office.
2004-2005:	Met A requirement of the Registrar's office.
2005-2006:	

Intended Outcomes 4: The Marketing curriculum will be current with appropriate background information tools techniques and practices.

Assessment Criteria: Curriculum will be reviewed and updated by Department of Marketing faculty at least once a year.

Results of Outcomes Activity:

1999-2000:	Met A major curriculum review and revision was undertaken during the 1999-2000 AY.
2000-2001:	Met An informal review was made during the Spring semester. A more comprehensive review will be undertaken during Spring 2002, as the students will have progressed into their 3 rd year of the new curriculum.
2001-2002:	Met Curriculum was reviewed by faculty each semester and improvements were incorporated.
2003-2004:	Met Curriculum was reviewed by faculty each semester and improvements were incorporated.
2004-2005:	Met Curriculum was reviewed by faculty each semester and improvements were incorporated.
2005-2006:	

Intended Outcomes 5: To Be Completed 05-06

Assessment Criteria: Each full-time faculty member in the Department of Marketing will demonstrate on an annual basis active involvement in at least two of the following: professional organizations, seminars, conferences, education, training, scholarly activities, consulting or other appropriate professional activities.

Results of Outcomes Activity:

1999-2000:	Met Each member did attend more than two such functions.
2000-2001:	Met Each member did attend more than two such functions.
2001-2002:	Met Each member did attend more than two such functions.
2002-2003:	Met Each member did attend more than two such functions.
2003-2004:	Met Each member did attend more than two such functions.
2004-2005:	Met Each member did attend more than two such functions.
2005-2006:	

Marketing Management Concentration

Program Rationale / Purpose Statement

The purpose of the Tiffin University Marketing Management concentration is to promote, stimulate, and guide study, research, and professional career development in the area of marketing management. Students enrolled in the concentration support the educational mission of professional excellence through the theoretical and applied aspects of marketing theory and practice specifically related to the planning, implementation, and control of marketing strategies and plans.

Marketing / Recruitment Target Statement

Tiffin University encourages students interested in pursuing a career in a wide variety of marketing management positions in large and small business and nonprofit organizations to enroll in the Marketing Management concentration. Students will focus on the managerial decision making processes required for the successful execution of marketing initiatives and programs. Opportunities for students to study the application of theory to experiential endeavor have highlighted the program's practitioner effectiveness.

Outcomes of the Program / Corresponding Classes

Support the strategic objectives and directions of the Tiffin University School of Business by providing foundational marketing knowledge applicable universally.	MKT 253 – Marketing Comm.
Broaden the personal and professional career expectations of the student.	MKT 350 – Retailing Management MKT 354 – Personal Selling MKT 357 – Business Marketing MKT 404 – Global Marketing
Improve the analytical skills of students as applied to a variety of marketing issues.	MKT 357 – Business Marketing MKT 404 – Global Marketing
Enhance student presentation skills and the application of technology in professional presentations.	MKT 404 – Global Marketing

Intended Outcomes / Assessment Criteria

Intended Outcomes 1: Marketing Management concentration graduates will find employment in their chosen or a related field or be accepted into a graduate course or other program of additional learning.

Assessment Criteria: At least 90 percent of Marketing Management concentration graduates who desire to enter the workforce will be employed within six (6) months of graduation. Graduates who so choose will be accepted into a graduate or other program within six (6) months of graduation.

Results of Outcomes Activity:

1999-2000:	Met Department Chair monitors job placement directly with students on an informal basis. While every student is reached, a sample of greater than 50% of enrollment indicated meeting this had happened.
2000-2001:	Met Department Chair monitors job placement directly with students on an informal basis. While every student is reached, a sample of greater than 50% of enrollment indicated meeting this had happened.
2001-2002:	Not Met According to Carol McDannell from Career Services in an informal survey it indicated a 50% success rate.
2002-2003:	Met According to Carol McDannell from Career Services in an informal survey it indicated a 97% success rate.
2003-2004:	Met According to Carol McDannell from Career Services in an informal survey it indicated a 96% success rate.
2004-2005:	Met According to Carol McDannell from Career Services in an informal survey it indicated a 96% success rate.
2005-2006:	

Intended Outcomes 2: Marketing Management concentration students will preview the environments of marketing management prior to graduation.

Assessment Criteria (1): Department of Marketing faculty will encourage and support the efforts of Marketing Management concentration students to locate and pursue internships in their chosen area(s).

Results of Outcomes Activity:

1999-2000:	Met Through the activities of the Marketing Club and Delta Mu Delta.
2000-2001:	Met Through the activities of the Marketing Club and Delta Mu Delta
2001-2002:	Met Through the activities of the Marketing Club and Delta Mu Delta.
2002-2003:	Met Through the activities of the Marketing Club and Delta Mu Delta.
2003-2004:	Met Through the activities of the Marketing Club and Delta Mu Delta.
2004-2005:	Met Through the activities of the Marketing Club and Delta Mu Delta and

	Kristi A. Krintzline, Director of Student Development
2005-2006:	

Assessment Criteria (2): Department faculty members will actively participate in the selection of Marketing Management related resources for the library and media center.

Results of Outcomes Activity:

1999-2000:	Met Unfortunately, while there was one meeting with the Head Librarian, Marketing faculty did not actively participate.
2000-2001:	Met A series of meetings were held to consider the present holdings. A number of new journals were recommended for purchase.
2001-2002:	Met Faculty ordered videos for student review.
2002-2003:	Met Faculty ordered books for student review.
2003-2004:	Met It was decided that many journals in marketing could be ordered in online electronic versions, replacing paper copies.
2004-2005:	Met Faculty ordered books for student review and reviewed videos for relevance to classes.
2005-2006:	

Assessment Criteria (3): Students will be able to participate in a Marketing Management interest group, which meets once a month during the regular semesters.

Results of Outcomes Activity:

1999-2000:	Met The Marketing Club met regularly and did engage in such activities.
2000-2001:	Met The Marketing Club met regularly and did engage in such activities.
2001-2002:	Met The Marketing Club met regularly and did engage in such activities.
2002-2003:	Met The Marketing Club met regularly and did engage in such activities.
2003-2004:	Met The Marketing Club met regularly and did engage in such activities.
2004-2005:	Met The Marketing Club met regularly and did engage in such activities.
2005-2006:	

Intended Outcomes 3: The Marketing Management concentration curriculum will be current with appropriate background information tools techniques and practices.

Assessment Criteria: Curriculum will be reviewed and updated by Department of Marketing faculty teaching specific Marketing Management concentration required courses at least once a year.

Results of Outcomes Activity:

1999-2000:	Met A major curriculum review and revision was undertaken during the 1999-2000 AY.
2000-2001:	Met An informal review was made during the Spring semester. A more comprehensive review will be undertaken during Spring 2002, as the students will have progressed into their 3 rd year of the new curriculum.
2001-2002:	Met Curriculum was reviewed by faculty each semester and improvements were incorporated.
2003-2004:	Met Curriculum was reviewed by faculty each semester and improvements were incorporated.
2004-2005:	Met Curriculum was reviewed by faculty each semester and improvements were incorporated.
2005-2006:	

School of Business
Outcomes Assessment
BBA – Organizational Management Major

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

<p>Critical Thinking</p>	<p>PSY 301 - Adult Development & Life Assessment ENG 365 - Issue in Literature MGT 301- Organizational Behavior MGT 361- Analysis & Research Design for Managers MGT 467 - Action Research Project MGT 404- Organizational Theory INS 312 - Information Systems for Mgrs. MGT 495 - Organizational Strategy PHI 306 - Business Ethics MGT 411- International Management FIN 301 - Business Finance</p>
<p>Oral Communication</p>	<p>MGT 301 - Organizational Behavior MGT 404 - Organizational Theory MGT 411 - International Management MGT 495 - Organizational Strategy COM 441 - Organizational Comm. MGT 467 - Action Research Project</p>
<p>Written Communication</p>	<p>PSY 301 - Adult Development & Life Assessment ENG 365 - Issue in Literature MGT 301 - Organizational Behavior MGT 361 - Managerial Research Design & Analysis MGT 467 - Action Research Project MGT 404 - Organizational Theory INS 312 - Information Systems for Mgrs. MGT 495 - Organizational Strategy PHI 306 - Business Ethics MGT 411 - International Management FIN 301 - Business Finance</p>
<p>Ethics</p>	<p>PHI 306 - Business Ethics INS 312 - Information Systems for Managers MGT 495 - Organizational Strategy MGT 411 - International Management MKT 355 - Marketing Management LAW 302 - Business Law for Managers MGT 317 - Human Resources Mgt. FIN 301 - Business Finance</p>
<p>Current Global and Local Business Practices</p>	<p>MGT 411 - International Management</p>

	MGT 495 - Organizational Strategy ACC 305 - Accounting for Decision Making MGT 321 - Operations Management MGT 467 - Action Research Practice LAW 302 - Business Law for Managers MGT 317 - Human Resources Mgt. MGT 452 - Leading the Entrepreneurial Organization
Strategic Analysis	MGT 495 - Organizational Strategy MGT 467 - Action Research Project FIN 301 - Business Finance for Mgrs. MGT 361 - Managerial Research Design & Analysis MGT 411 - International Management MGT 452 - Leading the Entrepreneurial Organization

Intended Outcomes / Assessment Criteria

Intended Outcomes 1:

Adult learners will demonstrate the ability to critically analyze current business situations and strategically solve problems.

Assessment Criteria: To Be Completed 05-06

Results of Outcomes Activity:

2005-2006:	
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Intended Outcomes 2: Adult learners will demonstrate the ability to effectively communicate ideas and information in a group environment.

Assessment Criteria: To Be Completed 05-06

Results of Outcomes Activity:

2005-2006:	
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Intended Outcomes 3: Adult learners will demonstrate the ability to communicate in the written form through application of business writing.

Assessment Criteria: To Be Completed 05-06

Results of Outcomes Activity:

2005-2006:	
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Intended Outcomes 4: Adult learners will demonstrate knowledge of ethical behavior and personal values.

Assessment Criteria: To Be Completed 05-06

Results of Outcomes Activity:

2005-2006:	
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*School of Business
Outcomes Assessment
Master of Business Administration*

Program Rationale / Purpose Statement

In graduate programs in the professions, such as business administration, it is especially important that the vocational focus of the School of Business mission be carried out to its utmost. Each course, all content, is delivered with the intent to improve the students’ skills to enhance their ability to move forward in their careers and gain advancement. Studies of Tiffin University students, faculty, and alumni have shown that communications skills, decision-making, leadership, and teamwork are the most important part of their desired MBA program – but not to exclusion of other necessities, such as globalization, quantitative analysis, information technology, and ethics/diversity.

Marketing / Recruitment Target Statement

The MBA program is aimed at students who have completed their undergraduate education and are ready for more in-depth study of the managerial areas needed to be top prospects for promotion in their organizations. As our incoming students have a very broad range of educational and professional backgrounds, the program is designed to bring them from very disparate initial levels of training to a consistent level of performance across the required knowledge areas.

Outcomes of the Program / Corresponding Classes

Communications skills	MGT 511 - Individual & Teamwork MKT 523 - Marketing Management MGT 531 - Leadership & Influence MGT 622 - Strategic Management MGT 624 - Industry & Competitive Analysis
Decision-making skills	ACC 512 - Managerial Accounting ECO 524 - Managerial Economics MKT 611 - Business Research Analysis FIN 612 - Managerial Finance MGT 623 - Legal & Ethical Issues in Management
Leadership & Teamwork skills	MGT 511 - Individual & Teamwork

	MGT 522 - Management of Human Resources MGT 531 - Leadership & Influence MGT 621 - Organizational Analysis & Design MGT 622 - Strategic Management MGT 624 - Industry & Competitive Analysis
Globalization skills	MKT 523 - Marketing Management MGT 614 - Global & Transnational Management
Quantitative analysis skills	MAT 513 - Statistical Methods for Managers MGT 613 - Operations Management
Information technology skills	INS 514 - Information & Decision Support
Ethics/diversity skills	MGT 522 - Management of Human Resources MGT 623 - Legal & Ethical Issues in Management
Student skill preparation	ACC 510 - Financial Accounting
As needed	MGT 690 - Special Topics

Intended Outcomes / Assessment Criteria

Intended Outcomes 1: Graduates will be satisfied with the education they received across the various skill areas.

Assessment Criteria: At least 90% of graduates will answer yes to the question “were these areas addressed in your graduate program?”. (This information is collected via exit surveys during the last couple weeks of the last semester they are in the MBA program, usually during either MGT 623 or MGT 624.)

Results of Outcomes Activity:

2001-2002:	<p>Met Communications skills - 100% of graduates responded yes.</p> <p>Met Problem solving - 95% of graduates responded yes.</p> <p>Met Leadership - 100% of graduates responded yes.</p> <p>Met Teamwork - 100% of graduates responded yes.</p> <p>Met Diversity - 93% of graduates responded yes.</p> <p>Not Met Technology - 88% of graduates responded yes.</p>
2002-2003:	<p>Met Communications skills - 93% of graduates responded yes.</p>

	<p>Met Problem solving - 91% of graduates responded yes.</p> <p>Not Met Leadership - 84% of graduates responded yes.</p> <p>Met Teamwork - 100% of graduates responded yes.</p> <p>Met Diversity - 91% of graduates responded yes.</p> <p>Not Met Technology - 61% of graduates responded yes.</p>
2003-2004:	<p>Not Met No survey sent.</p>
2004-2005:	<p>Met Communications skills - 100% of graduates responded yes.</p> <p>Met Problem solving - 96% of graduates responded yes.</p> <p>Met Leadership - 97% of graduates responded yes.</p> <p>Met Teamwork - 100% of graduates responded yes.</p> <p>Met Diversity - 95% of graduates responded yes.</p> <p>Not Met Technology - 81% of graduates responded yes.</p>
<p>Plan of Action: Consider courses of actions raise awareness and satisfaction with information technology training. In addition, work to re-develop the survey to more closely align the outcomes with the survey instrument.</p>	
2005-2006:	

Intended Outcomes 2: Graduates will be satisfied with the education they received across various teaching delivery dimensions.

Assessment Criteria: At least 90% of graduates will answer yes to the question “was the teaching...?”. (This information is collected via exit surveys during the last couple weeks of the last semester they are in the MBA program, usually during either MGT 623 or MGT 624.)

Results of Outcomes Activity:

2001-2002:	Not	Not No Responses.
2002-2003:	<p>Not Met Rigorous – 63% of graduates responded yes</p> <p>Not Met Student-Centered – 67% of graduates responded yes.</p> <p>Not Met Innovative – 51% of graduates responded yes</p> <p>Met General Management – 98% of graduates responded yes.</p> <p>Not Met Experiential – 70% of graduates responded yes</p>	
2003-2004:	<p>Not Met No survey sent.</p>	
2004-2005:	<p>Not Met Rigorous - 76% of graduates responded yes</p> <p>Met Student-Centered - 91% of graduates responded yes.</p> <p>Not Met Innovative - 83% of graduates responded yes</p> <p>Met General Management - 95% of graduates responded yes.</p> <p>Not Met Experiential - 80% of graduates responded yes</p>	
<p>Plan of Action: Consider courses of actions raise awareness and satisfaction with rigor, innovation, and experiential learning. In addition, work to re-develop the survey to more closely align the outcomes with the survey instrument.</p>		
2005-2006:		

Intended Outcomes 3: Graduates will be satisfied with the education they received in general.

Assessment Criteria: At least 90% of graduates will answer yes to the various satisfaction questions. (This information is collected via exit surveys during the last couple weeks of the last semester they are in the MBA program, usually during either MGT 623 or MGT 624.)

Results of Outcomes Activity:

<p>2001-2002:</p>	<p>Not Met Would you suggest this graduate program to someone interested in graduate education? 85% of graduates responded yes.</p> <p>Not Met Overall, were you satisfied with the program? 83% of graduates responded yes.</p> <p>Met Do you feel this program will help you progress in your career? 93% of graduates responded yes.</p> <p>Met Did you feel you gained practical knowledge in your program? 98% of graduates responded yes.</p> <p>Not Met Were the majority of your professors knowledgeable in their field? 88% of graduates responded yes.</p>
<p>2002-2003:</p>	<p>Not Met Would you suggest this graduate program to someone interested in graduate education? 86% of graduates responded yes.</p> <p>Not Met Overall, were you satisfied with the program? 81% of graduates responded yes.</p> <p>Not Met Do you feel this program will help you progress in your career? 86% of graduates responded yes.</p> <p>Not Met Did you feel you gained practical knowledge in your program? 88% of graduates responded yes.</p> <p>Not Met Were the majority of your professors knowledgeable in their field? 81% of graduates responded yes.</p>
<p>2003-2004:</p>	<p>Not Met No survey sent.</p>
<p>2004-2005:</p>	<p>Met Would you suggest this graduate program to someone interested</p>

	<p>in graduate education? 96% of graduates responded yes.</p> <p>Met Overall, were you satisfied with the program? 93% of graduates responded yes.</p> <p>Met Do you feel this program will help you progress in your career? 97% of graduates responded yes.</p> <p>Met Did you feel you gained practical knowledge in your program? 95% of graduates responded yes.</p> <p>Met Were the majority of your professors knowledgeable in their field? 95% of graduates responded yes.</p>
Plan of Action: Consider alternative measures or assessment tools to collective more narrowly meaningful data concerning educational outcomes.	
2005-2006:	

Intended Outcomes 4: Long-term satisfaction with the education received at Tiffin University.

Assessment Criteria: Six items concerning holistic satisfaction: need satisfaction, career improvement, advancement financially, colleague recommendation, practical application, and connection to Tiffin University. (*This data is collected via a survey sent to alumni three years after their graduation.*)

Results of Outcomes Activity:

2001-2002:	N/A Not enough responded.
2002-2003:	N/A Not enough responded.
2003-2004:	N/A Not enough responded.
2004-2005:	N/A --% responded yes.
Plan of Action: Unfortunately, only six responses were received. Rather than trying any analysis of such a small sample, the focus will turn next year to increasing the sample size by raising the response rate and widening the alumni sample to include more years of graduates. And also work to re-develop the survey to more closely align the outcomes with the survey instrument.	

2005-2006:	
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Intended Outcomes / Assessment Criteria

Intended Outcomes 5: Annual Faculty Review of the Program.

Assessment Criteria: Faculty surveys and discussions.

Results of Outcomes Activity:

2001-2002:	<p>Met Concerns about the preparation of our students for graduate coursework led to an examination of Graduate School undergraduate pre-requisite policies. The results were used to make a major curriculum change from 32 to 36 credit hours. This change will go into effect in Fall 2004.</p> <p>The resulting curriculum changes are as follows:</p> <ul style="list-style-type: none"> ❖ Add ACC 510 Financial Accounting because of student skill development deficiency. ❖ Delete MAT 521 Decision Modeling for Managers because of lower quantitative analysis. ❖ Add MGT 531 Leadership & Influence because of leadership. ❖ Change MKT 611 from Market Research to Business Research Analysis to emphasize decision-making over quantitative analysis. ❖ Add MGT 690 Special Topics to provide flexibility in determining future needs.
2002-2003:	<p>Met Continued conversation about course content.</p>
2003-2004:	<p>Met Continued conversation about course pre-requisites and the order in which the courses are taken.</p>
2004-2005:	<p>Met First year of new curriculum went into effect Fall 2004. Remaining curriculum will not be fully in place until 2005-2006. During discussions this year about the curriculum, the decision was made that with only about half the courses having been offered even for the first time, it was far too early to examine the effect of the new curriculum changes. Therefore, the typical discussion of the curriculum did not occur to the extent it has in years past. Next year will be very important, with the new curriculum having been taught all the way through.</p>

2005-2006:	
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*School of Criminal Justice & Social Sciences
Outcomes Assessment Report AY 2004-2005
Dean, Charles R. Christensen*

Background

There were no Outcomes Assessments accomplished in the School of Criminal Justice for the AY 2003-2004 or AY 2004-2005. In July 2004, the Department of Social Sciences and the School of Criminal Justice merged into the new School of Criminal Justice and Social Sciences. This merger necessitated a reevaluation of the Outcomes Assessment process including all intended outcomes and assessment criteria. As the School of Criminal Justice and Social Sciences was conducting the reevaluation, the decision was made to review and revitalize the outcomes assessment process on a university-wide basis. Our part of that reassessment process will be finished by December 2005. We expect to have a completely revamped outcomes assessment program for our school. It will focus on vertical connections between Minimum Courses Content Guides for each course and the university mission, and horizontal connections between academics and the other activities and organizations that comprise the university family.

School-wide goals and assessment plans will be developed as well as individual baccalaureate and graduate major goals and assessment plans. This work will be completed by the end of Fall 05. Program review materials and plans for assessment activities are listed below are all majors within the School of Criminal Justice and Social Sciences.

For the past several years, Outcomes Assessment efforts in the school were limited to school outcomes, not the Criminal Justice program or major outcomes. With the development of program plans this past spring that will change in AY05/06. With the addition of the Social Sciences department once located in the School of Arts and Sciences, the Psychology major and the Human Services major has collected Outcomes Assessment data and that information is provided below in those major reports. The remaining information provided below shows progress made on past school goals and program statements and Outcomes Assessment plans for each of the current baccalaureate and graduate majors and concentrations now housed in the School of Criminal Justice and Social Sciences.

*School of Criminal Justice & Social Sciences
School Outcomes Assessment*

School of Criminal Justice and Social Sciences Mission Statement

The School of Criminal Justice and Social Sciences educates our graduates for life and for work. Its undergraduate programs provide comprehensive preparation both for post-baccalaureate employment and for entry into graduate-level education in Law Enforcement, Corrections, International Security Studies, Homeland Security/Terrorism, Human Services, General Psychology, Forensic Psychology, and Industrial/Organizational Psychology. Its graduate programs provide additional professional development for successful careers in Justice Administration, Crime Analysis and Profiling, and Forensic Psychology. The School of Criminal Justice and Social Sciences also is committed to developing and offering educational programs of the highest quality in other domains of criminal justice and the social and behavioral sciences as the need arises.

Program Rationale / Purpose Statement

To Be Completed AY 05-06

Marketing / Recruitment Target Statement

To Be Completed AY 05-06

Outcomes of the Program / Corresponding Classes

List Outcomes of the Program	List Corresponding Courses
To Be Completed AY 05-06	To Be Completed AY 05-06

Intended Outcomes / Assessment Criteria

Intended Outcomes 1: Review of All Course Syllabi.

Assessment Criteria: The syllabi will be examined by the Dean of Criminal Justice and Social Sciences for its clarity, for the amount of useable information for students, content redundancy with other syllabi, and the inclusion of standard information generally deemed appropriate by faculty in all disciplines, accrediting bodies, and education authorities.

Results of Outcomes Activity:

2002-2003:	Met The Dean of the School of Criminal Justice examined all of the course syllabi, which were turned in, that were used in courses taught by all full-time and adjunct faculty during the 2000-2001 academic year. Most of the syllabi have listed level two objectives for the course. This was brought about to the efforts of our faculty members.
2003-2004:	Not Assessed
2004-2005:	Not Assessed
Plan of Action: We will evaluate the applicability and effectiveness of this outcome based on the new university wide outcomes assessment reevaluation and our desire to tie minimum course content guides to school and major based outcomes. We expect to have a completely new and more relevant criteria and assessment in place by December 2005.	
2005-2006:	

Intended Outcomes 2: Follow-up Survey of School of Criminal Justice Graduates.

Assessment Criteria: Follow-up Survey of School of Criminal Justice Graduates.

Results of Outcomes Activity:

2000-2001:	Met This year we made contact with our Office of Development. They have done a study on the graduates from the School of Criminal Justice, through years 1997-2000. One hundred thirty inquiries were sent out. They received a 48% return. Out of the sixty-three students responding, eleven percent are in graduate school, fifty-two percent are working in corrections, 21 percent are in law enforcement, and 16 percent have found work outside of the criminal justice system. The numbers indicate that 84% or 53 of our graduate are working or studying in the criminal justice arena. We believe this is a plus for our program, but we also would like to improve on these numbers. It is our attention to have a new instrument made for a better measurement of graduates and their progress for the next outcomes assessment report. The survey is to be conducted by faculty who teach the Research Methods classes and the results are to be reported to the Dean of the School of Criminal Justice.
2001-2003:	Not Met No new activity was taken in this area during this academic year. We will continue to work with the office of development to fine tune this process.
2002-2003:	Not Met

	The School of Criminal Justice faculty has decided to do this activity every four years. Therefore this was not accomplished during AY 2002-2003.
2003-2004:	Not Assessed
2004-2005:	Not Assessed
Plan of Action: We will evaluate the applicability and effectiveness of this outcome based on the new university wide outcomes assessment reevaluation and our desire to tie minimum course content guides to school and major based outcomes. We expect to have a completely new and more relevant criteria and assessment in place by December 2005.	
2005-2006:	

Intended Outcomes 3: 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:

2001-2002:	Met Tiffin University School of Criminal Justice Advisory Board Met on 1/18/02. The Advisory Board was brought up to date on the MCJ e-college program. Dr. Steel spearheaded a short discussion on the residency requirement. While some were in favor of such a requirement, the school believed they were losing some out of state students. We will reexamine the requirement during the next academic year.
2002-2003:	Not Met Due to a variety of factors, the School of Criminal Justice Advisory Board did not meet during the 2002-2003 academic year. The School plans to reassess Board membership to address concerns regarding members who have never participated. Plans are to schedule a meeting during the Spring 2004 semester.
2003-2004:	Not Assessed
2004-2005:	Not Assessed
Plan of Action: We will evaluate the applicability and effectiveness of this outcome based on the new university wide outcomes assessment reevaluation	

and our desire to tie minimum course content guides to school and major based outcomes. We expect to have a completely new and more relevant criteria and assessment in place by December 2005.	
2005-2006:	

Intended Outcomes 4a: Group exit interview with graduating seniors.

Assessment Criteria: Group exit interview with graduating seniors.

Results of Outcomes Activity:

2000-2001:	In compliance with the outcome assessment procedures, the School of Criminal Justice held an exit interview session. On April 26, 2001, students representing all disciplines in the School of Criminal Justice met with faculty members at a pizza party to identify the students' thoughts as they completed their degree program at Tiffin University.
2001-2002:	Met In compliance with the outcome assessment procedures, the School of Criminal Justice held an exit interview session. On April 23, 2002, students representing all disciplines in the School of Criminal Justice met with faculty members at a pizza party to identify the students' thoughts as they completed their degree program at Tiffin University. The students responded to a number of items presented by the faculty. Overall, the responses were positive.
2002-2003:	Met As in the past an exit interview was conducted with a group of students. On April 29, 2003 fourteen seniors were interviewed. The responses in this are fairly common. Year after year we hear the same type answers. Generally the SCJ is able to fill most of their desires. The past three years we have been asked about forensic studies. We have examined the possibility of lab space and training and it just isn't cost effective at this time.
2003-2004:	Not Assessed
2004-2005:	Not Assessed
Plan of Action: We will evaluate the applicability and effectiveness of this outcome based on the new university wide outcomes assessment reevaluation and our desire to tie minimum course content guides to school and major based outcomes. We expect to have a completely new and more relevant criteria and assessment in place by December 2005.	
2005-2006:	

Intended Outcomes 4b: MCJ Outcomes Assessment Overview.

Assessment Criteria: The graduate students in criminal justice were given a survey at the

completion of their program.

Results of Outcomes Activity:

<p>2001-2002:</p>	<p>Met One hundred percent of justice administration (JA) students said they would recommend the program to others; seventy-nine percent of forensic psychology (FP) students indicated the same. Ninety-eight percent of JA students said they were satisfied with the program, eighty-three percent of FP students so indicated. One hundred percent of JA students believed the program would help them progress in their career, eighty-eight percent of FP students so indicated. One hundred percent of JA students believed they gained practical knowledge in the program, eighty-eight percent of FP students so indicated. One hundred percent of JA students believed the majority of their professors were knowledgeable in the field of criminal justice, eighty-three percent of FP students so indicated.</p>
<p>2002-2003:</p>	<p>Met The Outcomes Assessment instruments were administered to every graduating student during the last two weeks of August, around the time they graduate from the program. The MCJ/FP students returned 26 surveys, out of a possible 29. The MCJ/JA students returned 13 surveys, out of a possible 33. The MCJ/FP surveys were administered during class time. The MCJ/JA survey was administered on-line. The students in the on-line, Columbus and Mentor programs were contacted via e-mail; electronic receipts were collected that they in fact did get the survey via e-mail.</p>
<p>MCJ/FP Assessment Results: Course Objectives: The MCJ/FP faculty decided that an acceptability hurdle rate of a mean of 5.00 would be taken. On this basis, two areas pop out: counseling and statistics. All of the items under counseling were under the hurdle rate of 5.00 (4.0, 3.81 and 4.38). The faculty acknowledges that this continues to be a problematic area. They will be working toward a redesign of the course to better student understanding of the relevant concepts.</p>	
<p>MCJ/FP Assessment Results: General Attitudes: A second category of assessment concerns comes from the general attitude section. Three questions were asked concerning the format of the program: the current three semester format, a three semester format but no summer classes, the same number of courses spread over four semesters, the same number of courses spread over five semesters and a two-year program with additional courses. Students were asked to rank-order their preferences. These items were asked in order to gain a better understanding of the students' wishes concerning the format of the program. (For these items, lower numbers indicate a more favorable response). The most</p>	

<p>support was found for maintaining the current format (2.15) followed by expanding the program to four semesters (2.42). All of the other choices ranked between 3 and 4 out of the 5 possible alternatives. Relatedly, there was very strong disagreement with a separate item that asked about their willingness to enroll in the program if it were structured in a more traditional format. These results offer no urgent impetus to alter the structure of the program. We will continue to track student responsiveness to alternative formats, i.e., four-semester.</p>	
2003-2004:	Not Assessed
2004-2005:	Not Assessed
<p>Plan of Action: We will evaluate the applicability and effectiveness of this outcome based on the new university wide outcomes assessment reevaluation and our desire to tie minimum course content guides to school and major based outcomes. We expect to have a completely new and more relevant criteria and assessment in place by December 2005.</p>	
2005-2006:	

Intended Outcomes 4c: MCJ alumni survey to first three program years.

Assessment Criteria: This survey is used as part of the review process where Alumni are asked to evaluate their education at Tiffin University and its effects on them in the workplace.

Results of Outcomes Activity:

2002-2003:	<p>Met</p> <p>An alumni survey given in April 2001, to the previous three years' graduates reflected the following: Ninety-four percent of alumni believed the MCJ satisfied their educational needs. Twenty-nine percent indicated they had seen advancement or change of direction in their career as a result of earning the MCJ. Forty-one percent have seen financial advancement as a result of earning the MCJ. Sixty-five percent would recommend the Tiffin University MCJ program to others. Sixty-five percent said they had encountered practical applications of their MCJ coursework. Thirty-five percent said they still feel connected to Tiffin University.</p>
2001-2002:	<p>A survey was conducted in April 2001. The next alumni survey will be completed in 2004.</p>
2002-2003:	<p>Not Met</p> <p>The School of Criminal Justice faculty agreed to survey the alumni of the MCJ program every three years.</p>
2003-2004:	Not Assessed

2004-2005:	Not Assessed
Plan of Action: We will evaluate the applicability and effectiveness of this outcome based on the new university wide outcomes assessment reevaluation and our desire to tie minimum course content guides to school and major based outcomes. We expect to have a completely new and more relevant criteria and assessment in place by December 2005.	
2005-2006:	

Intended Outcomes 5: Annual Review of the School of Criminal Justice Advising Process.

Assessment Criteria: Student advising is a primary and frequent function of any faculty member in the School of Criminal Justice. Formal evaluation of the advising function is needed for the stability of its programs.

Results of Outcomes Activity:

2000-2001:	Not Met Due to other projects we were unable to complete the evaluation process. During the 2002-2003 school year the chair of the Forensic Psychology program will develop a qualitative response which will best elicit information that perhaps can be formulated the following year into a questionnaire of 3 or 4 objective questions that can help the SCJ evaluate and improve its advising process. A total of 20 students spanning all four years of their education will allow the School's faculty to see what varying perspectives on advising exist the longer students study in their majors.
2001-2002:	Met During the 2001-2002 academic year, both faculty and students will be consulted to determine the effectiveness of the advising process. During the fall and spring semesters, 5 students in each of the four years of undergraduate study will be randomly selected by the Dean and asked to convey in one or two handwritten pages the answer to this question, "Describe how you feel about the advising process in the School of Criminal Justice and at Tiffin University."
2002-2003:	Not Met Due to other matters which faculty became involved we were unable to complete this assignment. It will be a high priority for the upcoming academic year.
2003-2004:	Not Assessed
2004-2005:	Not Assessed
Plan of Action: We will evaluate the applicability and effectiveness of this outcome based on the new university wide outcomes assessment reevaluation	

and our desire to tie minimum course content guides to school and major based outcomes. We expect to have a completely new and more relevant criteria and assessment in place by December 2005.	
2005-2006:	

Intended Outcomes 6: Coordination of the School of Criminal Justice Advising Process with Tiffin University’s Office of Career Placement.

Assessment Criteria: The School of Criminal Justice is to record all contacts and information sharing activities with the Office of Career Placement and hold a joint meeting during the month of October to discuss common interest. The results of the meeting are to be shared with the Dean of the School of Criminal Justice. Results and issues can be included in an annual report.

Results of Outcomes Activity:

2002-2003:	<p>Met</p> <p>The faculty has sent numerous contacts and information pertaining to job opportunities onto the Career Development Department. We will continue to work with the Career Development, however there are many times which students will come to the SCJ faculty and are referred directly to opening which an individual faculty members has knowledge of.. The overall goal in this section was not accomplished during academic year 2002-2003. It is believed that the spirit of the task has been met, but we will take a more conservative approach for the upcoming school year.</p> <p>The School will track career-related educational experiences offered to students during the AY2003-2004.</p>
2003-2004	Not Assessed
2004-2005:	Not Assessed
<p>Plan of Action: We will evaluate the applicability and effectiveness of this outcome based on the new university wide outcomes assessment reevaluation and our desire to tie minimum course content guides to school and major based outcomes. We expect to have a completely new and more relevant criteria and assessment in place by December 2005.</p>	
2005-2006:	

Intended Outcomes 7: Dissemination and Action on All Outcomes Assessment Results.

Assessment Criteria: As a regular matter of business, members of the School of Criminal Justice faculty will discuss evaluation results at their faculty meetings and take appropriate actions necessary to effect improvements throughout the academic year and summer.

Results of Outcomes Activity:

2001-2002:	Met All members of the school faculty became involved in the overall outcomes document. Many actually completed sections of the outcomes assessment report.
2002-2003:	Met All members of the school faculty became involved in the overall outcomes document. In doing this faculty took an ownership to the outcomes assessment document. It is believed that this will improve the document in years ahead.
2003-2004:	Not Assessed
2004-2005:	Not Assessed
Plan of Action: We will evaluate the applicability and effectiveness of this outcome based on the new university wide outcomes assessment reevaluation and our desire to tie minimum course content guides to school and major based outcomes. We expect to have a completely new and more relevant criteria and assessment in place by December 2005.	
2005-2006:	

Intended Outcomes 8: Annual Review of Assessment Criteria

Assessment Criteria: On the agenda of the first faculty meeting of the year, the School of Criminal Justice will examine the past academic year’s assessment results and procedures, taking remedial action where appropriate. Responsibilities for improving performance will be delegated among the entire criminal justice faculty.

Results of Outcomes Activity:

2000-2001:	Not Met During this academic year, the School of Criminal was involved in a number of new activities such as strengthening their association with the International Association of Crime Analysts. A faculty member has been appointed chair of the Academic Division to the International Association of Crime Analysts.
2001-2002:	Met During this academic year, the School of Criminal was involved in a number of new activities such as strengthening their association with the International Association of Crime Analysts. Our agenda for next year will be filled with assessment issues for both the under graduate and graduate programs. A faculty member is-on sabbatical for the purpose of preparing the initial work of a PhD in Criminal Justice. The School of Criminal Justice will continue its involvement with the Crime Analysis Center, and the expansion of the Lima degree program. We will also attempt a degree completion program in the Cleveland area.

	The SCJ will implement a Master degree on-line during the school year of 2001-2002.
2002-2003:	Met During this academic year, the School of Criminal was involved in a number of new activities such as strengthening their association with the International Association of Crime Analysts. Our agenda for next year will be filled with assessment issues for both the under graduate and graduate programs. The School of Criminal Justice will continue its involvement with the Crime Analysis Center, and the expansion of the Lima, Mentor and Columbus degree program. The SCJ implemented a Master degree on-line and brought our Master, Justice Administration, program to Columbus during the school year of 2002-2003, both have met with great success.
2003-2004:	Not Assessed
2004-2005:	Not Assessed
Plan of Action: We will evaluate the applicability and effectiveness of this outcome based on the new university wide outcomes assessment reevaluation and our desire to tie minimum course content guides to school and major based outcomes. We expect to have a completely new and more relevant criteria and assessment in place by December 2005.	
2005-2006:	

Intended Outcomes 9: Summary of Assessment Findings in an Annual Report.

Assessment Criteria: Creation of a Summary Report.

Results of Outcomes Activity:

2000-2001:	Not Met The results of the formalized assessment that transpired this year will be included in a School of Criminal Justice annual report. Department chairs are to prepare reports whose results comprise key content for the Dean’s annual report. This report includes information from the chairs of the departments as well as other faculty members. With this type of cooperation it is believed that our outcomes assessment report will improve, thus the overall success of the School of Criminal Justice will benefit.
2001-2002:	The SCJ implemented a Master degree on-line during the school year of 2001-2002. An evaluation of the program was made, and we will continue with an on-line program in Criminal Justice
2002-2003:	Not Met The results of the formalized assessment that transpired this year will be included in a School of Criminal Justice annual report. Department chairs are to prepare reports whose results comprise key content for the Dean’s annual report. This report includes

	information from the chairs of the departments as well as other faculty members. With this type of cooperation it is believed that our outcomes assessment report will improve, thus the overall success of the School of Criminal Justice will benefit.
2003-2004:	Not Assessed
2004-2005:	Not Assessed
Plan of Action: e will evaluate the applicability and effectiveness of this outcome based on the new university wide outcomes assessment reevaluation and our desire to tie minimum course content guides to school and major based outcomes. We expect to have a completely new and more relevant criteria and assessment in place by December 2005.	
2005-2006:	

*School of Criminal Justice & Social Sciences
Outcomes Assessment
BA – Human Services Major*

Program Rationale / Purpose Statement

The Human Services BA Program within the Department of Social Sciences is designed primarily for students who intend to pursue careers in social or psychological service-related fields. Through its combination of coursework, internship, and self-directed study, this program prepares students for immediate employment in a wide variety of helping professions, and also serves as a strong academic foundation for eventual admission into a graduate counseling, clinical psychology, human services, social work, or other practitioner degree program.

Marketing / Recruitment Target Statement

Tiffin University encourages students interested in pursuing a practitioner career in psychology to enroll in the human services program. Students will focus on a broad overview of the field of human services while also meeting curriculum requirements designed to provide practical experience in the field of human services, including but not limited to grounding in research techniques as well as an internship.

Outcomes of the Program / Corresponding Classes

The student will demonstrate broadly based knowledge of the following areas characteristic of human services and related helping professions: psychological issues and concepts.	PSY 101 – Introduction to Psychology PSY 265 – Human Development PSY 302 – History & Systems of Psych. PSY 333 – Experimental Psychology PSY 360 – Introduction to Counseling PSY 362 – Abnormal Behavior PSY 363 – Cognitive Psychology PSY 364 – Evolutionary Psychology PSY 365 – Drugs & Society
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	<p>PSY 369 – Human Sexuality SOC 250 – Social Psychology SOC 360 – Multicultural Issues in Society SOC 361 – Sociology of Gender SCS 470 – Internship I SCS 471 – Internship II PSY 401 – Biological Found. of Behavior PSY 440 – Comparative Psychotherapies & Therapeutic Techniques PSY 485 – Death & Dying</p>
<p>The student will demonstrate broadly based knowledge of the following areas characteristic of human services and related helping professions: theories.</p>	<p>PSY 101 – Introduction to Psychology PSY 263 – Cognitive Psychology PSY 265 – Human Development PSY 302 – History & Systems of Psych. PSY 320 – Motivation PSY 360 – Introduction to Counseling PSY 362 – Abnormal Behavior PSY 363 – Cognitive Psychology PSY 364 – Evolutionary Psychology PSY 365 – Drugs & Society PSY 369 – Human Sexuality SOC 310 – Sociology of the Family SOC 360 – Multicultural Issues in Society SOC 361 – Sociology of Gender SCS 470 – Internship I SCS 471 – Internship II PSY 401 – Biological Found. of Behavior PSY 440 – Comparative Psychotherapies & Therapeutic Techniques PSY 485 – Death & Dying</p>
<p>The student will demonstrate broadly based knowledge of the following areas characteristic of human services and related helping professions: therapeutic practices.</p>	<p>PSY 101 – Introduction to Psychology PSY 263 – Cognitive Psychology PSY 265 – Human Development PSY 302 – History & Systems of Psych. PSY 333 – Experimental Psychology PSY 360 – Introduction to Counseling PSY 362 – Abnormal Behavior PSY 365 – Drugs & Society PSY 369 – Human Sexuality SCS 470 – Internship I SCS 471 – Internship II PSY 440 – Comparative Psychotherapies & Therapeutic Techniques PSY 485 – Death & Dying</p>

<p>The student will demonstrate broadly based knowledge of the following areas characteristic of human services and related helping professions: research methods.</p>	<p>PSY 101 – Introduction to Psychology ENG 141 – Expository & Research Writing ENG 142 – Introd. to Literature & Criticism SOC 101 – Principles of Sociology MAT 273 – Applied Statistics I NAT 2XX any two level NAT Course SCS 499 – Senior Seminar (pre-split) PSY 445 - Psychometrics</p>
<p>The student will demonstrate broadly based knowledge of the following areas characteristic of human services and related helping professions: ethical issues and practices.</p>	<p>PHI 101 – Introduction to Philosophy PSY 101 – Introduction to Psychology SOC 101 – Principles of Sociology PSY 263 – Cognitive Psychology PSY 265 – Human Development SCS 201 – Intro. To Professional Practices PSY 302 – History & Systems of Psych. PSY 333 – Experimental Psychology PSY 360 – Introduction to Psychology PSY 362 – Cognitive Psychology PSY 365 – Drugs & Society PSY 369 – Human Sexuality SOC 310 – Sociology of the Family SOC 250 – Social Psychology SCS 470 - Internship I SCS 471 – Internship II PSY 440 – Comparative Psychotherapies & Therapeutic Techniques PSY 485 – Death & Dying</p>
<p>The student will demonstrate broadly based knowledge of the following areas characteristic of human services and related helping professions: increasingly coherent understanding of concepts central to the discipline.</p>	<p>PSY 101 – Introduction to Psychology PSY 263 – Cognitive Psychology PSY 265 – Human Development PSY 302 – History & Systems of Psych. PSY 320 - Motivation PSY 333 – Experimental Psychology PSY 360 – Introduction of Counseling PSY 362 – Abnormal Behavior PSY 363 – Cognitive Psychology PSY 364 – Evolutionary Psychology PSY 365 – Drugs & Society PSY 369 – Human Sexuality SCS 300 – Research Design SOC 310 – Sociology of the Family SOC 360 – Multicultural Issues in Society SOC 361 – Sociology of Gender PSY 401 – Biological Found. of Behavior PSY 440 – Comparative</p>

	<p>Psychotherapies & Therapeutic Techniques PSY 445 - Psychometrics PSY 485 – Death & Dying</p>
<p>The student will demonstrate broadly based knowledge of the following areas characteristic of human services and related helping professions: familiarity with the operations of and effective behavior within social and psychological service agencies.</p>	<p>SCS 201 – Intro. to Professional Practices POL 320 – Public Administration PSY 360 – Introduction to Counseling SCS 470 – Internship I SCS 471 – Internship II</p>
<p>The student will demonstrate broadly based knowledge of the skills necessary for the completion of an original project within a human services domain of personal interest, including: thorough description of the problem under investigation.</p>	<p>PSY 101 – Introduction to Psychology SCS 201 – Intro. to Professional Practices PSY 333 – Experimental Psychology SCS 300 – Research Design SCS 470 – Internship I SCS 471 – Internship II PSY 445 - Psychometrics</p>
<p>The student will demonstrate broadly based knowledge of the skills necessary for the completion of an original project within a human services domain of personal interest, including: discussion of concepts and theories appropriate to the problem.</p>	<p>PSY 101 – Introduction to Psychology SCS 201 – Intro. to Professional Practices PSY 333 – Experimental Psychology PSY 362 – Abnormal Behavior SCS 300 – Research Design SCS 470 – Internship I SCS 471 – Internship II SCS 491 – Senior Seminar I SCS 492 – Senior Seminar II PSY 440 – Comparative Psychotherapies & Therapeutic Techniques</p>
<p>The student will demonstrate broadly based knowledge of the skills necessary for the completion of an original project within a human services domain of personal interest, including: application of methodology appropriate to the problem.</p>	<p>PSY 333 – Experimental Psychology PSY 362 – Abnormal Behavior SCS 300 – Research Design SCS 491 – Senior Seminar I SCS 492 – Senior Seminar II PSY 445 – Psychometrics</p>
<p>The student will demonstrate broadly based knowledge of the skills necessary for the completion of an original project within a human services domain of personal interest, including: evaluation and discussion of investigational outcomes.</p>	<p>SCS 300 – Research Design SCS 491 – Internship I SCS 492 – Internship II</p>
<p>The student will demonstrate broadly based knowledge of the skills necessary for the completion of an original project within a human services domain of personal interest, including: writing style and organizational format consistent with current American Psychological Association standards.</p>	<p>PSY 101 Introduction to Psychology SCS 201 – Intro. to Professional Practices SCS 300 – Research Design SCS 491 – Internship I SCS 492 – Internship II</p>
<p>The student will demonstrate broadly based knowledge of the skills necessary for the completion of an original project</p>	<p>COM 130 – Introduction to Speech Communication</p>

<p>within a human services domain of personal interest, including: speaking skills sufficient to the coherent presentation of investigational outcomes.</p>	<p>ENG 141 – Expository & Research Writing ENG 142 – Intro. To Literature & Criticism COM 2XX any two level COM course SCS 491 – Internship I SCS 492 – Internship II</p>
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Intended Outcomes / Assessment Criteria

Intended Outcomes A1: Broadly based knowledge of modern

- a. psychological issues and concepts;
- b. theories;
- c. therapeutic practices;
- d. research methods;
- e. ethical issues and practices

Assessment Criteria A1a, A1b, A1c, & A1d:

The ETS Major Field Test for psychology will be administered to all graduating seniors; the average score of those taking the test will be at or above the national average for the test. Test will be conducted as an integral part of senior seminar.

Results of Outcomes Activity:

<p>2004-2005:</p>	<p>A1a-1d The first run of the ETS Major Field Test is set for Spring Semester of AY05-06</p>
<p>2005-2006:</p>	

Assessment Criteria A1e:

Method 1: PSY360, SCS201, and SCS300 each include instructors’ presentations of case studies involving ethical issues and practices, and each requires student analyses of these case studies. At least 80% of students in each of these courses will score 70% or higher in their analyses of ethical issues and practices in such case studies.

Method 2: Students will receive a rating of 3 or better on ethical practices criteria as rated on a 0-5 scale using the Outcomes Assessment Internship Rubric.

Results of Outcomes Activity:

<p>2004-2005:</p>	<p>A1e: Method 1 A rubric for case analysis will be implemented in AY05-06 A1e: Method 2 No HUS interns were available in AY 04-05</p>
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Intended Outcomes A2: Increasingly coherent understanding of concepts central to the discipline.

Assessment Criteria A2:

Method 1: Pre/post 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 will be conducted in all PSY101 sections in odd-numbered fall semesters. Surveys will be conducted in all PSY/SCS2XX-4XX sections running in any even-numbered semester. Aggregated student responses are not expected to correlate with faculty responses in the freshman and sophomore years. However, junior and senior responses will correlate positively and significantly with faculty responses @ $p < .05$.

Method 2: Pre/post testing of students’ cognitive structures, using departmentally standardized lists of critical concepts, composed for assessment of increasingly coherent understanding of course-specific 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. Course-specific surveys for courses offered every year will be conducted for PSY/SCS3XX courses in odd-numbered years. Other PSY/SCS3XX courses will be assessed as they are offered. Course-specific surveys for PSY/SCS2XX and 4XX courses offered every year will be conducted in even-numbered years. Other PSY/SCS2XX and 4XX courses will be assessed as they are offered. Aggregated student responses within each course will correlate significantly and positively with faculty responses @ $p < .05$.

Results of Outcomes Activity:

<p>2004-2005:</p>	<p>A2: Method 1 Results of across-the-program concept network analyses generally are consistent with the development of more sophisticated student understandings of psychology concepts as a result of the current psychology curriculum:</p> <ol style="list-style-type: none"> 1. Consistent improvement from freshman majors to junior majors in mean concept network coherence, with a slight drop in senior major network coherence. 2. Consistent, if marginal, increase in similarity between mean student and mean faculty concept networks from freshman to senior year. 3. Consistent and dramatic increase in linear correlation between mean student and mean faculty ratings of concept from freshman to senior year. 4. Consistent reduction in number of links perceived to exist
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	<p>between concepts from freshman to senior year, suggestive of development in ability to identify significant differences between superficially similar concepts (recognized by many as the hallmark of true expertise in a content area).</p> <p>5. Small but fairly consistent increase from freshman to senior year in number and proportion of common links between concepts found in both mean student and mean faculty networks.</p> <p>A2: Method 2 Analyses of student PSY360 network data revealed little evidence of meaningful learning. Mean student ratings of concept relationships were not reliably correlated with the course instructor's ratings, nor did the students' Pathfinder concept network demonstrate either coherent organization or similar overall structure to the instructor's network.</p>
2005-2006:	

Intended Outcomes A3: Familiarity with the operations of and effective behavior within social and psychological service agencies.

Assessment Criteria A3: Two criteria will be used to assess the student's familiarity with the operations of and effective behavior within social and psychological service agencies:

Method 1: At an internship site visit, the faculty supervisor will review and grade the student's familiarity with the operations of and effective behavior within the social or psychological service agency. Using an *Outcomes Assessment Internship Rubric* (see attached scale), the student will receive a rating of 3 or better on a 0-5 scale as determined by:

- a. the intern's self-report of his/her performance on site and in the related community, as applicable;
- b. the host agency supervisor's evaluation during the site visit, and;
- c. the faculty supervisor's site visit rating

Method 2: The host agency supervisor will rate the student's familiarity with the operations of and effective behavior within the social or psychological service agency using the standard SCS470/471 *Evaluation of Student Interns* form. The student will receive a rating of B or better as determined by the final internship performance evaluation by the host agency supervisor and the final grade assigned by the faculty supervisor.

Results of Outcomes Activity:

2004-2005:	A3: Method 1 No HUS interns were available in AY 04-05 A3: Method 2 No HUS interns were available in AY 04-05
2005-2006:	

Intended Outcomes A4: Skills necessary for the completion of an original project within a psychological domain of personal interest, including:

- a. thorough description of the problem under investigation;
- b. discussion of concepts and theories appropriate to the problem;
- c. application of methodology appropriate to the problem;
- d. evaluation and discussion of investigational outcomes;
- e. writing style and organizational format consistent with current American Psychological Association standards;
- f. speaking skills sufficient to the coherent presentation of investigational outcomes.

Assessment Criteria A4: Senior project performance is the central means of assessment for intended outcome A4. Students will be apprised via their course syllabus for senior seminar (i.e., SCS 491/492) of the program goals and that they are required to design, implement, analyze, interpret, and report a descriptive or quantitative project on a psychological topic negotiated among students and the faculty member responsible for the senior seminar. Projects will be reported both in writing and orally at a senior psychology colloquium each spring semester. Units of analysis will be both the qualities of individual student projects and overall rates of completion of excellent, outstanding, satisfactory, and unsatisfactory projects. The *BA-HUS Rating Worksheet* provides the framework for evaluators to quantify their reviews of both student written and oral presentations. All students will obtain an average rating of 3 or better on a 0-5 scale.

Results of Outcomes Activity:

2004-2005:	A4 No HUS interns were available in AY 04-05
2005-2006:	

Intended Outcomes B1: BA-HUS alumni/ae will have a subjective perception of program effectiveness.

Assessment Criteria B1:

Method 1: Exit interviews of all students leaving the program for any reason (e.g., change of major, transfer to another college, graduation, low grades, withdrawal from school, etc.), to determine subjective perceptions of program effectiveness and to identify unanticipated problems.

Method 2: Alumni surveys will be conducted in cooperation with the TU Placement Office to solicit feedback from program graduates on their successful employment and/or graduate school admission, as well as their overall satisfaction with the HUS program. At least 90% of respondents will report satisfaction with their professional preparation.

Method 3: Surveys will be conducted of local and regional psychological/human services employers to determine most desired employee characteristics for entry-level employment. This information will be used to modify program elements as needed.

Method 4: Surveys will be conducted of employers of program graduates to solicit feedback on their satisfaction with program preparation of these employees.

Results of Outcomes Activity:

2004-2005:	<p>B1: Method 1 No HUS interns were available in AY 04-05</p> <p>B1: Method 2 Alumni surveys conducted in cooperation with the TU Placement Office yielded no useful information as of this writing. Method refinement is needed.</p> <p>B1: Method 3 No activity planned or conducted as per plan.</p> <p>B1: Method 4 No activity planned or conducted as per plan.</p>
2005-2006:	

Intended Outcomes B2: BA-HUS alumni/ae will have acquired skills and knowledge necessary to achieve either entry-level professional employment or admission into a graduate program.

Assessment Criteria B2: Alumni surveys will be conducted in cooperation with the TU Placement Office to solicit feedback from program graduates on their successful employment and/or graduate school admission, as well as their overall satisfaction with the HUS program. At least 90% of respondents will report satisfaction with their professional preparation.

Results of Outcomes Activity:

2004-2005:	B2 Alumni surveys conducted in cooperation with the TU Placement Office yielded no useful information as of this writing. Method refinement is needed.
2005-2006:	

Intended Outcomes C: DSS faculty will monitor the needs and satisfaction levels of potential employers of HUS graduates.

Results of Outcomes Activity:

2004-2005:	C: Method 1 No activity planned or conducted as per plan. C: Method 2 No activity planned or conducted as per plan.
2005-2006:	

Outcomes Assessment Internship Rubric
(Used to assess BA-HUS Program Goal 3)

Rating Scale

5: A rating of 5 means that there is maximum evidence in the internship of fulfillment of the objective being considered. Thorough knowledge, application, or skill is observed. Intern shows expert command of the topic or skill. There is little or no room for improvement. Quality is acceptable as observed.

4: A rating of 4 means that there is above-average evidence in the internship of fulfillment of the objective being considered. Thorough knowledge, application, or skill is observed. Intern shows near-expert command of the topic or skill. Improvement possible. Quality is acceptable as observed.

3: A rating of 3 means that there is average evidence in the internship of fulfillment of the objective being considered. An acceptable level of knowledge, application, or skill is observed. Intern shows adequate command of the topic or skill, but improvement is preferred. Quality is acceptable as observed.

2: A rating of 2 means there is less-than-average evidence in the internship of fulfillment of the objective being considered. Some knowledge, application, or skill is observed. Intern is familiar with the topic, but not in command of the topic or skill. Some improvement is needed. Quality is unacceptable.

1: A rating of 1 means there is minimal evidence in the internship of fulfillment of the objective being considered. Very little knowledge, application, or skill is observed. Intern is barely familiar with the topic or skill, and significant improvement is needed. Quality is unacceptable.

0: A rating of 0 means there is no evidence whatsoever in the internship of fulfillment of the objective being considered. No knowledge, application, or skill is observed. Quality is unacceptable.

N/A: Demonstrated elsewhere or does not apply.

Outcomes Assessment Internship Rubric
(Used to assess BA-HUS Program Goal 3)

Criteria	Intern Self-Rating	Host Agency Rating	Faculty Rating
1. Familiarity with operations of the agency			
2. Effective behavior in the agency			
3. Understanding of the agency role in the community			
4. Understanding of interdisciplinary aspects of agency services			
5. Effective interaction with representatives of other agencies			
6. Understanding of agency funding			
7. Compliance with agency regulations			
8. Personal appearance appropriate to agency context			
9. Respect for co-workers			
10. Punctuality			
11. Organizational skills			
12. Interaction with consumers			
13. Ethical practices			
14. Identification of applied theory(-ies)			
15. Administrative record-keeping			
16. Clinical record-keeping			
17. Seeks direction as needed			
18. Average score by rater:			
19. Overall average rating:			

School of Criminal Justice & Social Sciences
Outcomes Assessment
BA – Intelligence & International Security Major

Program Rationale / Purpose Statement

College graduates with foreign language and area studies expertise, who also have a solid grasp of national security policy, have been vital to American security interests since the United States emerged on the world stage after 1945. The need for scholars proficient in the language, history, politics, and culture of a specific region or country of the world is as strong today-if not stronger-as it was fifty years ago, and will, no doubt, be even more imperative fifty years from now.

From 1945 until 1990, the emphasis in foreign affairs was on understanding the Soviet Union, communism, and Russian culture. Today, it is on understanding the history, culture, and politics of the diverse ethnic and religious groups that reside in the Middle East. Tomorrow it may be a different area of the world. It is in the best interests of this country and the rest of the world, that the United States graduate scholars possessing an in-depth understanding of the world we live in and a firm grounding in American national security policy. A high quality international security studies program containing both of these requirements has the potential to improve the conduct of American foreign policy and make the world a more peaceful and prosperous place. Georgetown University's *Careers in International Relations* puts it best, "In the 21st century, we will expect students to acquire a knowledge of foreign societies---their histories, norms, values, aspirations, capacities and perceptions---and the language abilities to understand and reach them.

This knowledge will come from an interdisciplinary, intercultural, and multilingual education." In addition, a recent report from the College Placement Foundation says, "employers value nonacademic training and experience as highly as knowledge, principles, and practice of a particular academic discipline." (*Careers*, p.3)

Market / Recruitment Target Statement

The uncertainty of world events now and in the future has heightened the potential of a national security studies major to attract quality students in significant numbers. While the focus today is on the Middle East, the focus of America's national security interests in the future could include North Korea, China, Russia, Pakistan, or India, to name just a few. In any of these scenarios, college graduates with areas studies and national security expertise will be required. The new Homeland Security Department has the potential to add "about 2,000 new jobs" requiring education in area studies and national security studies. (CNN.com August 21, 2002) In addition, federal, state, and local government, business, and criminal justice departments have added thousands of additional new jobs in the field of security. (*Newsweek*, December 11, 2001) A recent career publication lists over 100 job areas in government and business for students with areas studies and national security degrees. (*Careers in International Affairs*, 1997) Data from the Tiffin University Admissions Office indicate that each year approximately "85-100 students inquire about a history, political science, or language major." In addition, a recent informal survey of "Political Processes" students at Tiffin University, over 70% responded that they would be interested in an International Security Studies major. Finally, the nature of the degree and the language requirement has the potential to attract the highest caliber of high school graduates.

Outcomes of the Program / Corresponding Classes

<p>Graduates will possess a detailed understanding of the history and culture of other areas of the world.</p>	<p>HIS 312 – History of Middle East HIS 313 – History of East Asia CUL 312 – Middle Eastern Culture CUL 313 – East Asian Culture</p>
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Graduates will understand the historical context for the international security threats that face the United States at home and abroad, and how the United States uses the tools of state power to protect the vital interests of America at home and abroad.	HIS 225 – U.S. Diplomatic Hist. Since 1895 HIS 226 – U.S. Military History Since 1895 NSS 312 - History of Terrorism NSS 341 – Intelligence Proc POL 350 – International Relations POL 411 – Amer. Nat’l Security Policy
Graduates choosing the technology option will demonstrate the ability to array and manipulate data for research and analytical purposes.	INS 201 – Computer Programming INS 212 – Systems Analysis & Design INS 315 – Database Design & Application INS 355 – Spreadsheet App. for Man.
Graduates will understand potential careers in the field of national security.	NSS 151 – Intro. to Nat’l Security Studies SCS 470 – Internship I
Graduates will exhibit critical multimodal communication skills.	POL 350 – International Relations NSS 491 - Senior Seminar in NSS
Graduates choosing the language option will attain a working knowledge of a language other than English.	LNG 201 – Basic Language I LNG 202 – Basic Language II LNG 311 – Advanced Language III LNG 312 – Advanced Language IV
Graduates will exhibit the ability to write and think critically.	POL 350 – International Relations NSS 491 – Senior Seminar in NSS

Intended Outcomes / Assessment Criteria

Intended Outcomes 1: Graduates will possess a detailed understanding of the history and culture of other part of the world.

Assessment Criteria: Eighty-five percent of all students in the program will receive a grade of eighty percent or better on end of course papers in HIS 212 and CUL 212, or HIS 213 and CUL 213.

Results of Outcomes Activity:

2004-2005:	Not Assessed Criteria for Outcomes #1 were developed in August 2005.
2005-2006:	

Intended Outcomes 2: Graduates will understand the historical context for current international security threats that face the United States at home and abroad, and how the United States uses the tools of state power to protect the vital interests of America at home and abroad.

Assessment Criteria: Eighty-five percent of all students will receive a grade of eighty percent or better on final exam in HIS 225, HIS 226, POL 350, NSS 312, NSS 341, and POL 411.

Results of Outcomes Activity:

2004-2005:	Not Assessed Criteria for Outcomes #2 were developed in August 2005.
2005-2006:	

Intended Outcomes 3: Graduates choosing the technology option will demonstrate the ability to array and manipulate data for research and analysis purposes.

Assessment Criteria: Eighty-five percent of all students taking this option will receive an eighty percent or better for final projects INS 201, INS 212, INS 311, and INS 355.

Results of Outcomes Activity:

2004-2005:	Not Assessed Criteria for Outcomes #3 were developed in August 2005.
2005-2006:	

Intended Outcomes 4: Graduates choosing the language option will understand a language other than English.

Assessment Criteria: Eighty percent of all graduates will be able to speak a foreign language at the S-1+ level and read a foreign language at the S-2 level based on scores from the Defense Language Aptitude Test to be administered during the student's senior year.

Results of Outcomes Activity:

2004-2005:	Not Assessed Criteria for Outcomes #4 were developed in August 2005
2005-2006:	

Intended Outcomes 5: Graduates will understand potential careers and work expectations in the field of national security.

Assessment Criteria: One hundred percent of students will receive a grade of eighty percent or better on at least 6 reports assessing careers in national security for NSS151, and one hundred percent of students in POL470 will complete a successful internship, as evidenced by a score of eighty percent or better on their personal log, in a national security agency.

Results of Outcomes Activity:

2004-2005:	Not Assessed Criteria for Outcomes #5 were developed in August 2005.
2005-2006:	

Intended Outcomes 6: Graduates will exhibit critical multimodal communication skills.

Assessment Criteria: Ninety five percent of all graduates will receive an 85% or better on presentation for POL 300 and NSS 491.

Results of Outcomes Activity:

2004-2005:	Not Assessed Criteria for Outcomes #6 were developed in August 2005.
2005-2006:	

Intended Outcomes 7: Graduates will exhibit the ability to write and think critically.

Assessment Criteria: Ninety percent of all graduates will receive a grade of 90% or better on the final research project/paper for in POL 300 and NSS 491.

Results of Outcomes Activity:

2004-2005:	Not Assessed Criteria for Outcomes #7 were developed in August 2005.
2005-2006:	

School of Criminal Justice & Social Sciences
Outcomes Assessment
BA – Psychology Major

Program Rationale / Purpose Statement

The BA-PSY Program within the Department of Social Sciences provides instruction and experience across a broad range of concepts, issues, and theories emerging from the scientific study of behavior and experience. The generalist orientation of this program increases student sensitivity to and understanding of biological, social, emotional, and cognitive processes underlying human thoughts and actions. The primary goal of this program is to prepare students for admission into a wide variety of nonpractitioner, graduate psychology programs; it also teaches practical concepts and skills that may be applied immediately in many occupational contexts.

Marketing / Recruitment Target Statement

Tiffin University encourages students interested in pursuing a nonpractitioner career in psychology to enroll in the psychology program with the concentration in general psychology. Students will focus on a broad overview of the field of psychology while also meeting curriculum requirements designed to provide practical experience in the field of psychology, including but not limited to grounding in research techniques as well as the option of an internship.

Outcomes of the Program / Corresponding Classes

<p>By completion of the requirements of the Psychology BA Program, the student will demonstrate broadly based knowledge of modern psychological issues and concepts.</p>	<p>PSY 101 – Introduction to Psychology PSY 265 – Human Development PSY 302 – History & Systems of Psych. PSY 333 – Experimental Psychology PSY 360 – Introduction to Counseling PSY 362 – Abnormal Behavior PSY 363 – Cognitive Psychology PSY 364 – Evolutionary Psychology PSY 365 – Drugs & Society PSY 369 – Human Sexuality SOC 360 – Multicultural Issues in Society SOC 361 –Sociology of Gender SCS 470 – Internship I SCS 471 – Internship II PSY 401 – Biological Found. of Behavior PSY 440 – Comparative Psychotherapies & Therapeutic Techniques PSY 485 – Death & Dying</p>
<p>By completion of the requirements of the Psychology BA Program, the student will demonstrate broadly based knowledge of modern theories.</p>	<p>PSY 101 – Introduction to Psychology PSY 263 – Theories of Personality PSY 265 – Human Development PSY 302 – History & Systems of Psych. PSY 320 - Motivation PSY 360 – Introduction to Counseling PSY 362 – Abnormal Behavior PSY 363 – Cognitive Psychology PSY 364 – Evolutionary Psychology PSY 365 – Drugs & Society PSY 369 – Human Sexuality SOC 310 – Sociology of the Family SOC 360 – Multicultural Issues in Society SOC 361 – Sociology of Gender SCS 470 – Internship I SCS 471 – Internship II</p>

	<p>PSY 401 – Biological Found. of Behavior PSY 440 – Comparative: Psychotherapies & Therapeutic Techniques PSY 485 – Death & Dying</p>
<p>By completion of the requirements of the Psychology BA Program, the student will demonstrate broadly based knowledge of modern therapeutic practices.</p>	<p>PSY 101 – Introduction to Psychology PSY 263 - Cognitive Psychology PSY 265 – Human Development PSY 302 – History & Systems of Psych. PSY 333 – Experimental Psychology PSY 360 – Introduction to Counseling PSY 362 – Abnormal Behavior PSY 365 – Drugs & Society PSY 369 – Human Sexuality SCS 470 – Internship I SCS 471 – Internship II PSY 440 - Comparative: Psychotherapies & Therapeutic Techniques PSY 485 – Death & Dying</p>
<p>By completion of the requirements of the Psychology BA Program, the student will demonstrate broadly based knowledge of modern research methods.</p>	<p>PSY 101 – Introduction to Psychology ENG 141 – Expository & Research Writing ENG 142 – Intro. to Literature & Criticism SOC 101 – Principles of Sociology MAT 273 – Applied Statistics I NAT 2XX SCS 300 – Research Design NAT 3XX PSY 302 – History & Systems of Psych. PSY 333 – Experimental Psychology PSY 362 – Abnormal Behavior SOC 350 – Social Psychology SOC 310 – Sociology of the Family SCS 499 - Senior Seminar (pre-split) PSY 445 - Psychometrics</p>
<p>By completion of the requirements of the Psychology BA Program, the student will demonstrate broadly based knowledge of modern ethical issues and practices.</p>	<p>PHI 101 –Intro. to Philosophy PSY 101 – Introduction to Psychology SOC 101 - Principles of Sociology PSY 263 – Theories of Personality PSY 265 – Human Development SCS 201 – Intro. to Professional Practices PSY 302 – History & Systems of Psych. PSY 333 – Experimental Psychology PSY 360 – Introduction to Counseling PSY 362 – Abnormal Behavior PSY 365 – Drugs & Society PSY 369 – Human Sexuality</p>

	<p>SOC 310 – Sociology of the Family SOC 350 – Social Psychology SCS 470 – Internship I SCS 471 – Internship II PSY 440 - Comparative: Psychotherapies & Therapeutic Techniques PSY 485 – Death & Dying</p>
<p>By completion of the requirements of the Psychology BA Program, the student will demonstrate an increasingly coherent understanding of concepts central to the discipline.</p>	<p>PSY 101 – Intro. to Psychology PSY 263 – Theories of Personality PSY 265 – Human Development PSY 302 – History & Systems of Psych. PSY 320 - Motivation PSY 333 – Experimental Psychology PSY 360 – Introduction to Counseling PSY 362 – Abnormal Behavior PSY 363 – Cognitive Psychology PSY 364 – Evolutionary Psychology PSY 365 – Drugs & Society PSY 369 – Human Sexuality SCS 300 – Research Design SOC 310 – Sociology of the Family SOC 360 – Multicultural Issues in Society SOC 361 – Sociology of Gender PSY 401 – Biological Found. of Behavior PSY 440 - Comparative: Psychotherapies & Therapeutic Techniques PSY 445 - Psychometrics PSY 485 – Death & Dying</p>
<p>By completion of the requirements of the Psychology BA Program, the student will demonstrate the skills necessary for the completion of an original project within a psychological domain of personal interest, including: thorough description of the problem under investigation.</p>	<p>PSY 101 – Intro. to Psychology SCS 201 – Intro. to Professional Practices PSY 333 – Experimental Psychology SCS 300 – Research Design SCS 470 – Internship I SCS 471 – Internship II PSY 445 – Psychometrics</p>
<p>By completion of the requirements of the Psychology BA Program, the student will demonstrate the skills necessary for the completion of an original project within a psychological domain of personal interest, including: discussion of concepts and theories appropriate to the problem.</p>	<p>PSY 101 - Intro. to Psychology SCS 201 – Intro. to Professional Practices PSY 333 – Experimental Psychology PSY 362 – Abnormal Behavior SCS 300 – Research Design SCS 470 – Internship I SCS 471 – Internship II SCS 491 – Senior Seminar I SCS 492 – Senior Seminar II</p>

	PSY 440 - Comparative: Psychotherapies & Therapeutic Techniques
By completion of the requirements of the Psychology BA Program, the student will demonstrate the skills necessary for the completion of an original project within a psychological domain of personal interest, including: application of methodology appropriate to the problem.	PSY 333 – Experimental Psychology PSY 362 – Abnormal Behavior SCS 300 – Research Design SCS 491 – Senior Seminar I SCS 492 – Senior Seminar II PSY 445 - Psychometrics
By completion of the requirements of the Psychology BA Program, the student will demonstrate the skills necessary for the completion of an original project within a psychological domain of personal interest, including: evaluation and discussion of investigational outcomes.	SCS 300 – Research Design SCS 491 – Senior Seminar I SCS 492 – Senior Seminar II
By completion of the requirements of the Psychology BA Program, the student will demonstrate the skills necessary for the completion of an original project within a psychological domain of personal interest, including: writing style and organizational format consistent with current American Psychological Association standards.	PSY 101 – Intro. to Psychology SCS 201 – Intro. to Professional Practices SCS 300 – Research Design SCS 491 – Senior Seminar I SCS 492 – Senior Seminar II
By completion of the requirements of the Psychology BA Program, the student will demonstrate the skills necessary for the completion of an original project within a psychological domain of personal interest, including: speaking skills sufficient to the coherent presentation of investigational outcomes.	COM 130 – Intro. to Speech Comm. ENG 141 – Expository & Research Writing ENG 142 – Intro. To Literature & Criticism COM 2XX SCS 491 – Senior Seminar I SCS 492 – Senior Seminar II

Intended Outcomes / Assessment Criteria

Intended Outcomes 1: Broadly based knowledge of modern

- a. psychological issues and concepts;
- b. theories;
- c. therapeutic practices;
- d. research methods;
- e. ethical issues and practices

Assessment Criteria: Pre/post testing of students’ cognitive structures, using departmentally standardized lists of critical concepts presented via a concept similarity rating task. The goal is to see improvement in the similarity index for PSY majors as they matriculate. The instrument also measures the correlation between students and faculty members concept ratings. The goal is to see a stronger correlation.

Results of Outcomes Activity:

1999-2000:	Not Observed BA-PSY not offered until AY 00-01.
2000-2001:	A preliminary “dry run” of the paired concepts technique was run. An index of .39 for all PSY 101 students was obtained. Correlation was $r=.52, p<.01$.
2001-2002:	An index .21 for non-majors, .23 for majors. Correlation was $r=.35, p<.01$ for non-majors and $r= .47, p<.01$ for majors.
2002-2003:	An index range of .11 to .21 for non-majors, .25 for majors. Correlation was $r=.317, p<.01$ for non-majors and $r=.76, p<.01$ for majors.
Plan of Action: The department will request all PSY teaching faculty to adjust instructional emphasis to strengthen areas identified in the concept test as needing improvement.	
2004-2005:	BA-PSY moved from the School of Arts & Sciences to the School of Criminal Justice and Social Sciences.

New Assessment Criteria 1a, 1b, 1c, & 1d:

The ETS Major Field Test for psychology will be administered to all graduating seniors; the average score of those taking the test will be at or above the national average for the test. Test will be conducted as an integral part of senior seminar. Aggregate respondent scores will be at or above the national average as established by ETS.

New Assessment Criteria 1e:

PSY360, SCS201, and SCS300 each include instructors’ presentations of case studies involving ethical issues and practices, and each requires student analyses of these case studies. At least 80% of students in each of these courses will score 70% or higher in their analyses of ethical issues and practices in such case studies.

Results of Outcomes Activity:

2004-2005:	1a-1d The first run of the ETS Major Field Test is set for Spring Semester of AY05-06.
	1e A rubric for case analysis will be implemented in AY05-06.
2005-2006:	

Intended Outcome 2: Competent application of basic helping skills related to psychotherapy.

Assessment Criteria: A satisfactory result on the BA-PSY Rating Worksheet with respect to this intended outcome.

Results of Outcomes Activity:

1999-2000:	Not Observed BA-PSY not offered until AY 00-01
2000-2001:	Not Observed No seniors in the program yet.
2001-2002:	Not Observed No seniors in the program yet.
2002-2003:	Not Observed No seniors in the program yet.
Plan of Action: In AY 03-04, the DSS will review OA expectations with the faculty conducting senior seminar to assure that students' senior projects incorporate both written and oral elements demonstrating outcomes for this objective. DSS faculty will then use the current rating worksheet to evaluate outcomes for this objective at the senior projects colloquium in spring semester of 2004.	
2004-2005:	BA-PSY moved from the School of Arts & Sciences to the School of Criminal Justice and Social Sciences.

New Intended Outcomes 2: Increasingly coherent understanding of concepts central to the discipline.

New Assessment Criteria 2:

Method 1: Pre/post 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 will be conducted in all PSY101 sections in odd-numbered fall semesters. Surveys will be conducted in all PSY/SCS2XX-4XX sections running in any even-numbered semester. Aggregated student responses are not expected to correlate with faculty responses in the freshman and sophomore years. However, junior and senior responses will correlate positively and significantly with faculty responses @ $p < .05$.

Method 2: Pre/post testing of students' cognitive structures, using departmentally standardized lists of critical concepts, composed for assessment of increasingly coherent understanding of course-specific 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. Course-specific surveys for courses offered every year will be conducted for PSY/SCS3XX courses in odd-numbered years. Other PSY/SCS3XX courses will be assessed as they are offered. Course-specific surveys for PSY/SCS2XX and 4XX courses offered every year will be conducted in even-numbered years. Other PSY/SCS2XX and 4XX courses will be assessed as they are offered. Aggregated student responses within each course will correlate significantly and positively with faculty responses @ $p < .05$.

Results of Outcomes Activity:

2004-2005:	<p>2: Method 1</p> <p>Results of across-the-program concept network analyses generally are consistent with the development of more sophisticated student understandings of psychology concepts as a result of the current psychology curriculum:</p> <ol style="list-style-type: none"> 1. Consistent improvement from freshman majors to junior majors in mean concept network coherence, with a slight drop in senior major network coherence. 2. Consistent, if marginal, increase in similarity between mean student and mean faculty concept networks from freshman to senior year. 3. Consistent and dramatic increase in linear correlation between mean student and mean faculty ratings of concept from freshman to senior year. 4. Consistent reduction in number of links perceived to exist between concepts from freshman to senior year, suggestive of development in ability to identify significant differences between superficially similar concepts (recognized by many as the hallmark of true expertise in a content area). 5. Small but fairly consistent increase from freshman to senior year in number and proportion of common links between concepts found in both mean student and mean faculty networks. <p>2: Method 2</p> <p>Analyses of student PSY360 network data revealed little evidence of meaningful learning. Mean student ratings of concept relationships were not reliably correlated with the course instructor’s ratings, nor did the students’ Pathfinder concept network demonstrate either coherent organization or similar overall structure to the instructor’s network.</p>
2005-2006:	

Intended Outcome 3: Awareness of and sensitivity to issues and practices of professional ethics.

Assessment Criteria: A satisfactory result on the BA-PSY Rating Worksheet with respect to this intended outcome.

Results of Outcomes Activity:

1999-2000:	<p>Not Observed BA-PSY not offered until AY 00-01.</p>
2000-2001:	<p>Not Observed No seniors in the program yet.</p>
2001-2002:	<p>Not Observed No seniors in the program yet.</p>

2002-2003:	Not Observed No seniors in the program yet.
Plan of Action: In AY 03-04, the DSS will review OA expectations with the faculty conducting senior seminar to assure that students' senior projects incorporate both written and oral elements demonstrating outcomes for this objective. DSS faculty will then use the current rating worksheet to evaluate outcomes for this objective at the senior projects colloquium in spring semester of 2004.	
2004-2005:	BA-PSY moved from the School of Arts & Sciences to the School of Criminal Justice and Social Sciences.

New Intended Outcomes 3: Skills necessary for the completion of an original project within a psychological domain of personal interest, including:

- a. thorough description of the problem under investigation;
- b. discussion of concepts and theories appropriate to the problem;
- c. application of methodology appropriate to the problem;
- d. evaluation and discussion of investigational outcomes;
- e. writing style and organizational format consistent with current American Psychological Association standards;
- f. speaking skills sufficient to the coherent presentation of investigational outcomes.

New Assessment Criteria 3: Senior project performance is the central means of assessment for intended outcome A3. Students will be apprised via their course syllabus for senior seminar (i.e., SCS 491/492) of the program goals and that they are required to design, implement, analyze, interpret, and report a descriptive or quantitative project on a psychological topic negotiated among students and the faculty member responsible for the senior seminar. Projects will be reported both in writing and orally at a senior psychology colloquium each spring semester. Units of analysis will be both the qualities of individual student projects and overall rates of completion of excellent, outstanding, satisfactory, and unsatisfactory projects. The *BA-PSY Rating Worksheet* provides the framework for evaluators to quantify their reviews of both student written and oral presentations. All students will obtain an average rating of 3 or better on a 0-5 scale.

Results of Outcomes Activity:

2004-2005:	Three faculty evaluators, using a common rubric tied to program goals, determined an average rating of 3.63 on a 0-5 scale for 2 presenting PSY majors. While the rating achieved is in the acceptable range, there is a need for clearer communication of colloquium expectations to presenting students, ongoing revision of the rating instrument, and better preparation of faculty raters.
2005-2006:	

Intended Outcome 4: Multicultural awareness, tolerance, and appreciation.

Assessment Criteria: A satisfactory result on the BA-PSY Rating Worksheet with respect to this intended outcome.

Results of Outcomes Activity:

1999-2000:	Not Observed BA-PSY not offered until AY 00-01.
2000-2001:	Not Observed No seniors in the program yet.
2001-2002:	Not Observed No seniors in the program yet.
2002-2003:	Not Observed No seniors in the program yet.
<i>Plan of Action:</i> In AY 03-04, the DSS will review OA expectations with the faculty conducting senior seminar to assure that students' senior projects incorporate both written and oral elements demonstrating outcomes for this objective. DSS faculty will then use the current rating worksheet to evaluate outcomes for this objective at the senior projects colloquium in spring semester of 2004	
2004-2005:	BA-PSY moved from the School of Arts & Sciences to the School of Criminal Justice and Social Sciences.

New Intended Outcomes 4: BA-PSY alumni/ae will have a subjective perception of program effectiveness.

New Assessment Criteria 4:

Method 1: Exit interviews of all students leaving the program for any reason (e.g., change of major, transfer to another college, graduation, low grades, withdrawal from school, etc.), to determine subjective perceptions of program effectiveness and to identify unanticipated problems.

Method 2: Alumni surveys will be conducted in cooperation with the TU Placement Office to solicit feedback from program graduates on their overall satisfaction with the PSY program. At least 90% of respondents will report satisfaction with their professional preparation.

Results of Outcomes Activity:

2004-2005:	4: Method 1 The DSS Chair conducted exit interviews with both graduating PSY majors. Both interviewees reported satisfaction with their professional preparation, stressing effectiveness of the internship component. 4: Method 2 Alumni surveys conducted in cooperation with the TU Placement Office yielded no useful information as of this writing. Method refinement is needed.
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2005-2006:	
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Intended Outcome 5: Analytical writing.

Assessment Criteria: A satisfactory result on the BAPSY Rating Worksheet with respect to this intended outcome.

Results of Outcomes Activity:

1999-2000:	Not Observed BA-PSY not offered until AY 00-01.
2000-2001:	Not Observed No seniors in the program yet.
2001-2002:	Not Observed No seniors in the program yet.
2002-2003:	Not Observed No seniors in the program yet.
Plan of Action: In AY 03-04, the DSS will review OA expectations with the faculty conducting senior seminar to assure that students' senior projects incorporate both written and oral elements demonstrating outcomes for this objective. DSS faculty will then use the current rating worksheet to evaluate outcomes for this objective at the senior projects colloquium in spring semester of 2004.	
2004-2005:	BA-PSY moved from the School of Arts & Sciences to the School of Criminal Justice and Social Sciences.

New Intended Outcomes 5: Upon graduation, alumni/ae will have acquired skills and knowledge necessary to achieve either entry-level professional employment or admission into a graduate program.

New Assessment Criteria 5: Alumni surveys will be conducted annually in cooperation with the TU Placement Office to solicit feedback from program graduates on their successful employment and/or graduate school admission. At least 90% of respondents will report either employment or graduate school admission.

Results of Outcomes Activity:

2004-2005:	Alumni surveys conducted in cooperation with the TU Placement Office yielded no useful information as of this writing. Method refinement is needed.
2005-2006:	

Intended Outcome 6: Effective speaking.

Assessment Criteria: A satisfactory result on the BA-PSY Rating Worksheet with respect to this intended outcome.

Results of Outcomes Activity:

1999-2000:	Not Observed BA-PSY not offered until AY 00-01.
2000-2001:	Not Observed No seniors in the program yet.
2001-2002:	Not Observed No seniors in the program yet.
2002-2003:	Not Observed No seniors in the program yet.
Plan of Action: In AY 03-04, the DSS will review OA expectations with the faculty conducting senior seminar to assure that students' senior projects incorporate both written and oral elements demonstrating outcomes for this objective. DSS faculty will then use the current rating worksheet to evaluate outcomes for this objective at the senior projects colloquium in spring semester of 2004.	
2004-2005:	BA-PSY moved from the School of Arts & Sciences to the School of Criminal Justice and Social Sciences.

New Intended Outcomes 6: DSS faculty will monitor the needs and satisfaction levels of potential employers of PSY graduates.

New Assessment Criteria 6:

1. Surveys will be conducted every four years of local and regional psychological/human services employers to determine most desired employee characteristics for entry-level employment. This information will be used to modify program elements as needed.
2. Surveys will be conducted every four years of employers of program graduates to solicit feedback on their satisfaction with program preparation of these employees. At least 90% of responding employers will report satisfaction with the performance of TU graduates.

Results of Outcomes Activity:

2004-2005:	6: Method 1 No activity planned or conducted as per plan.
	6: Method 2 No activity planned or conducted as per plan.
2005-2006:	

Intended Outcome 7: Cognitive, creative and organizational skills necessary for the completion of an original project within a psychological domain of personal interest.

Assessment Criteria: A satisfactory result on the BA-PSY Rating Worksheet with respect to this intended outcome.

Results of Outcomes Activity:

1999-2000:	Not Observed BA-PSY not offered until AY 00-01.
2000-2001:	Not Observed No seniors in the program yet.
2001-2002:	Not Observed No seniors in the program yet.
2002-2003:	Not Observed No seniors in this program yet.
Plan of Action: In AY 03-04, the DSS will review OA expectations with the faculty conducting senior seminar to assure that students' senior projects incorporate both written and oral elements demonstrating outcomes for this objective. DSS faculty will then use the current rating worksheet to evaluate outcomes for this objective at the senior projects colloquium in spring semester of 2004.	
2004-2005:	BA-PSY moved from the School of Arts & Sciences to the School of Criminal Justice and Social Sciences.

School of Criminal Justice & Social Sciences
Outcomes Assessment
BCJ – Corrections Major

Program Rationale / Purpose Statement

College graduates with a major in offender supervision will be the backbone of the American Justice System. Individuals trained in the profession of offender supervision are equipped to handle the dynamic nature of the largest facet of the criminal justice system. In addition to learning the basic theories and history of offender supervision, graduates will be exposed to cutting edge programs such as offender reentry and faith-based community corrections. Correctional standards, both parole and incarceration, have become an integral part of the offender supervision culture. These standards represent an effort to professionalize the field of offender supervision. With the resulting professionalization it is imperative that graduates entering the field have a thorough understanding of theory and practice.

Market / Recruitment Target Statement

According to the Bureau of Justice Statistics Probation and Parole statistics, “At yearend 2003, over 4.8 million adult men and women were under Federal, State, or local probation or parole jurisdiction; approximately 4,074,000 on probation and 774,600 on parole”. (available:<http://www.ojp.usdoj.gov/bjs/pandp.htm>) In addition, over 2.1 million offenders were incarcerated in jails and prisons in the United States. With the resulting 6.9 million offenders either incarcerated or under supervision, the market for graduates with a Bachelor of Arts in Offender Supervision is vast. Virtually all entry level

probation and parole employment opportunities require a college degree for consideration. The vast majority of upper-level employment opportunities in prisons and jails require a college degree as well. Graduates from Tiffin University’s program will be ready to meet the challenges of offender supervision in the 21st Century.

Outcomes of the Program / Corresponding Classes

Graduates will possess a broad overview of offender supervision.	COR 131 – Juvenile Just. Systems COR 220 – Correctional Thought & Practice COR 345 – Probation, Parole & Community Corrections COR 230 – Agency Management COR 436 – Constitutional Rights of Prisoners
Graduates will understand and critically assess methods and results of various types of offender supervision.	COR 131 – Juvenile Just. Systems COR 220 – Correctional Thought & Practice COR 345 – Probation, Parole & Community Corrections
Graduates will understand the constitutional implications of offender supervision.	COR 436 – Constitutional Rights of Prisoners
Graduates will understand potential careers in the field of offender supervision.	COR 131 – Juvenile Just. Systems COR 220 – Correctional Thought & Practice COR 345 – Probation, Parole & Community Corrections
Graduates will exhibit critical multimodal communication skills.	COR 220 - Correctional Thought & Practice COR 230 – Agency Management COR 301 - ???

Intended Outcomes / Assessment Criteria

Intended Outcomes 1: Graduates will possess a broad overview of offender supervision.

Assessment Criteria: Ninety percent of all students in the program will receive a cumulative GPA of “B” or better in COR 131, COR 220, COR 345, COR 230, and COR 436.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 2: Graduates will understand and critically assess methods and results of various types of offender supervision.

Assessment Criteria: Ninety five percent of all students in the program will receive a cumulative GPA of “B” or better in COR 131, COR 220, and COR 345.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 3: Graduates will understand the constitutional implications of offender supervision.

Assessment Criteria: Ninety five percent of all students will receive a grade of “B” or better in COR 436.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 4: Graduates will understand potential careers in the field of offender supervision.

Assessment Criteria: One hundred percent of graduates will have researched at least 6 different careers in offender supervision, and completed a successful internship in the field.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 5: Graduates will exhibit critical multimodal communication skills.

Assessment Criteria: Ninety five percent of all graduates will receive a 90% or better on presentation for COR 220, COR 230, and COR 301.

Results of Outcomes Activity:

2005-2006:		
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*School of Criminal Justice & Social Sciences
Outcomes Assessment
BCJ – Forensic Psychology Major*

Program Rationale / Purpose Statement

Forensic psychology is a historically new field. It is an outgrowth and sub-field of one of the most modern areas in psychology. At its core, forensic psychology is the unity and

application of psychological principles to the law. It has experienced explosive growth as a field world wide. While forensic psychology can be said to contain the same broad divisions as traditional psychology (clinical, experimental, and applied), it does contain it's own unique areas of concentration. The domain of forensic psychology encompasses all areas of the law, including offender issues, victim issues, and legal issues. It is for this exact reason that it finds itself most comfortable in criminal justice as a 'home'. Forensic psychology is also recognized as a division within the American Psychological Association (division 41), and American Psychological Society. There are many separate division areas that exist for forensic psychology (core domain areas) within the Academy of Criminal Justice Sciences).

The purpose of the major as it exists at Tiffin University is manifold. The overall purpose is to provide students with a broad understanding of the field. Students are expected to demonstrate proficiency for understanding of these broad concepts in their required classes.

Preparation for graduate study, program administration, and employment at all levels (public, private, local, state, or federal), is another goal of the program. Similarly, students who gain employment in these areas will be prepared to confront the issues covered within the discipline, as well as be able to work well with the diverse population that one would expect them to encounter. The major offers opportunity for students to grow intellectually, professionally, and personally over the course of their study.

Marketing / Recruitment Target Statement

Students interested in a career in forensic psychology have many opportunities for employment. Because forensic psychology has many broad divisions and sub-areas of interest, a student is free to explore the particular area of interest through many options. Students wishing to continue to graduate school will receive a firm foundation of the area. They will develop skills that will enable them to be successful in graduate school.

All students who wish to concentrate on a particular area of interest, can work as interns via the SCJSS internship program. This will expose them to the realities of their chosen area prior to graduation so that they can learn how their area of choice 'works' in real world settings. There are opportunities for students to take additional internships, a semester-long internship (at federal agencies), and research internships.

Students wishing to hone their skills for graduate study are able to take a research internship, mentor with a professor on a research project, and become involved in regional and professional meetings of the field.

Outcomes of the Program / Corresponding Classes

To support the objectives of SCJSS at Tiffin University.	Core Courses
Forensic psychology is a historically new field. It is an outgrowth and sub-field of one of the most modern areas in	SOC 350 - ??? FOR 460 – Psychology & Law

<p>psychology.</p>	
<p>At its core, forensic psychology is the unity and application of psychological principles to the law.</p>	<p>FOR 460 – Psychology & Law JUS 201 – Criminal Law JUS 202 – Criminal Procedures JUS 110 – Introduction to Criminal Just.</p>
<p>The domain of forensic psychology encompasses all areas of the law, including offender issues, victim issues, and legal issues. It is for this exact reason that it finds itself most comfortable in criminal justice as a ‘home’.</p>	<p>JUS 110 – Introduction to Criminal Just. PSY 101 – Introduction to Psychology FOR 105 - Victimology FOR 344 – Psychology of Violence & Aggression JUS 361 – Ethical Issues in Criminal Just. PSY 362 – Abnormal Behavior JUS 201 – Criminal Law JUS 202 – Criminal Procedures SOC 360 – Multicultural Issues in Society FOR 460 – Psychology & Law</p>
<p>Forensic psychology is also recognized as a division within the American Psychological Association (division 41), and American Psychological Society. There are many separate division areas that exist for forensic psychology (core domain areas) within the Academy of Criminal Justice Sciences).</p>	<p>JUS 110 – Introduction to Criminal Just. PSY 101 – Introduction to Psychology SOC 250 – Social Psychology PSY 360 – Introduction to Counseling PSY 362 – Abnormal Behavior COR 430 – Crisis Intervention Strategies PSY 365 – Drugs & Society PSY 485 – Death & Dying</p>
<p>Preparation for graduate study, program administration, and employment at all levels (public, private, local, state, or federal), is another goal of the program.</p>	<p>JUS 110 – Introduction to Criminal Just. PSY 101 – Introduction to Psychology MAT 273 – Applied Statistics I CJ 300 ??? COR 430 – Crisis Intervention Strategies SOC 360 – Multicultural Issues in Society PSY 362 – Abnormal Behavior FOR 460 – Psychology & Law JUS 201 – Criminal Law JUS 202 – Criminal Procedures (As an Elective Option) COR 230 – Agency Management FOR 344 – Psychology of Violence & Aggression FOR 105 – Victimology</p>
<p>Similarly, students who gain employment in these areas will be prepared to confront the issues covered within the discipline, as well as be able to work well with the diverse population that one would expect them to encounter.</p>	<p>JUS 110 – Introduction to Criminal Just. PSY 101 – Introduction to Psychology FOR 105 - Victimology PSY 369 – Human Sexuality FOR 344 – Psychology of Violence & Aggression PSY 365 – Drugs & Society FOR 460 – Psychology & Law SOC 360 – Multicultural Issues in Society PSY 362 – Abnormal Behavior</p>

	COR 430 – Crisis Intervention Strategies
The major offers opportunity for students to grow intellectually, professionally, and personally over the course of their study.	All courses, especially: JUS 461 – Pro-Seminar in CJ JUS 470 – Internship I PSY 485 – Death & Dying JUS 361 – Ethical Issues in CJ
Students wishing to continue to graduate school will receive a firm foundation of the area. They will develop skills that will enable them to be successful in graduate school.	FOR 460 – Psychology & Law JUS 461 – Pro-Seminar in CJ MAT 273 – Applied Statistics I CJ 300 ??? JUS 470 – Internship I
All students who wish to concentrate on a particular area of interest, can work as interns via the SCJSS internship program. This will expose them to the realities of their chosen area prior to graduation so that they can learn how their area of choice ‘works’ in real world settings. There are opportunities for students to take additional internships, a semester-long internship (at federal agencies), and research internships.	JUS 470 – Internship I JUS 471 –Internship II

Intended Outcomes / Assessment Criteria

Intended Outcomes 1: Graduates will demonstrate knowledge base for a career in the field of forensic psychology, psychology, corrections, criminal justice, social services, and other related areas.

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

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 2: Graduates will demonstrate preparedness for employment in the field.

Assessment Criteria: A grade of B or better is expected in JUS 461 and JUS 471.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 3: Graduates will be able to communicate professionally with future employers regarding important concepts in the field.

Assessment Criteria: A grade of C or better in PSY 362, COR 430, proficiency with ITPs, ability to create, gather, analyze and present original empirical research.

Results of Outcomes Activity:

2005-2006:		
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*School of Criminal Justice & Social Sciences
Outcomes Assessment Program Rationale
BCJ – Forensic Science*

Program Rationale / Purpose Statement

Forensic Science is the application of scientific methods and analysis of scientific data to support the law enforcement community in investigation, apprehension, and prosecution or vindication of individuals involved in criminal activities. Students will learn the nature and scope of the criminal justice system and the application of scientific methods to crime, police investigation, and the adjudication process. In addition, students will learn the legal, ethical, natural science, and laboratory skills necessary for forensic work. The new program will be a unique synergy of the criminal justice courses offered by Tiffin University with the scientific and laboratory courses offered by Heidelberg College.

Market / Recruitment Target Statement

The prospective student interest for an academic program in Forensic Science is high. Television programs like CSI, Profiler, and Cold Case have created a heightened interest in the physical, biological, and biochemical science aspects of crime. According to the National Research Center for College and University Admissions, there are 2870 students in Ohio who will graduate in 2006 that have already expressed an interest in Forensic Science. Comparatively speaking, according to the ACT data for the class of 2004, that is more students than Nursing (2379), Education (2139), and Criminal Justice/Criminology (801). Since Tiffin University offers a program in Forensic Psychology we have many students who consider, visit, and apply to Tiffin University because they assume that Forensic Psychology is the same discipline as Forensic Science. Unfortunately, many of these students elect to attend elsewhere when they learn that we do not have Forensic Science. Although The University of Findlay and Defiance College have recently initiated programs similar to the program being considered, Tiffin University will have a competitive advantage because we can offer a Bachelor of Criminal Justice degree, which is more attractive to students who seek to specialize in the field of Criminal Justice. Further, since Tiffin University has a regional reputation for

degree programs in Criminal Justice, this academic program under consideration will add to the diversity of programs that we can offer to future leaders in the field.

Outcomes of the Program / Corresponding Classes

Support the strategic objective and directions of Tiffin University School of Criminal Justice and Social Sciences by providing functional knowledge of forensic science within the context of the criminal justice system.	JUS 110 – Introduction to CJ JUS 201 – Criminal Law JUS 202 – Criminal Procedures JUS 361 – Ethical Issues in CJ JUS 460 - ???
Develop critical thinking and analytical skills of the student as it applies to forensic science.	CHM 101 – General Chemistry CHM 102 – General Chemistry CHM 201 Organic Chemistry CHM 305 – Quantitative Analysis CHM 404 – Instrumental Analysis ANT 315 – Fund. of Forensic Anthropology
Enhance student understanding of the criminal justice system.	JUS 110 – Introduction to CJ JUS 201 – Criminal Law JUS 202 – Criminal Procedures
Provide students with professional skills for courtroom presentation	JUS 300 – Research Design JUS 460 - ??? CHM 404 – Instrumental Analysis ANT 315 – Fund. of Forensic Anthropology
Broaden the personal and professional career expectations of the student.	JUS 110 – Introduction to CJ JUS 300 – Research Design JUS 460 - ???

Intended Outcomes / Assessment Criteria

Intended Outcomes 1: Graduates will demonstrate satisfaction with preparation for a career in forensic science.

Assessment Criteria:

1. During the final week of the spring semester of their senior year, graduating seniors will complete an objective assessment instrument designed to measure student satisfaction with the program and student perception of their readiness to start their careers. The instrument will cover students' classroom, laboratory and field experiences, including internship. To ensure maximum participation, this instrument should be administered during the Evidence Processing class.
2. During the final week of the spring semester, focus group interviews will be conducted with all graduating seniors. These interviews will give students an opportunity to expand upon, and discuss the reasons behind, their responses to the objective assessment instrument.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 2: Graduates will demonstrate the ability to critically analyze forensic data for evidence development.

Assessment Criteria: 85% of students will earn a grade of B or higher in the following courses: JUS 300, ANT 315, CHM 305, CHM 404, and ENF 460.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 3: 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:

1. 85% of students will earn a grade of B or higher in the following courses: JUS 202, JUS 300, JUS 361, and ENF 460
2. 90% of students will respond satisfactorily to ethical scenarios specific to Forensic Science. These scenarios should be developed and administered as part of ENF 460.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 4: Graduates will demonstrate a working knowledge of how evidence is processed for use the courtroom.

Assessment Criteria:

1. 85% of students will earn a grade of B or higher in the following courses: ANT 315, ENF 460.
2. 85% of students will earn a grade of B or higher on a capstone project in ENF 460 designed to give students practical experience in the discovery, analysis and preparation of forensic evidence culminating in students giving mock courtroom testimony as a forensic expert.
3. If relevant, feedback will be also be culled from the students' internship experiences through the following means:¹
 - a) Ratings by intern site supervisors on student performance in those areas relevant to evidence processing. 90% of students should receive above average evaluations.
 - b) Student journal entries detailing their experience in areas related to evidence processing and their self-report of comfort level with the process. 90% of students will report some experiences related to evidence processing during

- their internship.
- c) Examination of students' intern papers for analysis of agency evidence processing procedures. 90% of papers should include accurate evaluation of agency evidence processing procedures based upon course content knowledge.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 5: Graduates will demonstrate an operating knowledge of the use laboratory equipment within a forensic science lab.

Assessment Criteria:

1. 85% of students will earn a grade of B or higher in the following courses: CHM 305, CHM 404, ENF 460.
2. 90% of students will earn a grade of B or higher in the laboratory portions of CHM 305 and CHM 404.
3. If relevant, feedback will be also be culled from the students' internship experiences through the following means:¹
 - d) Ratings by intern site supervisors on student performance in those areas relevant to use of laboratory equipment. 90% of students should receive above average evaluations.
 - e) Student journal entries detailing their experience in areas related to use of laboratory equipment and their self-report of comfort level with the process. 90% of students will report some experiences related to use of laboratory equipment used in a forensic science lab during their internship.
 - f) Examination of students' intern papers for analysis of correct use of laboratory equipment. 90% of papers should include accurate evaluation of agency use of laboratory equipment found in a forensic science lab based upon course content knowledge.

¹ The Department of Forensic Studies will assist students with internship placements. In accordance with current internship procedures, the student and the agency will work together to develop a work plan. These practices will help to ensure that students have the opportunity to gain relevant laboratory experience.

Results of Outcomes Activity:

2005-2006:		
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*School of Criminal Justice & Social Sciences
Outcomes Assessment Program Rationale
BCJ – Terrorism & Homeland Security*

Program Rationale / Purpose Statement

In 1979 the Soviet Union invaded the nation of Afghanistan. After a ten year war that caused an Islamic fundamentalist movement (Jihad or Holy War) thousands of Arabs (Wahhabist) and other persons of the Islamic faith, provided manpower and logistical support to the mujahedeen fighters allied against the Soviet forces. During this ten year period, the United States, through the Central Intelligence Agency, and other military assets, provided training, weapons, and intelligence support to the mujahedeen forces engaging the military forces of the Soviet Union. In late 1989, the Soviet Union, under President Mikhail Gorbachev, pulled all Soviet forces out of Afghanistan. At that time, the world had not expected that a wealthy Saudi businessman, with significant cultural and religious ties throughout the Islamic world, would lead an Islamic fundamentalist cause that would significantly alter the security apparatus of the Western world (Christian and Jewish).

Osama bin Laden is the senior strategist and leader of one of the world's most lethal terrorism organizations, al Qaeda (the base). During the Afghanistan War against the Soviets, bin Laden was able to form an alliance with his Islamic fundamentalist cohorts, the Taliban. Upon his return to his native Saudi Arabia, ultimately bin Laden was forced to move to Sudan, and then back to Afghanistan. His Saudi citizenship was forfeited by Royal decree and his financial assets frozen. In 1996 bin Laden now living in Afghanistan, issued a fatwa against the United States citing U.S. presence in Saudi Arabia (Holy Islamic soil) originating with the First Gulf War against Saddam Hussein's invasion of Kuwait. Additionally, the fatwa criticized U.S. support of Arab nations who did not base their governments on Islamic law (sharia), were viewed as illegitimate and therefore corrupt. Further, bin Laden criticized the U.S. support for Israel's presence in what is viewed as Islamic territory. Attacks against a U.S. naval war vessel in Yemen, the bombing of two U. S. East African Embassies, the destruction of the World Trade Center in New York City, and attack on the U.S. military headquarters at the Pentagon, Washington, D.C., mark major operations against the U.S. in domestic and foreign terrorist operations by al-Qaeda during the late 1990's and late 2001.

The United States government has reacted to these attacks through several venues. One significant reaction was the formation of a new federal agency, the United States Department of Homeland Security. The agency was formed in 2002. It currently has 26 federal agencies divided into five directorates and numerous sub-divisions. There are approximately 200,000 federal employees working in the U.S. Department of Homeland Security. The following federal law enforcement agencies are component organizations: United States Coast Guard, Customs and Border Protection; Federal Management Agency; Federal Protective Service; Information Analysis and Infrastructure Protection; Bureau of Citizenship and Immigration Services; United States Secret Service; and the Transportation Security Administration. Additionally, all 50 states now have state

departments of homeland security which provide state coordination with various components of the U.S. Department of Homeland Security. Throughout the United States there are thousands of positions being created to deal with the various response plans being developed at the federal and state levels to prevent terrorist attacks and respond to terrorist attacks.

The Bachelor of Criminal Justice degree, with a concentration in Homeland Security/Terrorism has been developed to meet the educational needs of students wishing to seek careers in this new field. The courses that are provided in this degree have been developed to provide students an adequate knowledge base to secure employment and to be successful in their careers.

Marketing / Recruitment Target Statement

Tiffin University, School of Criminal Justice and Social Services has developed a curriculum that will provide students knowledge of the U. S. criminal justice system, knowledge of terrorist organizations and operational methodologies, intelligence process, and basic research skills. The specific students this program targets are those students who are wanting to gain a career in the federal or state public safety forces, in positions that are involved with the security of the United States against foreign and domestic terrorist attacks. Information gained in these courses will also provide students with knowledge that can applied in the various local law enforcement agencies.

Outcomes of the Program / Corresponding Classes

<p>Support the Strategic objectives and directions of Tiffin University School of Criminal Justice and Social Services by providing fundamental knowledge of the U.S. Criminal Justice System and the effect of homeland security on that system</p>	<p>JUS 110 – Introduction to Criminal Justice JUS 201 – Criminal Law JUS 202 – Criminal Procedures JUS 361 – Ethical Issues in CJ ENF 400 – Comparative Criminal Justice Systems JUS 215 – Homeland Security & the Legal System ENF 150 – Police & Society</p>
<p>Develop critical thinking and analytical skills of students as they apply to research and practical application of knowledge</p>	<p>JUS 461 – Pro-Seminar in CJ JUS 470 – Internship I JUS 300 – Research Design JUS 450 - ???</p>
<p>Describe the history of terrorism and intelligence in domestic and foreign national security operations</p>	<p>JUS 212 - ??? JUS 341 - ??? JUS 441 - ???</p>
<p>Identify the factors influencing multi-jurisdictional emergency responses to domestic and foreign terrorist operations.</p>	<p>JUS 345 - ??? JUS 343 - ???</p>

Intended Outcomes / Assessment Criteria

Intended Outcomes 1: Graduates will demonstrate satisfaction with the program concentration in Homeland Security.

Assessment Criteria: A minimum of 90% of graduates will respond to question # 12 on the student satisfaction survey asking, “How do you rate your Homeland Security concentration, Bachelor of Criminal Justice degree, in terms of improving your opportunity for a career in criminal justice” will indicate or 4 or 5 (5 being outstanding).

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 2: Through the study of several courses, students will gain knowledge of the U.S. criminal justice system and its relationship with current efforts to achieve homeland security against terrorist organizations who have announced their intention to destroy the United States.

Assessment Criteria: Students will have a “C” or better grade on the courses which require knowledge of the United States criminal justice system and its affect on homeland security: JUS110; JUS 201; JUS 202; JUS 361; ENF 400; and ENF 150.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 3: Students will develop their critical thinking and analytical skills through courses which enable them to do academic and criminal justice research, participate in practicum’s, and participate in discussions with criminal justice professionals.

Assessment Criteria: Students will have a “C” or better grade on the courses which require critical thinking and analytical skills as they apply to research and application of knowledge: JUS 300; JUS 461; JUS 450; and JUS 470.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 4: Students will have gained the ability to describe the history of terrorism, the purpose of domestic and foreign intelligence, and the operability of intelligence in conducting domestic and foreign national security operations.

Assessment Criteria: Students will have a “C” or better grade on the courses that describe the history of terrorism, and domestic and foreign national security operations: JUS 212; JUS 341; and JUS 441.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 5: The catastrophic impact of modern terrorist attacks can affect nation-states to respond in various methods to such attacks from terrorists. Students will be able to identify factors which influence multi-jurisdictional and emergency responses to domestic and foreign terrorist operations.

Assessment Criteria: Students will have a “C” or better grade on the courses which identify factors influencing jurisdictional emergency responses to domestic and foreign terrorist operations: JUS 343 and JUS 345.

Results of Outcomes Activity:

2005-2006:		
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*School of Criminal Justice & Social Sciences
Outcomes Assessment Program Rationale
BCJ – Justice Administration - Fast Track Program*

Program Rationale / Purpose Statement

In the criminal justice field, higher education has been recommended for police officers since August Volmer first began the notion in the early 1900’s. Throughout the 20th Century, the Presidential Commission on Law Enforcement and the Administration of Justice (1967) and the National Advisory Commission on Criminal Justice Standards and Goals (1973) recommended that police officers have a four year degree. In general, the requirements for entry-level positions in criminal justice (especially police and corrections officers) require only a High School Diploma or GED. These requirements have impeded the professional development of the field. Approximately 50% of the employees in the field have do not have a bachelor’s degree. As is the case in many fields, education is the gateway to professionalism. Education for justice professionals is often difficult to obtain through the traditional model. The profession requires twenty-four hour, seven-day-per-week operation, resulting in many employees working schedules not conducive to traditional college schedules. To meet this new demand for education, a non-traditional approach was needed. In the business world, adult education programs have been ongoing for some time. The criminal justice profession has, over the past decade, become aware of the potential for such programs. These programs are designed to meet the needs of working professionals by offering a flexible program.

Marketing / Recruiting Target Statement

According to the Bureau of Justice Statistics, in 2000, 15% of local police departments and 11% of sheriffs' offices had some type of college education requirement for new officers. There are nearly 18,000 state and local law enforcement agencies that employ approximately 800,000 sworn officers throughout the United States. According to the Law Enforcement Management and Administrative Survey (LEMAS) of 2001, approximately 15% required some college for entry level positions. In addition, the Bachelor of Arts in Criminal Justice Administration Fast Track transcends each facet of the criminal justice system, making graduates employable by corrections and courts, in addition to law enforcement. According to the Justice Expenditure and Employment in the United States, 2001, there are nearly 2.3 million employees that make up the criminal justice system, or 2% of the entire workforce in the United States.

Outcomes of the Program / Corresponding Classes

Graduates will possess a detailed understanding of causes of crime and crime theory.	ENF 393 - Criminology FOR 350 - ???
Graduates will understand and critically assess the justice systems of other countries and their impact on terrorism.	ENF 400 – Comparative CJ Systems NSS 312
Graduates will attain the ability to array and manipulate data for intelligence and crime analysis.	NSS 341 ENF 441 – Counterintelligence / Counter-terrorism ENF 450 – Crime Analysis JUS 463 - ???
Graduates will understand potential careers in the field of criminal justice.	JUS 303 - ??? JUS 345 - ???
Graduates will exhibit critical multimodal communication skills.	NSS 341 – The Intelligence Process ENF 393 - Criminology FOR 344 – Psychology of Violence & Aggression
Graduates will understand the relationship between justice and homeland security.	ENF 441 - Counterintelligence / Counter-terrorism NSS 312 – History of Terrorism JUS 345 - ???
Graduates will understand the relationship between society and crime.	FOR 366 - ??? ENF 393 - Criminology FOR 350 - ??? FOR 344 Psychology of Violence & Aggression

Intended Outcomes / Assessment Criteria

Intended Outcomes 1: Graduates will possess a detailed understanding of causes of crime and crime theory.

Assessment Criteria: Ninety percent of all students in the program will receive a cumulative GPA of “B” or better in ENF 393 and FOR 350.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 2: Graduates will understand and critically assess the justice systems of other countries and their impact on terrorism.

Assessment Criteria: Ninety five percent of all students in the program will receive a cumulative GPA of “B” or better in ENF 400 and NSS 312.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 3: Graduates will attain the ability to array and manipulate data for intelligence and crime analysis.

Assessment Criteria: Ninety five percent of all students taking this option will receive a grade of “B” or better in NSS 341, ENF 441, ENF 450, and JUS 463.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 4: Graduates will understand potential careers in the field of criminal justice.

Assessment Criteria: One hundred percent of graduates will have researched at least 6 different careers in criminal justice.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 5: Graduates will exhibit critical multimodal communication skills.

Assessment Criteria: Ninety five percent of all graduates will receive a 90% or better on presentations for NSS 341, ENF 393, and FOR 344

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 6: Graduates will understand the relationship between justice and homeland security.

Assessment Criteria: Ninety percent of all graduates will receive a B or better in ENF 441, NSS 312, and JUS 345.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 7: Graduates will understand the relationship between society and crime.

Assessment Criteria: Ninety percent of all graduates will receive a grade of B or better for FOR 366, ENF 393, FOR 350, and FOR 344.

Results of Outcomes Activity:

2005-2006:		
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*School of Criminal Justice & Social Sciences
Outcomes Assessment Program Rationale
BCJ – Law Enforcement*

Law Enforcement Program Mission

- Support the strategic objectives and directions of the Tiffin University School of Criminal Justice and Social Sciences by providing knowledge of law enforcement necessary to preserve and maintain our democracy.
- Enhance one’s professional commitment to a career in LE.
- Broaden student understanding of the criminal justices system and the role of LE therein.
- Imbed in each student the knowledge and expertise to succeed in LE.
- Develop the ability to think critically and react instantaneously to LE circumstances.

Program Rationale / Purpose Statement

Law enforcement is the cornerstone of our Democracy. Personnel employed in this profession perform a delicate balancing act to ensure all receive the rights due them while maintaining law and order in a free society. In every nation where freedom has been lost, it has been lost at the hands of the police. Thus, law enforcement officers play a major and critical role and must possess more than a simply understanding of democratic principles. Students undertake study relating to the function of law enforcement in our society, the use of technology to improve the ability of LE to serve, analyze principles of

criminal investigation and the legal ramification through the Bill of Rights, synthesize our law enforcement system with others around the world, analyze the nature, cause and effect of criminal behavior, and apply the latest tactics and techniques to the law enforcement enterprise in these United States.

Marketing / Recruitment Target Statement

Interest in law enforcement has remained constant. For over 200 years law enforcement officers have, on the domestic front, maintained and preserved our democratic way of life. This proud history is the basis on which we enter the 21st century. The tradition continues with a deep seeded desire to continue this legacy which meeting new challenges with vigor and determination. The preservation of our democracy shall remain steadfast through the assurance of constitutional rights for all homo sapiens that reside in, or enter, this land. September 11, 2001 brought additional responsibilities to law enforcement officers. Today, the safety of neighbors becomes even more important as law enforcement officers work to maintain tranquility, while ensuring that the Constitution of these United States shall forever prevail. It is a challenging time for those willing to dedicate themselves to the preservation of the ideals that have made this nation a beacon of hope for so many. Thus law enforcement is an interest, and major program of study, in many colleges and universities across this land. Tiffin University has a well recognized program that attracts students from far and wide and will continue to do so into infinity.

Outcomes of the Program/Corresponding Classes

<p>Support the strategic objectives and directions of the Tiffin University School of Criminal Justice and Social Sciences by providing knowledge of law enforcement necessary to preserve and maintain our democracy.</p>	<p>ENF 150 – Police & Society ENF 160 – Crime Prevention ENF 234 – Computers in Law Enforcement ENF 237 – Fundamentals of Criminal Investigation ENF 239 – Applied Criminal Investigation & Criminalistics ENF 335 – Law Enforcement Supervision ENF 343 – Weapons of Terrorism ENF 344 – Information Security ENF 345 – Emergency Organizations & Management ENF 393 – Criminology ENF 400 – Comparative CJ Systems ENF 441 – Counterintelligence / Counter-Terrorism ENF 450 – Crime Analysis ENF 460 – Evidence Processing JUS 110 – Introduction to CJ JUS 201 – Criminal Law</p>
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	<p>JUS 202 – Criminal Procedures JUS 361 – Ethical Issues in CJ JUS 461 – Pro-Seminar in CJ JUS 470 – Internship I COR 131 – Juvenile Justice Systems COR 230 – Agency Management</p>
<p>Enhance one’s professional commitment to a career in Law Enforcement.</p>	<p>ENF 150 – Police & Society ENF 234 – Computers in Law Enforcement ENF 237 – Fundamentals of Criminal Investigation ENF 239 – Applied Criminal Investigation & Criminalistics ENF 335 – Law Enforcement Supervision ENF 393 – Criminology ENF 400 – Comparative CJ Systems ENF 450 – Crime Analysis COR 131 – Juvenile Justice Systems COR 230 – Agency Management JUS 110 – Introduction to CJ JUS 201 – Criminal Law JUS 202 – Criminal Procedures JUS 361 – Ethical Issues in CJ JUS 461 – Pro-Seminar in CJ</p>
<p>Broaden student understanding of the Criminal Justice systems and the role of Law Enforcement therein.</p>	<p>ENF 150 – Police & Society ENF 160 – Crime Prevention ENF 237 – Fundamentals of Criminal Investigation ENF 239 – Applied Criminal Investigation & Criminalistics ENF 335 – Law Enforcement Supervision ENF 393 – Criminology ENF 400 – Comparative CJ Systems ENF 450 – Crime Analysis COR 131 – Juvenile Justice Systems COR 230 – Agency Management JUS 110 – Introduction to CJ JUS 201 – Criminal Law JUS 202 – Criminal Procedures JUS 361 – Ethical Issues in CJ JUS 461 – Pro-Seminar in CJ</p>
<p>Imbed in each student the knowledge and expertise to succeed in Law Enforcement.</p>	<p>ENF 150 – Police & Society ENF 160 – Crime Prevention ENF 234 – Computers in Law Enforce. ENF 237 – Fundamentals of Criminal Investigation ENF 239 – Applied Criminal</p>

	<p>Investigation & Criminalistics ENF 335 – Law Enforcement Supervision ENF 393 – Criminology ENF 400 – Comparative CJ Systems ENF 450 – Crime Analysis COR 131 – Juvenile Justice Systems COR 230 – Agency Management JUS 110 – Introduction to CJ JUS 201 – Criminal Law JUS 202 – Criminal Procedures JUS 361 – Ethical Issues in CJ JUS 461 – Pro-Seminar in CJ</p>
<p>Develop the ability to think critically and react instantaneously to Law Enforcement circumstances.</p>	<p>ENF 150 – Police & Society ENF 237 – Fundamentals of Criminal Investigation ENF 239 – Applied Criminal Investigation & Criminalistics ENF 400 – Comparative CJ Systems ENF 450 – Crime Analysis COR 230 – Agency Management JUS 110 – Introduction to CJ JUS 201 – Criminal Law JUS 202 – Criminal Procedures JUS 361 – Ethical Issues in CJ</p>
<p>Maintain the balance necessary to preserve our Democracy.</p>	<p>ENF 150 – Police & Society ENF 237 – Fundamentals of Criminal Investigation ENF 239 – Applied Criminal Investigation & Criminalistics ENF 335 – Law Enforcement Supervision ENF 400 – Comparative CJ Systems COR 131 – Juvenile Justice Systems COR 230 – Agency Management JUS 110 – Introduction to CJ JUS 201 – Criminal Law JUS 202 – Criminal Procedures</p>

Intended Outcomes / Assessment Criteria

2004-2005: A standardized Criminal Justice Test was administered to law enforcement graduates for the first time on April 15, 2005. The test had a copyright of 2005 and was produced by the Educational Testing Service, Princeton, New Jersey 08541. This issue had been debated for years in the then School of Criminal Justice. The 2005 graduating class will have fourteen law enforcement majors. Six were present to take the test. Although the test has been administered, the results will not be available until mid-

summer. Once the results arrive, they should be thoroughly analyzed and used to determine whether to continue to use the same test or to identify the best means to achieve a similar end.

Intended Outcomes 1: Graduates will demonstrate satisfaction with their preparation for a career in law enforcement.

Assessment Criteria: A minimum, of 80% of the students in ENF 150 and 90% of the students in JUS 461 will achieve an average grade of “B” or better on all class requirements.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 2: Graduates will demonstrate critical thinking, knowledge of the law enforcement profession, and presentation skills.

Assessment Criteria: A minimum of 80% of the students in ENF 237 will achieve a grade of “B” or better and 85% of the students in ENF 335 and ENF 450 shall receive a “B” or better in their multi-media presentations.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 3: Each graduate will demonstrate an ability to apply program knowledge to law enforcement practice.

Assessment Criteria: A minimum of 95% of the students in JUS 470 will be in the “A” category.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 4: Graduates will analyze human behavior and apply it to crime.

Assessment Criteria: A minimum of 75% of the students in ENF 393 will receive a “B” or better on the course project.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 5: Graduates will demonstrate knowledge of law enforcement and criminal justice on a major field test.

Assessment Criteria: A minimum of 90% of the graduates will participate in a capstone examination on which they will be at the national norm or achieve a minimum of 70% whichever is greater.

Results of Outcomes Activity:

2005-2006:		
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*School of Criminal Justice & Social Sciences
Outcomes Assessment
Master of Science in Criminal Justice Major
Crime Analysis Concentration*

Program Rationale / Purpose Statement

The purpose of the graduate Crime Analysis major in the School of Criminal Justice and Social Sciences, leading to a Master of Science in Criminal Justice, is to prepare students to do the work of successful crime analysts in law enforcement, intelligence, and other kinds of government agencies.

Marketing / Recruitment Target Statement

The Crime Analysis major in the Master of Science in Criminal Justice program will serve essentially three distinct categories of students.

1. Pre-service students preparing for a career in crime analysis in criminal justice, intelligence, or other kinds of government agencies that require sophisticated collection, analysis, prognostication, and dissemination of crime and intelligence-related data.
2. In-service crime analysts who have served in the capacity for years but have not been able to obtain a graduate major in the field and/or have not had the opportunity to learn advanced knowledge and skills in the field.
3. Mid-career criminal justice or other professionals who have just learned of the new, exciting, and plentiful opportunities in crime analysis that exist at all level of government and now would like to change careers.

Outcomes of the Program / Corresponding Classes

Provide students with the advanced knowledge, skills, and acquired abilities to comprehend the agencies, processes, and personnel of the criminal justice system.	List Corresponding Courses To Be Completed AY 05-06
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Prepare students to analyze crime and its patterns, present statistical and geographical reports on crime, and assimilate crime and criminal data into useful intelligence prognoses.	To Be Completed AY 05-06
Prepare students to use the latest computer technology and specialized software applications to identify and resolve problems in crime analysis, criminal intelligence, community policing, and criminal investigations.	To Be Completed AY 05-06

Assessment Tools

The essential ingredients of the outcomes assessment process for the crime analysis major are described below. A complete cycle of the crime analysis outcomes assessment process will take four years. Four components comprise the outcomes assessment process for the crime analysis major in the MSCJ program. Each year, only one of the four components and its associated activities will be the focus of the outcomes assessment process. This concentration on only one component per academic year will allow for an in-depth examination of all of the major elements that comprise each component. It is our intention to be sure the outcomes assessment process as applied to the crime analysis major is meaningful.

Phase 1: Classroom Instruction

At the base of the educational process in most all colleges and universities is classroom instruction. Students spend hundreds of hours each year attending classes taught by faculty of varying years of experience, academic rank, and interest in the course content. Aside from these factors, many other elements affect the quality of classroom instruction. Some of the most significant and influential factors affecting classroom instruction are described briefly below. These four areas are the focal points of the Classroom Instruction phase of the outcomes assessment process.

a. Presentation Skills

- Outcome: Professor delivers clear and coherent lectures.
- Measure: Colleague critiques in-class lecture, identifying clear and confusing points.

b. Discussion Leadership

- Outcome: Professor directs class discussion with broad participation among students.
- Measure: Professor achieves a participation rate of 90% of the students.

c. Variety of Instructional Methods and Resources

- Outcome: Professor uses a variety of instructional methods.
- Measure: Course will employ at least 4 different instructional methods.

d. Preparation of Course Documents

- Outcome: Professor will create a comprehensive and clear course syllabus.

- Measure: Professor's class syllabus will contain a minimum of 10 essential ingredients of an excellent course syllabus recommended by the School of Criminal Justice and Social Sciences.

The four areas of assessment listed above are also applicable and adaptable to the online instructional environment.

Phase 2: Faculty Development and Enrichment

Excellent faculty members model the self-motivated learner that all educators hope their students will be during their time at an institution and upon graduation. Below are four areas of assessment that will encourage faculty members to be involved in continuous learning throughout their careers.

a. Attendance at Academic Meetings and Conferences

- Outcome: Professor will attend one national meeting associated with his academic discipline each year.
- Measure: The annual Faculty Activity Report will reveal one or more meetings and conferences attended that are associated with the major discipline of the professor.

b. Presentation of Research at Academic Meetings and Conferences

- Outcome: Professor will present a paper at one national meeting associated with his academic discipline each year.
- Measure: Academic Conference Program will list the name and title of the faculty member's paper.

c. Reading of Scholarly Books, Journal Articles, and Monographs

- Outcome: Professor will engage in self-study related to his discipline.
- Measure: Professor will identify a minimum of 2 books and 5 journal articles read during the academic year.

d. Scholarly Publication of Books, Journal Articles, and Monographs

- Outcome: Professor will contribute to the literature of his field.
- Measure: Professor will prepare and submit for publication one journal article during the academic year.

Phase 3: Instructional Support Systems

Colleges and universities now provide a variety of means of instructional support. Some faculty members require and need a lot of instructional support depending on their discipline, teaching methods, independence, abilities, and preferences.

In most cases neither the academic department nor the teaching faculty member controls these instructional support resources such as audio-visual equipment, vehicles for field trips, and condition and layout of the classroom. But they do, in fact, coordinate them as needed in their overall instructional program each semester. The overall quality of a course and the level of student satisfaction can be clearly linked to how well these instructional support services are managed by the institution and coordinated by the

faculty member. A continuously cold classroom during a winter semester, for example, can indeed be discomforting and detrimental to the success of a classroom experience. Likewise, the repeated failure of audio-visual equipment can discourage students and disrupt class schedules.

Four areas of focus will comprise the outcomes assessment process as it relates to Instructional Support Systems.

- a. General Classroom Condition
 - Outcome: Classes will occur in a comfortable environment.
 - Measure: Room temperatures will be monitored during the semester to ensure they fall in the acceptable ranges of 70-74 degrees Fahrenheit.
- b. Instructional Technology Equipment and Support
 - Outcome: Employ modern and dependable IT devices to enhance learning in the classroom.
 - Measure: Inspect all IT equipment in the classroom three times during the semester and report the results to director of the IT section.
- c. Essential Campus Bookstore Services
 - Outcome: The campus bookstore will provide timely service and competitively priced instructional resources to the students and faculty.
 - Measure: Students will be asked their views on campus bookstore services and resources.
- d. Dean and Department Chair Support Services
 - Outcome: The Dean and Department Chair will effectively coordinate the goals, activities, and faculty of the Crime Analysis major.
 - Measure: Narrative letters of assessment from the faculty and a select group of students will be solicited at the end of the second semester of study.

Phase 4: Student Preparedness and Satisfaction

“Students first” echoes across American campuses to the extent in some rare cases a near complete consumer orientation has captured some colleges and universities with one school in the South declaring there will be no failing grades for students since it would be discouraging to them. Clearly few colleges and universities would want the success of their institution to be determined by students’ views of their education and all of its attendant activities. After all, the students do come to the academy to prepare for a productive and enriched life under the guidance of faculty and staff who have made higher education their life’s work and we can assume that the “do know better” than the students in many instances. It is surely possible not to like a course, a topic, a book, or a faculty member only to find out later in one’s life and career how truly valuable they were in preparing the student for the future. The following 6 areas will be part of the outcomes assessment process as it relates to Student Preparedness and Satisfaction.

- a. Student Satisfaction Survey
 - Outcome: Students will be reasonably satisfied with the quality of education they experienced as a Crime Analysis major.

- Measure: Results of student satisfaction survey will show that 80% of the students were satisfied with their crime analysis education.
- b. New Learning Disclosure Statements from Courses
- Outcome: Students will learn new cognitive, affective, and behavioral content in their crime analysis and foundation courses.
 - Measure: All final papers in the crime analysis classes will contain New Learning Disclosure Statements that document new content and skills the students learned in each class, and the results will be tallied in a report.
- c. Crime Analysis Project/Internship Agency Assessment
- Outcome: Students will experience a successful internship that provides inspiration and guidance relative to their career choice and allows them to prepare a crime analysis project that is useful to the agency.
 - Measure: The students' crime analysis projects will be analyzed to determine their value to the agencies and phone interviews with the crime analysis project supervisors in the agencies will be conducted to ascertain needed improvements in the crime analysis project course.
- d. Course Evaluation
- Outcome: Students will experience well designed courses that contribute to their career preparation.
 - Measure: The standard course evaluations will be administered in all classes and the results will be analyzed in order to identify successful procedures and areas that need improvement.
- e. Focus Group on Learning and Satisfaction with Program
- Outcome: Students will be reasonably satisfied with the content and delivery of the education in crime analysis they received.
 - Measure: A focus group comprised of a total of 12 graduating and current students will be convened and their responses to 6-8 questions addressing their satisfaction with the Crime Analysis major will be examined and reported to the department chair.

Intended Outcomes / Assessment Criteria

Intended Outcomes 1: To Be Completed AY 05-06

Assessment Criteria: To Be Completed AY 05-06

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 2: To Be Completed AY 05-06

Assessment Criteria: To Be Completed AY 05-06

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 3: To Be Completed AY 05-06

Assessment Criteria: To Be Completed AY 05-06

Results of Outcomes Activity:

2005-2006:		
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Forensic Psychology Concentration

Program Rationale / Purpose Statement

The Master’s level forensic psychology major is designed to be practitioner-oriented. It is a hybrid program that is primarily research based, but also has a clinical focus. It is meant to be an overview of the field, at an advanced level, that combines both research and clinical forensic psychology. While practitioners are the target group, many traditional students do take the program.

The program provides a statistical and research based focus in all coursework. The program is meant to: a) assist current practitioners who wish to broaden their experience in the field, b) provide an educational mechanism to practitioners who wish to advance at their current place of employment or future place of employment, c) prepare graduate students for doctoral-level work.

The program provides students with an overview of forensic psychology, contemporary issues facing the field, mechanisms for improved service delivery, and respect for the diverse populations a practitioner may expect to find in the field.

Students earning their master’s with the intent of proceeding to a doctoral program will have ample opportunity to develop research skills, and mentor with faculty to hone research interests. Such students will also have opportunities to construct, design, conduct, analyze, and present their own original empirical research at regional and national professional meetings.

The major offers opportunity for students to grow intellectually, professionally, and personally over the course of their study.

Marketing / Recruitment Target Statement

To Be Completed AY 05-06

Outcomes of the Program/Corresponding Classes

<p>The Master’s level forensic psychology major is designed to be practitioner-oriented. It is a hybrid program that is primarily research based, but also has a clinical focus. It is meant to be an overview of the field, at an advanced level, that combines both research and clinical forensic psychology. While practitioners are the target group, many traditional students do take the program.</p>	<p>All courses</p>
<p>The program provides a statistical and research based focus in all coursework.</p>	<p>First semester students take: JUS 520 – Statistical Applications in CJ JUS 515 - Research Designs & Analysis These classes are stand alone, but all concepts of these courses are interwoven throughout every course.</p>
<p>The program is meant to: a) assist current practitioners who wish to broaden their experience in the field,</p>	<p>All courses, but especially: FOR 611 - Psychopathology JUS 401 – Self Assessment FOR 614 - Substance Abuse FOR 460 - Psychology and Law JUS 525 – Legal & Ethics Issues in CJ FOR 635 - Cultural Competence FOR 615 - Mental Health Law</p>
<p>b) provide an educational mechanism to practitioners who wish to advance at their current place of employment or future place of employment,</p>	<p>All courses, but especially: FOR 635 - Cultural Competence FOR 630 - Lifestyles and Career Develop. FOR 611 - Psychopathology JUS 520 – Statistical Applications in CJ JUS 515 - Research Design & Analysis FOR 615 - Mental Health Law</p>
<p>c) prepare graduate students for doctoral-level work.</p>	<p>JUS 520 – Statistical Applications in CJ JUS 515 - Research Design & Analysis FOR 640 – Thesis</p>
<p>The program provides students with an overview of forensic psychology, contemporary issues facing the field, mechanisms for improved service delivery, and respect for the diverse populations a practitioner may expect to find in the field.</p>	<p>FOR 460 - Psychology and Law JUS 461 – Proseminar Assessment FOR 611 - Psychopathology FOR 614 - Substance Abuse JUS 515 - Research Design and Analysis JUS 525 – Legal & Ethical Issues in CJ FOR 635 - Cultural Competence FOR 615 - Mental Health Law</p>
<p>Students earning their master’s with the intent of proceeding to a doctoral program will have ample opportunity to develop research skills, and mentor with faculty to hone research interests. Such students will also have opportunities to construct, design, conduct, analyze, and present their own</p>	<p>JUS 520 – Statistical Applications in CJ JUS 515 - Research Design & Analysis FOR 640 - Thesis</p>

original empirical research at regional and national professional meetings.	
The major offers opportunity for students to grow intellectually, professionally, and personally over the course of their study.	All courses

Intended Outcomes / Assessment Criteria

Intended Outcomes 1: Graduates will demonstrate knowledge base for continued graduate education or a career in the field of forensic psychology, psychology, corrections, criminal justice, social services, and other related areas.

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

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 2: Graduates will develop an understanding about agency operation from policy, procedures, funding sources, day to day operation, therapy and therapy goals.

Assessment Criteria: Students will construct a substance abuse related agency as a model in the course Substance Abuse.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 3: Students will become proficient at writing research proposals and constructing, designing, conducting, analyzing and presenting their own original empirical research.

Assessment Criteria: Students will write an empirically based research proposal in Psychology and Law, and conduct the proposed research in Research Design class. Students will analyze the data according to skills learned in Statistics class.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 4: Students will become proficient in writing Individual Treatment Plans (ITPs).

Assessment Criteria: Students will be given cases in Psychopathology class to diagnose, and write the ITPs, in accordance to concepts, diagnostic criteria given in class.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 5: (*Outcome for Students Selecting the Lifestyles and Career Development Class Option*) - Students will increase awareness of lifestyle and career choices, the link between those choices and events in the student’s lives.

Assessment Criteria: Students will write an autobiography, keep a log of events and interact with others regarding group work and keep a journal in which they react to class discussions, activities, exercises, and homework assignments.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 6: (*Outcome for students selecting the Cultural Competence Class Option*) - Students will be exposed to a variety of cultures, ethnic groups, religious groups, and life differences. Students will learn the cultural competence laws mandated for agencies and health service providers (crafted by the U.S. Dept. of Health and Human Services).

Assessment Criteria: Students will create and present an agency proposal in accordance with the CLAS standards of USDHHS.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 7: (*Outcome for Students selecting Thesis option*) Students will write a Master’s thesis.

Assessment Criteria: Students will construct, design, propose, conduct, analyze, write, and defend their own original empirically based thesis.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 8: Students will gain familiarity with psychological assessment using several assessment tools.

Assessment Criteria: Students will learn several assessment tools, administer them, score them, and interpret the findings. Students will compare the types of tools, number of tools, and strengths/weaknesses of said tools for assessment. This will be done in Advanced Assessment class.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 9: Students will learn about amicus curare briefs.

Assessment Criteria: Students will select a contemporary topic in experimental or clinical forensic psychology, write and present amicus briefs. This will be done in Proseminar in Advanced Clinical and Experimental Forensic Psychology class.

Results of Outcomes Activity:

2005-2006:		
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Homeland Security Administration Concentration

Program Rational / Purpose Statement

The attacks by Islamic fundamentalist, against the World Trade Center and the Pentagon on September 11, 2001 resulted in the deaths of over 3,000 American citizens. Attacks against African nations, Spain, Indonesia, and the Philippines have also been executed by these same Islamic radicals. In response to the U.S. attacks, the American government has become the world’s leader in an International War on Terrorism. Two foreign countries have thus far been invaded by United States military forces (Afghanistan (2001) and Iraq (2003) in an effort to destroy the terrorist organizations and leaders who organized the attacks against the United States. These invasions have thus far resulted in over 2,000 American battlefield deaths and over 10,000 American battlefield wounded military personnel.

National security concerns have been created by the security requirements imposed by a terrorist organization (al-Qaeta), which has expressed the desire and conducted terrorist operations designed to economically destroy the United States. Events involving the bombing of the World Trade Center (1993); Mogadishu, Somalia (1993); Khobar Towers (1996); American Embassy, Kenya, Africa and American Embassy, Tanzania, Africa (1996); USS Cole (2000); World Trade Center and Pentagon (2001) are examples of the capabilities of this fundamentalist Islamic organization to attack targets in the United

States and foreign locations. al-Qaeda is presently believed to have followers in 62 countries throughout the world.

Domestically, the American government has reorganized its internal security forces through the creation of the Department of Homeland Security (2002). This agency was formed in 2002 by combining 22 existing federal agencies. With approximately 180,000 employees, this agency provides employment opportunities to students of criminal justice programs. Additionally, this new alignment of federal resources has resulted in the 50 states creating state level homeland security departments. As the states are re-organizing their resources to bring an alignment with federal guidelines, local criminal justice and safety forces are attempting to develop new response plans to this significant shift of priorities. The Master of Science in Criminal Justice, with a concentration in Homeland Security Administration has been developed in response to the need for an academic criminal justice program. This concentration provides professionals in the field with theoretical and applied curriculum, focused on the broad administrative aspects, of the planning and execution of multi-variant plans required of administrators/managers/supervisors faced with responding to a terrorist event.

Marketing / Recruitment Target Statement

Tiffin University, School of Criminal Justice and Social Sciences is providing a curriculum which addresses the multi-faceted requirements for the planning associated with responses to terrorist acts within the United States. The specific population of students this program has been developed for are professional police, fire, emergency management, and public safety practioners who are in management, supervisory, or leadership roles whose primary responsibilities involve the planning of, responding to, and coordination of, counter-terrorism programs within the United States. Based on conversations with other academic institutions in Ohio, this program is the only program of its kind being offered by any academic institution in the State of Ohio at the graduate level.

Outcomes of the Program / Corresponding Classes

Support the strategic objectives of the Tiffin University School of Criminal Justice & Social Sciences by providing An in-depth examination of the administration of various aspects of homeland security.	JUS 510 – Contempor. CJ: Issue & Trends JUS 525 – Legal & Ethical Issues in CJ JUS 615 – Administrative Law & Mgmt.
Provide career professionals in public safety the knowledge necessary to plan and administer multi-jurisdictional responses to security requirements involving infrastructure, information technology, border/transportation security, and counter-terrorism, and catastrophic events.	ENF 530 - ??? ENF 640 - ??? ENF 650 – Critical Infrastructure Protection ENF 660 – Response: Natural Catastrophic Events-Emergency Preparedness
Requires research projects that seek to analyze data and	ENF 530 - ??? ENF 640 - ???

prepare response plans to terrorist acts.	ENF 645 – Continental United States (CONUS): Counter-Terrorism ENF 650 – Critical Infrastructure Protection
Broaden student knowledge of the value of threat assessment and vulnerability studies regarding response planning to terrorist events.	ENF 530 - ??? ENF 640 - ??? ENF 650 – Critical Infrastructure Protection ENF 660 – Natural Catastrophic Events- Emergency Preparedness
Assist students to realize the role of intelligence in counter-terrorism and response planning.	ENF 535 – Administration of Strategic & Actionable Intelligence ENF 645 – Continental United States (CONUS): Counter-Terrorism ENF 655 – Response: Command & Control, The Fusion Center

Intended Outcomes / Assessment Criteria

Intended Outcomes 1: Graduates will demonstrate satisfaction with the graduate program concentration in Homeland Security.

Assessment Criteria: A minimum of 90% of the graduates will responding to question # 12 on the student satisfaction survey asking “how do you rate your Homeland Security degree in terms of improving their career development” will indicate a 4 or 5 (5 being outstanding).

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 2: Graduates will have the ability to critically analyze current issues related to the operational matters pertaining to homeland security issues.

Assessment Criteria: Students will have a “B” or better grade on the courses which require analytical skills in the subjects of JUS 530, HLS 535, ENF 540, ENF 650, ENF 655, ENF 660, and ENF 670.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 3: Graduates will have the ability to analyze information which apply the data to response plan requirements concerning information systems, border/transportation issues, critical infrastructure, and catastrophic events.

Assessment Criteria: Students will prepare response plans that will receive a “B” grade or better.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 4: Students will have the ability to utilize their acquired skills to prepare appropriate response plans for their employment organization.

Assessment Criteria: Graduates will demonstrate their knowledge of the requirements for conducting threat assessments and vulnerability studies which will form the basis for response plans. Students will achieve a score of 85 or greater on projects requiring response plans required in ENF 530; ENF 640; ENF 645; and ENF 650.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 5: Students will have the ability to prepare threat assessments and vulnerability studies associated with response planning.

Assessment Criteria: Graduates will provide guidance to their parent organizations of employment regarding the development of threat assessments and vulnerability studies associated with response planning. Students will achieve a score of 85 or greater on projects requiring threat assessments and vulnerability studies required in ENF 530; ENF 640; ENF 650 and ENF 660.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 6: Students will analyze and synthesize various pieces of data and prepare intelligence information suitable for response actions and planning purposes.

Assessment Criteria: Graduates will be able to understand the value of actionable intelligence and the process necessary to achieve it. Students will achieve a score of 85 or greater on projects requiring intelligence analysis and dissemination reports required in ENF 535; ENF 645; and ENF 655.

Results of Outcomes Activity:

2005-2006:		
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Justice Administration Concentration

Graduate Justice Administration Mission

1. Support the strategic objectives and directions of the Tiffin University School of Criminal Justice and Social Sciences by providing knowledge and skills in identifying administrative and managerial dilemmas affecting criminal justice agencies, and the skill to formulate plans of actions necessary to preserve and maintain our democracy.
2. Enhance one's professional commitment to their existing career in criminal justice.
3. Broaden student understanding of the criminal justice system and the role of justice administration therein.
4. Imbed in each student the knowledge and expertise to formulate effective strategies that enhance the administration and management of criminal justice agencies that are fiscally, legally, and ethically sound.
5. Develop the ability to think critically and formulate plans of action to resolve criminal justice agency dilemmas.

Program Rationale / Purpose Statement

Criminal justice agencies, and their effective functioning, are the cornerstone of our Democracy. Personnel employed to manage in this profession perform a delicate balancing act to ensure not only the general public receives the rights due them in a free society, but also that the employees who work within the profession are treated fairly and their rights preserved as well. If criminal justice agencies are going to operate effectively and efficiently, administrators must possess the knowledge and skills necessary to accomplish that purpose. Thus, criminal justice administrators play a major and critical role and must possess more than a simple understanding of democratic principles. Students undertake study relating to contemporary and futuristic criminal justice issues facing the profession, statistical analysis, law, research design and analysis, finance, human resource management/education/training, public administration, administrative theory, and ethics.

Market / Recruitment Target Statement

Throughout the history of the United States, and especially since 9/11, the criminal justice profession has constantly been expanding and evolving in response to domestic and international threats, at the local, state, national, and international level. At the same time, United States Supreme Court decisions have resulted in greater liability risks to criminal justice agencies, its managers and administrators, and practitioners. Current global conditions mandate greater effectiveness and efficiency by criminal agencies, while still remaining accountable within a Constitutional framework. The creation and coordination of new criminal justice agencies assures that the need for qualified, professionally-based practitioners, administrators, and managers will remain high well into the 21st century.

Outcomes of the Program/Corresponding Classes

<p>Support the strategic objectives and directions of the Tiffin University School of Criminal Justice and Social Sciences by providing knowledge of law enforcement necessary to preserve and maintain our democracy.</p>	<p>All Courses</p>
<p>Enhance one’s professional commitment to their career in criminal justice</p>	<p>All Courses</p>
<p>Broaden student understanding of the criminal justice system and the role of justice administration therein.</p>	<p>All Courses</p>
<p>Imbed in each student the knowledge and expertise to formulate effective strategies that enhance the administration and management of criminal justice agencies that are fiscally, legally, and ethically sound.</p>	<p>JUS 515 – Research Design & Analysis JUS 520 – Statistical Applications in CJ JUS 525 – Legal & Ethical Issues in CJ JUS 530 – Human Resource Mgmt. JUS 610 – Justice Administration Policy Formulation & Analysis JUS 615 – Administrative Law & Management JUS 620 – Administrative: Theory in JA JUS 625 – Education/Training Analysis & Design</p>
<p>Develop the ability to think critically and formulate plans of action to resolve criminal justice agency dilemmas.</p>	<p>JUS 515 – Research Design & Analysis JUS 520 – Statistical Applications in CJ JUS 525 – Legal & Ethical Issues in CJ JUS 530 – Human Resource Mgmt. JUS 610 – Justice Administration Policy Formulation & Analysis JUS 615 – Administrative Law & Management JUS 620 – Administrative: Theory in JA JUS 625 – Education/Training Analysis</p>

	& Design
Maintain the balance necessary to preserve our Democracy.	All Courses

Intended Outcomes / Assessment Criteria

Intended Outcomes 1: Students will be exposed to the multitude of contemporary and futuristic criminal justice issues likely to face administrators and managers of criminal justice agencies.

Assessment Criteria: All students will complete JUS 510 with a grade of “C” or better.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 2: Develop the ability to think critically and formulate plans of action to resolve criminal justice agency dilemmas.

Assessment Criteria:

- (1) All students will be presented with a criminal justice administrative/managerial issue, which requires them to identify the issue and then resolve same utilizing the correct statistical model(s) learned in JUS 520 and research methods learned in JUS 515.
- (2) All students will be presented with a criminal justice legal issue relating to administration/management of a criminal justice agency, which requires them to identify the legal issue and then resolve same utilizing the correct law learned in JUS 525 and JUS 615.
- (3) All students will be presented with a criminal justice fiscal issue relating to administration/management, which requires them to identify the issue and then resolve same utilizing the correct fiscal model(s) learned in a course to be developed.
- (4) All students will be presented with a criminal justice human resource issue, which requires them to identify the issue and then resolve same utilizing the correct human resource model(s) learned in JUS 530.
- (5) All students will be presented with a criminal justice issue relating to the education and training of criminal justice personnel, which requires them to identify the issue and then resolve same utilizing the correct education and training model(s) learned in JUS 625.
- (6) All students will be presented with a criminal justice issue relating to public administration policy, which requires them to identify the issue and then resolve same utilizing the correct public administration policy model(s) learned in JUS 610.

(7) All students will be presented with a criminal justice issue relating to the education and training of criminal justice personnel, which requires them to identify the issue and then resolve same utilizing the correct education and training model(s) learned in JUS 625.

(8) All students will be presented with a criminal justice issue relating to public agency management, which requires them to identify the issue and then resolve same utilizing the public agency model(s) learned in a course to be developed.

(9) All students will be presented with a criminal justice issue relating to administrative theory, which requires them to identify the issue and then resolve same utilizing the correct administrative theory model(s) learned in JUS 620.

(10) All students will be presented with a criminal justice issue relating to the education and training of criminal justice personnel, which requires them to identify the issue and then resolve same utilizing the correct education and training model(s) learned in JUS 625.

(11) All students will be presented with an ethical issue relating to criminal justice administration/management, which requires them to identify the issue and then resolve same utilizing the correct ethical model(s) learned in JUS 525.

Results of Outcomes Activity:

2005-2006:		
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Intended Outcomes 3: Students will demonstrate the ability to resolve, through integration, a contemporary or futuristic criminal justice issue/dilemma posed to them, by formulating for execution a plan of action resolving the issue/dilemma, utilizing all of the combined skills acquired in Assessment Criteria #1-11 immediately above.

Assessment Criteria: All students will be presented with a contemporary or futuristic criminal justice issue/dilemma which requires them to identify the issues and then resolve same through a capstone paper utilizing the correct model(s) learned in Assessment Criteria #1-11 immediately above. Each Assessment Criteria will be assessed separately, within the whole of the capstone paper. Each Assessment Criteria will be worth up to 10 points, for a total of 110 points. Each portion of the capstone paper will be assessed and scored by the fulltime faculty member responsible for the curriculum content relevant to each Assessment Criteria. It is a goal that at least 25% of all students will score 99 or higher on the paper; 75% of all students will score 88 or higher on the paper, and 100% will score 77 or higher. This course will be developed.

Results of Outcomes Activity:

2005-2006:		
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Appendix A

The following is a listing of abbreviations and terms used in this report.

ACBSP	Association of Collegiate Business Schools and Programs
AOAC	Academic Outcomes Assessment Committee
AY	Academic year
BBA	Bachelor of Business Administration
BCJ	Bachelor of Criminal Justice
CAAP	Collegiate Assessment of Academic Proficiency
CJ	Criminal Justice
DOA	Director of Outcomes Assessment
DSM-IV	Diagnostic and Statistical Manual of Mental Disorders, 4th Ed.
ETS	Educational Testing Service
GEC	General Education Curriculum
GPA	Grade Point Average
HLC	Higher Learning Commission
ICC	Integrated Core Curriculum
IS	Information Systems
ISS	International Security Studies
ISA	International Student Association
KSC	Knowledge Skills Core
LE	Law enforcement
LEC	Liberal Education Core
MBA	Master of Business Administration
MCJ	Master of Criminal Justice
NCA-CIHE	North Central Association (of Colleges and Schools Commission on Institutions of Higher Education)
OA	Outcomes Assessment
OAAC	Outcomes Assessment Advisory Committee
SAS	School of Arts and Science
SOB	School of Business (formerly SBU)
SCJ	School of Criminal Justice
SCJSS	School of Criminal Justice and Social Sciences
SGEC	Strength of Relationship to TU GEC Exposure
SD	Standard Deviation
SR	Strength of Response
SRC	Source of Response Content
TU	Tiffin University
VPAA	Vice-President for Academic Affairs

Tiffin University Exit Survey

Your Name:

1. Forwarding address:

2. Phone number:

3. Non-T. U. e-mail:

What were your reasons for enrolling at T.U.?

What are your reasons for leaving T.U.? Do you plan to return?

(If you do plan to return, how do you feel your experience will be different?)

Please describe your T. U. experience.

What were your goals (for example, academic, personal, career) while enrolled at Tiffin University?

Were your expectations met?

How did the University help you meet your goals?

Do you wish you had received more help?

What activities or sport(s) did you participate in while you were at T.U.?

In what ways did your Freshmen Seminar help your transition to T.U.?

Who was your Academic Adviser – Freshmen Seminar Instructor?

Please return this form to: Gene Chintala, Tiffin University, 155 Miami St., Tiffin, OH 44883-2161
If you have any questions or wish to discuss this form or your experience at Tiffin University, please feel free to call Judy Gardner at 1-800-968-6446.
If you wish to return to Tiffin University at any time in the future please do not hesitate to call Gene for assistance.

What is your expected grade point average?

What services (for example, Learning Center, Career Placement, Financial Aid) did you take advantage of at T.U.?

Did you buy your books for classes?

Did you read them?

Do you feel you made a positive connection with someone on campus? Please list them below. If no one, what could have been done to change that?

Now that you think about it, what would you do differently about your T. U. experience, and what do you wish you could change at T.U.?

If you could change anything about T. U., what would you change?

What advice would you give to an incoming student enrolling at T.U.?

If you are transferring to another college or university:

What is the name of your new school?

What is your intended major?

What led you to enroll there?

What plans do you have at your new institution?

If you are not going to another school, what are your plans?

Thank you for completing this survey. We wish you the very best in your future endeavor

