



TIFFIN **UNIVERSITY**

*Office of Outcomes Assessment Summary Report
Academic Year 2008-2009*

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Table of Contents

I. Executive Summary.....	5
II. Academic Affairs Division Assessment.....	10
III. General Education Curriculum Assessment	18
National Survey of Student Engagement.....	38
IV.	42
Academic School Assessment	43
AY-2008-2009 Summary of Student Learning Outcome Results	43
Tiffin University School of Arts & Sciences Outcomes Assessment Plan for Embedded Assignments AY 2009/2010.....	46
Tiffin University School of Business Outcomes Assessment Plan for Embedded Assignments AY 2009/2010.....	56
Tiffin University SCJSS Outcomes Assessment Plan for Embedded Assignments AY 2009/2010	61
School of Arts and Sciences	65
School of Arts & Sciences GAR.....	70
Master of Education GAR	74
Master of Humanities GAR	79
BA - Arts Administration – Music Concentration GAR	85
BA – Arts Administration – Visual Arts Concentration GAR	87
BA – Communications GAR	90
BA – English GAR	92
BA – History GAR.....	97
School of Business.....	99
School of Business GAR	100
Master of Business Administration GAR	105
MBA – Leadership GAR	111
BBA – Accounting GAR	114
BBA – Computer Information Technology GAR.....	117
BBA - Finance GAR.....	120
BBA – Management – Human Resources Management Concentration GAR	123
BBA – Management – International Business Concentration GAR.....	125
BBA – Management – Managerial Studies Concentration GAR	127
BBA – Organizational Management GAR	129

BBA – Sports & Recreation Management GAR	132
School of Criminal Justice and Social Sciences	135
School of Criminal Justice & Social Sciences GAR	136
BA – Psychology GAR.....	140
BCJ – Corrections GAR.....	146
BCJ – Forensic Psychology GAR.....	148
BCJ – Forensic Science GAR.....	152
BCJ – Government & National Security GAR.....	155
BCJ – Homeland Security & Terrorism GAR	158
BCJ – Justice Administration GAR	160
BCJ – Law Enforcement GAR	163
Academic Advising GAR	166
Career Development GAR.....	170
Study Abroad GAR.....	173
The Learning Center GAR.....	175
VI: Athletic Division Assessment.....	177
VII: Student Affairs Assessment	180
VIII: New Program Assessment Plans.....	187
Master of Education.....	187
BA – Arts Administration Major	190
BA – Communications Major—Electronic Media Concentration.....	192
BA – General Science Major – Behavioral Science Concentration	194
AA – General Studies Major.....	201
Master of Business Administration.....	204
MBA – General Management Concentration	206
MBA – Leadership Concentration	208
MBA – Sports Management Concentration.....	210
MBA – Healthcare Administration Concentration	212
MBA – International Business Concentration	214
ABA – Accounting Major.....	216
ABA – Business Major	219
ABA – Computer and Information Technology Major	222
Master of Science in Criminal Justice (MSCJ).....	225
MSCJ - Crime Analysis Concentration.....	228

MSCJ – Forensic Psychology Concentration	232
MSCJ – Homeland Security Administration Concentration.....	234
MSCJ – Justice Administration Concentration.....	236
ACJ –Law Enforcement Major.....	238

I. Executive Summary

This report presents a summary of Tiffin University's (TU) outcomes assessment (OA) strategies, data gathered, analysis conducted, and conclusions reached as a result of assessment activities carried out in Academic Year (AY) 2008-2009. This annual report limits itself to the actual assessment data collected, analyzed and resulting action plans. For specific data details, contact the Dean of Assessment and Accreditation or the Academic Program Chairs. This year much progress was made finalizing Program Assessment Plans (PAP) for our associate degree programs and several new bachelor's and master's degree programs as well. New PAPs are included in this year's report.

Progress toward the strategic goals for the Office of Assessment and Accreditation for AY 2008-2009 and the goals for AY 2009-2010 are outlined below.

AY 2008/2009 Goals Update

1. Continue progress toward completing a final draft of the HLC/NCA re-accreditation self-study report.
 - a. Committees completed their first drafts in fall 08.
 - b. First draft revised to include all appendices and improve referencing, and add additional evidence from various surveys
 - c. TU community reviewed first draft, provided comments in spring 09.
 - d. Met with publication's designer to finalize final report design and set timeframe for completion.
 - e. Resources committee charged with collecting materials for both online and on-site resource room.
 - f. Worked with Institutional Research office to improve data collection, comparison reports and future survey construction.
 - g. Initiated an Alumni/Career Services survey to garner additional data for the report.
 - h. Completed additional chapters of the final report
 - i. Updated all PAP's to make sure we are ready for the HLC visit
2. Institute a "Faculty Learning Community" development program.
 - a. Ken Bain's "What the Best College Professors Do" text was purchased and provided to all full-time faculty members at the fall faculty workshop.
 - b. The text was also provided to many of the part-time faculty at their workshop in July.
 - c. Follow-up faculty conversations were held and several departments adopted pedagogical strategies from the text.
 - d. A copy of the text was placed in the Pedagogy and Assessment Center as a future resource.
3. Implement a common set of learning outcomes for all students in all undergraduate degree programs and a process for measuring those outcomes.
 - a. Finalized and approved a list of 10 goals for the General Education Curriculum (GEC) Program.

- b. Completed a PAP for the GEC and more closely tied assessments with institutional mission and principles of action statements
 - c. Collected data on 6 of the goals during AY 08/09
- 4. Improve assessment plans in non-academic areas.
 - a. Improved OA efforts in Student Affairs and Athletics Divisions
 - b. Created and implemented 2009 Student Athlete Survey required for NCAA
 - c. Improved OA efforts and PAP's for academic support services: Advising, Career Services, and the Learning Center
- 5. Complete PAP's for all graduate programs.
 - a. Completed for the MBA
 - b. Continued work for MSCJ and Master's of Education
- 6. Completed PAP's for all associate degree programs
- 7. Administer NSSE in spring 2009.
 - a. NSSE administered in Spring 2009, results due in August, 09
- 8. Monitor action plans originating from the 2007-2008 outcome assessment results.
 - a. Reviewed AY 07/08 OA data and AY 08/09 expectations at the fall faculty workshop
 - i. Revised deadlines for data collection due to problems experience over summer 08
 - ii. Reviewed HLC expectations and recent visiting committees concerns and our responses to those concerns.
 - iii. Pushed for additional assessment panels and comparison measurements.
 - b. Created and instituted a campus-wide survey on Academic Support Services
 - c. Held faculty meetings on the WAC assessment expectations and rubrics.
 - i. Expanded the WAC program to include additional classes
 - ii. Refined assignment expectations to meet WAC criteria
 - iii. Improved analysis and reporting of WAC data
 - d. Create and instituted first TU Assessment Day
 - i. Held April 7th, nearly 200 students were tested for academic skills and abilities.
 - ii. Major Field Exams given in Business, Criminal Justice, Psychology and Literature.
 - iii. Measurement of Academic Proficiency and Progress administered to over 100 juniors to measure four GEC goals: proficiency in critical thinking, reading, writing and mathematics in the context of humanities, social sciences and natural sciences.
 - e. Refined PAP's for BA in Communication and Arts Administration.
 - f. Revised minimum course content guides to reflect PAP's.
 - g. Updated OA website to provide templates and forms to improve standardization of annual report expectations.

Academic Year 2009/2010 Goals

1. Complete the HLC/NCA re-accreditation self-study report including all supplements
2. Construct a centralized searchable data base and website for institutional data and archival needs
3. Host a successful HLC comprehensive team visit for re-accreditation.
4. Expand "Faculty Learning Community" development program.
5. Refine assessment measures for remaining GEC outcomes per the new GEC PAP.
6. Improve assessment plans in non-academic areas.
7. Work with Institutional Research Office to construct and implement an improved institutional assessment program.
8. Host the 2nd Annual TU Assessment Day
9. Monitor action plans originating from the 2009-2010 outcome assessment results.

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

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

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

The first annual TU Assessment Day took place in spring, 2009. This was accomplished by the finalization of the GEC goals complete with its Program Assessment Plan and the recognition by the academic schools for needed external comparisons. The Measurement of Academic Proficiency and Progress (MAPP) and the Major Field Test (MFT) provided by ETS were administered to nearly 200 students. (Results are discussed in detail in the appropriate sections later in this report.) Plans are set to continue to sponsor this activity each spring semester. The cycle of external exams is still under review, but a variety of institutional assessment measures are planned.

The National Survey of Student Engagement (NSSE) was again administered in spring 2009. This is the third administration of the exam and plans are to continue running it on an odd spring cycle. (Results are discussed in detail in the appropriate section later in this report.)

The Office of Assessment and Accreditation has been busy this past year and will continue that pace until March, 2010 when the HLC accreditation review team visits campus. With a leadership role in this visit, the office will continue to stress the commission's expectations for documenting lessons learned from our assessment efforts. AY 2009/2010 will offer TU a chance to stress its uniqueness of mission and its high quality of academic programs to its outside guests. It will be an exciting year indeed.

Overall

The major thrust of AY 08/09 was to finalize the work towards defining the knowledge, skills and dispositions of a "TU graduate." Initial work on this definition began in AY 05/06. With the assistance of the Dean of Assessment and Accreditation (DAA), the University Curriculum Committee formalized ten goals for the General Education Core (GEC) that is a vital component of all students educational program. The committee also completed the PAP for assessing these goals. The committee located and/or developed appropriate measurement tools for most of the goals. A major step in this direction was the use of ETS's Measurement of Academic Proficiency and Progress (MAPP). This exam was given to over 100 students at the first TU Assessment Day held in spring 2009. Plans are to continue use of this exam on an ever other year cycle.

To expand assessment efforts to include comparison with other institutions, faculty agreed to use ETS's Major Field Test (MFT) where appropriate. Exams were given to nearly 100 students in Business, Criminal Justice, Psychology and Literature. The MBA program also piloted an online administration of its MFT with limited success. Plans are to continue these exams on an every other year cycle.

Another result of last year's assessment efforts showed a need for additional tutoring services for both seated and online students. Evaluation of the on campus Learning Center resulted in a reorganization of the center. A new director was named that has faculty status and reports to the Dean of the School of Arts and Sciences. This stronger link through an academic school will allow for improved oversight of student learning needs and increased efforts from other faculty members to serve in greater capacity at the center. A complete review of all services is underway.

Assessment results from the Writing across the Curriculum (WAC) program pushed that faculty committee to strive for increased numbers of Writing Intensive Courses within academic program. To strengthen this commitment, the VPAA established a goal of the Academic Affairs division to have at least 50% of the upper level classes taught at TU to become WAC designated classroom. There is also discussion among the faculty to expand the WAC program to include communication skills across the curriculum.

Changes were made this year to the timeline for assessment results to be submitted. The plan was for all Goal Assessment Reports (GAR) to be completed prior to faculty leaving on summer

break. To achieve this, we instituted a TU Assessment Review day. This day was held by departments following graduation. Its purpose was to allow for department faculty to gather and finish collecting assessment data, analyze the data, complete the GAR, and discuss action plans for the upcoming year. Since much of the curriculum changes occur over the summer, it was felt that structuring this conversation prior to the summer break would allow faculty time to update courses per the assessment data. While improvements can be made, by all accounts this new timeline structure has improved communication among the faculty and the school deans.

Assessment results are distributed during the late summer and reviewed at the fall faculty workshops so that schools and departments can take advantage of recommended action plans. An additional break out section at the workshop will allow for a general overview of assessment results and then allow time for each department to review and/or revise action plans for the academic year based on any work done over the summer. The final annual report will be edited based on any changes to the department action plans. These plans are then reviewed at the end of fall semester to check for progress or concerns.

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

II. Academic Affairs Division Assessment

OFFICE OF ASSESSMENT AND ACCREDITATION GOAL ASSESSMENT REPORT: AY 08/09 ACADEMIC AFFAIRS DIVISION

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

Activity Statement:

- Hired 11 new/replacement full-time faculty to support enrollment growth
- Reorganized Academic Affairs to recognize the growth in graduate, degree completion, and associate degree programs and added several new Program Chair positions
- Created Ad-Hoc faculty committee to review ways of creating more full-time/ranked faculty positions, recommendation due Fall 09
- Held three formal faculty/adjunct workshops
- Created a Faculty committee to build a graduate culture and governance structure and policy document
- Held numerous pedagogical workshops to improve technological usage in the classroom
- Held workshops to introduce faculty to various types of software available for classroom usage
- Continued training on eCollege platform to improve overall course functioning and instructor abilities
- Updated faculty/adjunct/online/DCP instructor handbooks, all serve as training and resource guides
- Started “Faculty Mentorship Program” for newly hired full-time faculty
- Created Ad-Hoc faculty committee within the Faculty Development Committee to review classroom evaluation form, intent is to provide way to assess active learning methods better and to separate out evaluation of faculty from evaluation of course
- Implemented NSSE to survey student engagement and satisfaction with programs
- Initiated survey of Academic Affairs administrative services to determine need and staffing, resulting in hiring part time director for the Learning Center to improve overall services, and reorganization of administrative unit duties and reporting lines including making the Director a Faculty position vice a staff position
- Funded sabbatical leaves, research requests and other professional development programs
- Continued monthly gift certificate rewards program for those faculty going “above and beyond” expectations
- Reorganized administrative assistants to better serve school and divisional needs
- Combined the associate degree programs and degree completion programs administrative function for improved oversight
- Created 11 graduate certificate programs
- Created three new bachelor degree programs: professional studies, cyber defense and information security and paralegal studies

- Expanded the MBA into Taiwan and plan to expand further into Europe
- Created a health care administration concentration in the MBA and plan to develop similar concentrations for the ABA, BBA and DCP programs

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

Intended Outcome #1:

Tiffin University ranked Faculty will participate in academic governance.

Assessment Criteria:

Over a four year period 60% of ranked Faculty will participate on academic governance committees.

(Standing Committee Membership)

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	66.6% for two years period: AY: 07/08 and 08/09 2007-2008 – 54 Total Faculty – 30 Faculty Members on Committees (55%) 2008-2009 – 60 Total Faculty – 46 Faculty Members on Committees (76%)

Intended Outcome 2:

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

Assessment Criteria:

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

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not Met	66.1% of the faculty attended a conference in their discipline
	Met	50.8% presented/chaired/published research in their discipline

Intended Outcome 3:

Adjunct to full-time Faculty teaching ratios will conform to acceptable academic norms

Assessment Criteria:

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

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not Met	53.1% of Fall 08 classes taught by ranked faculty 55.7% of spring 09 courses taught by ranked faculty
Undergraduate Fall 2008		56%: Of 185 total undergraduate courses only 105 were taught by ranked faculty.
Graduate Fall 2008		46%: Of 101 total graduate courses only 47 were taught by ranked faculty
Undergraduate Spring 2009		62%: Of 227 total undergraduate courses only 142 were taught by ranked faculty.
Graduate Spring 2009		44%: Of 141 total graduate courses only 63 were taught by ranked faculty

Intended Outcome 4:

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

Assessment Criteria:

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

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
		Decided to break out by discipline
Fall 2008	Met/Not Met	80.6% of the disciplines met the 5% differential Disciplines not meeting the standard were: ART, ECO, FIN, HIS, POL, & SOC.
Spring 2009	Met/Not Met	75% of the disciplines met the 5% differential Disciplines not meeting the standard were: COM, COR, EDU, FIN, JUS, MGT, POL, & SAS.

Intended Outcome 5:

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

Assessment Criteria:

50% of all Adjunct Faculty will attend one orientation and/or professional development training per year, either online or seated. (Program Data)

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
Faculty Workshop 2008-2009	Not Met	0% Tiffin Faculty Workshop.
Adjunct Instructor Retreat 2008	Not Met	33.3% attended: 138 Degree Completion & Online Adjuncts were invited only 46 adjuncts attended.
Adjunct Instructor Retreat 2009	Not Met	35.2% attended: 136 Degree Completion & Online Adjuncts were invited only 48 adjuncts attended.

Intended Outcome 6:

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

Assessment Criteria:

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

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
Fall 2008	Met	82%
Spring 2009	Met	83%

Intended Outcome 8:

Students at Tiffin University will improve their writing skills.

Assessment Criteria:

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

Results of Outcomes Activity:

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

Intended Outcome 9:

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

Assessment Criteria:

Seventy-five percent of all graduating seniors will rate their educational experience at Tiffin as either good or excellent, and fifty percent will rate their experience as excellent. (Career Development/Alumni Survey and NSSE)

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	87.1% rated their Alumni Survey Data satisfaction with the quality of academic programs as either satisfied or very satisfied 83.1% rated the quality of education received as either valuable or extremely valuable 72.8% rated their preparation for the workforce as either well or exceptionally well NSSE data 81% of Freshman and 79% of Seniors rated entire education experience as excellent.

Intended outcome 10:

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

Assessment Criteria:

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

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	75% are either working full-time, part-time or in graduate school
2007		69.5% working full-time or part-time, 4.3% in graduate school
2008		76.4% working full-time or part-time, 15.8% in graduate school
2009		90.9% working full-time or part-time, 0% in graduate school

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

Intended Outcome #1: Faculty governance participation

We will continue to monitor this outcome.

Intended Outcome #2: Faculty professional development/activities in discipline

We will continue to monitor this outcome and encourage faculty to take advantage of the funding available.

Intended Outcome: #3: Ranked vs. adjunct teaching ratios

The VPAA has formed a faculty committee to review hiring practices and requirements. It is hoped that we can find a cost-effective way to hire more faculty to help us meet our stated goals.

Intended Outcome #4: Instructional quality

The new online evaluation system will be developed through the summer of 2009. It will be implemented on a trial basis during the AY 2009-2010. The old forms will also continue to be used while the mechanics of the new system are worked on. The goal is to have the new online system completely operational by fall 2010.

All courses will be evaluated whereby students will be locked out of either their final class or access to final grades unless they complete an evaluation form. Questions are included that will directly access and evaluate faculty and courses differently. We will also look at the possibility of having a formal end of year evaluation for all full-time Faculty members.

Outcomes Assessment #5: Adjunct Engagement

The Dean of DCP and AA programs will look into other methods of orientation and professional development training for the adjuncts teaching in those two programs. Additionally, more effort is needed to engage Tiffin campus adjuncts. We are considering an online training session that will allow us to draw more adjunct faculty that live too far to attend our campus sessions. The Faculty Development Committee will be tasked with this assignment.

Outcomes Assessment #6: Relevant course textbooks

We will continue to monitor this Outcome.

Outcomes Assessment #7: Active learning pedagogy

The new online evaluation system will include questions that will directly assess active learning methods and allow us to better measure this outcome. In addition, the VPAA will put together a committee to review the current activities of the Pedagogical Center. The committee will assess the current charter of the Center and develop new strategies to assist Faculty in becoming better teachers

Outcomes Assessment #8: Writing skills (WIC)

The WIC committee will continue to monitor expectations. A proposal before the committee is to extend our communication skills assessment skills to include not just written abilities but to include oral presentational skills across the curriculum as well. This committee will also review the current data and decide if further clarification is needed as well as potentially setting explicit standards of improvement expected across the students' academic career. Attempts will also be made to continue to add courses to the WIC program. In addition, Academic Affairs will also evaluate the current charter of the Learning Center to explore expanding its activities and authority over all areas of student learning.

Outcomes Assessment #9: Satisfaction with educational experience

We will continue to monitor this outcome through the online and email surveys as well as paper surveys distributed by the IR office.

Outcomes Assessment #10: Successful graduates

We have concerns with response rate of recent graduates. The Career Development Alumni Survey will be conducted via online and through e-mail distribution. The rate of return is expected to increase from internet usage by alumni. We will continue to find ways to get accurate contact data for all alumni. We will plan on implementing a series of exit interviews in all academic schools beginning in AY 09/10. These will be done by faculty within the graduating students' disciplines. Our expectation is that this will improve the validity of information on recent graduates.

ADDITIONAL ACTION PLANS FOR 2009/2010 ACADEMIC YEAR

- 1) Enhance the quality and services of The Learning Center to make it more proactive and transparent for students.
- 2) Integrate developing a Center for Teaching Excellence to include resources for Faculty, additional programs to help Faculty improve their teaching capabilities, and a Director.
- 3) Complete the Academic Affairs portion of the self-study report for the Higher Learning Commission re-accreditation visit that will take place in March 2010.
- 4) Strengthen the Institutional Research office and use the results of the data analysis provided to improve retention and graduation rates.
- 5) Consider hiring an Instructional Systems Designer to assist Faculty with integrating technology into their online courses.
- 6) Review the Assessment Criteria for several outcomes to ensure the criteria are realistic.
- 7) Complete the graduate Faculty governance and criteria documents.
- 8) Review the mission statements for all Academic Affairs offices.

III. General Education Curriculum Assessment

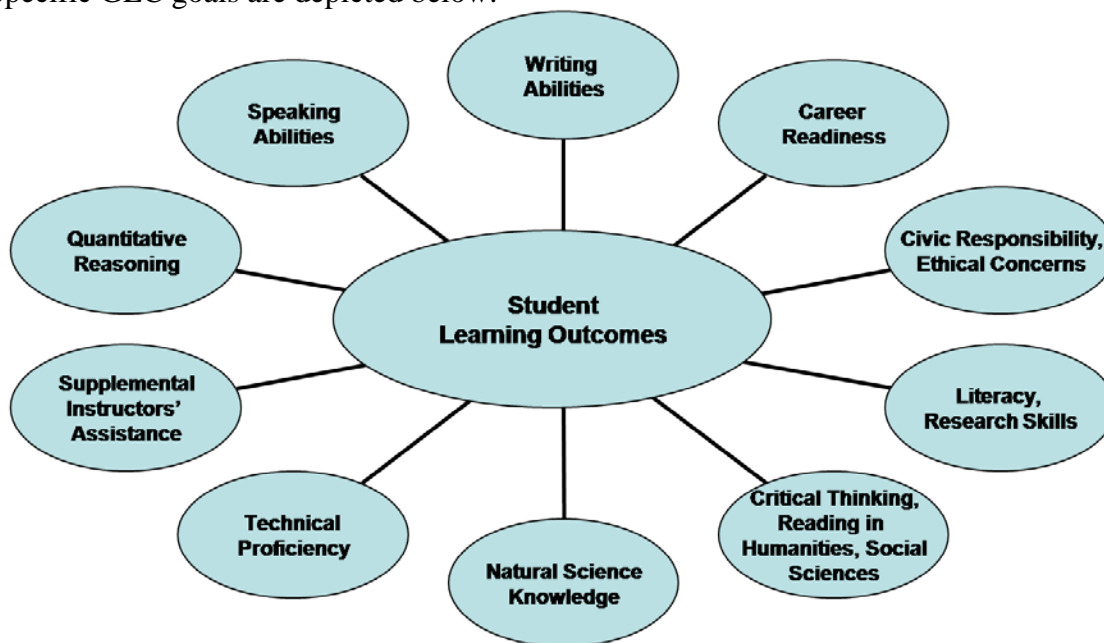
Office of Academic Affairs

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. General education curriculum includes a knowledge skills core (KSC) and a general education core (GEC). While mostly taught by the School of Arts and Sciences faculty, it 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 general 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 2009-2010*:

The GEC program spans the entire-college experiences from the freshman year on, in the classroom and out, building a sense of the social and ethical dimensions of all human knowledge and activity. The GEC program at Tiffin University provides the competencies and knowledge considered essential for all graduates of the University.

The GEC 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. 36)

Specific GEC goals are depicted below:



AY 2008-2009

The strategy of authentic embedded class assessments was continued in AY 2008-2009. Additionally the University Curriculum Committee, under the direction of the VPAA, and assisted by the DAA, approved the PAP and choose to assess six of the ten goals established for the program. The PAP precedes the GAR report for this curriculum component.

Program Assessment Plan General Education Curriculum

Institutional Mission Statement

The mission of Tiffin University is to:

- offer quality, professionally-focused, learning-centered undergraduate and graduate degree programs and life-long learning opportunities to prepare traditional college-age students 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 of the future.

Principles for Action:

The institution supports 12 Principles for Action. Number six states:

Tiffin University will assure that all bachelor's degree programs include a broad general education foundation that helps each student:

- acquire the knowledge and skills needed to be an effective life-long learner and citizen in a rapidly changing and diverse world;

- develop a personal value system and ethical framework that embraces the importance of service to society;

- enhance critical and integrative thinking abilities and communication and other cognitive skills required for creative intellectual work and problem solving; and understand the contemporary world and its historical context

Program Rationale/Purpose Statement

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 GEC includes a knowledge skills core (KSC) and a general education core (GEC). While mostly taught by the School of Arts and Sciences faculty, it 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 2009-2010*:

The GEC 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 GEC program at Tiffin University provides the competencies and knowledge considered essential for all graduates of the University.

The GEC 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, out shared heritage, and the common themes of human life and values. (pg. 36)

Goals of the Program/Corresponding Classes

List Outcomes of the Program	List Corresponding Courses
Students will write with clarity and precision.	All Writing Intensive Courses as designated in the Academic Bulletin
Students will speak with clarity and precision	COM 130 – Introduction to Speech Communication
Student will be able to work with numbers and understand statistics	MAT 100 – Foundations of College Mathematics MAT 173 – College Mathematics MAT 174 –Finite Mathematics MAT 181 – College Algebra MAT 273 – Applied Statistics I
Students will acquire skills in modern information technologies and the ability to think logically about and critically analyze information.	CIT 105 – Introduction to Information Technology & PC Applications CIT 111 – Intermediate Information Technology & PC Applications
Students will apply the scientific method to a general natural science domain	All NAT designated classes
Students will demonstrate proficiency in critical thinking, reading, writing and mathematics in the context of humanities, social sciences and natural sciences.	All General Arts Core classes
Students will gain information literacy and research skills and be able to distinguish credible sources.	Freshman English Courses
Students will understand their civic responsibilities as well as current ethical concerns within our world.	Social Science Courses as listed as part of the General Education Core.
Students will be exposed to and understand professional practices related to their major field of study.	Major field classes.

Intended Outcomes/Assessment Criteria

Intended Outcome #1:

Students will write with clarity and precision. Classes involved: WIC as listed in the current academic bulletin.

Assessment Criteria:

All Writing Across the Curriculum faculty will institute at least one writing assignment and use the approved grading rubric to assess the students writing abilities. A mean score of 3.5 is expected.

Intended Outcome #2:

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

Assessment Criteria:

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

Intended Outcomes# 3:

Student will be able to work with numbers and understand statistics. Classes involved: MAT 100, 173, 174, 181, 273.

Assessment Criteria:

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

Intended Outcome #4:

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

Assessment Criteria:

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

Intended Outcome # 5:

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

Assessment Criteria:

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

Intended Outcome #6:

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

Assessment Criteria:

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

Intended Outcome #7:

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

Assessment Criteria:

Ninety percent of the participants involved in the Pfeifer Library Workshop on Information Literacy and Research Skills will receive a satisfactory or better rating on the workshop assignment dealing with distinguishing credible sources. Classes involved: ENG 141, 142.

Intended Outcome #8:

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

Assessment Criteria:

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

Intended Outcome #9:

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

Assessment Criteria:

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

Created: February 2009

Updated: August 2009

Updated: October 2009

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 08/09
General Education Curriculum

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

Activity Statement:

Following is a list of activities the Office of Assessment and Accreditation undertook to support student learning:

- Completed the PAP for the newly formalized goals for the GEC program
- Increased the number of WIC courses within GEC and undergraduate majors
- Enhanced the presentation skills rubric used in COM: 130, the rubric was also shared with other faculty assessing this skill
- Piloted a measurement exercise for intended outcome #6
- Improved data collection at all levels, in all designated classes regardless of location, modality or faculty status
- Expanded collection of WAC data from adjunct faculty, especially in the DCP
- Completed PAPs for all associate degree programs
- Completed PAPs for all remaining programs and most of the new programs, still working on the most recent program in Cyber-Technology
- Worked closely with IR office to collect comparison data in a number of areas for use in the self study and for the academic affairs division strategic planning
- Held the first TU Assessment Day: MAPP and ETS
- Realigned the deadline timeframe for GAR submissions so as to improve information sharing between faculty based on assessment results, plus better usage of data in curricular issues occurring over the summer
- Responded to several issues brought up by the HLC multi-campus reviewer regarding our assessment processes
- Held workshops on pedagogy that was aligned with the Bain text given to faculty during AY 08/09

Specific activities per the PAP are detailed below:

GEC OA # 1 - Writing Skills

- Continued use of 2007 version of the WAC rubric and data spreadsheet
- Training on rubric for new faculty as well as those new to the WAC program
- Reviewed rubric at summer 09 adjunct faculty workshop for DCP faculty
- WAC committee stressed the need to increase WIC courses in all academic schools
- VPAA instituted a division goal of at least 50% of upper level course will be designated as WIC
- Discussed need to formalize writing expectations so as to improve faculty comfort level with program

- Improved tutoring services at Learning Center based on 07/08 results
- English faculty reorganized composition courses based on 07/08 results to stress weaknesses in citation structure and grammar
- Expanded Turnitin.com privileges to all full-time and adjunct faculty
- Continued to analyze WIC data by course level and semester to look for trends
- Decided the assessment criteria of a mean score of 3.5 in each area was too ambitious, so revised it to be 3.25 for AY 08/09

GEC OA # 2 - Communications

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

GEC OA #3 – Quantitative Skills

Background

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

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

- We collected data using test-like questionnaires developed by members of the department. To facilitate data collection these were written using multiple-choice questions. The MAT100 questionnaire comprised 10 questions; the MAT173, 12 questions; and the MAT 273, 18 questions.
- MAT 100 and MAT 173 were assessed in the Fall semester of 2008 and MAT 273 was assessed in the Spring semester of 2009.
- One caution should be made at this point. Because of the nature of multiple-choice mathematics questions we cannot be sure that students who answer a question correctly can, in fact, solve the problem. We can only be certain that the student can choose the correct answer from a set of possible answers presented. In almost all cases, the correct answer can be determined without actually solving the problem.
- Sections were administered the questionnaire in the first week of classes and again in the final week of classes or with the final examination.
- The data were placed in spreadsheets and analyzed. There were two analyses of the data. The first comprised mean scores separately for the pretest and the posttest. In the second analysis, we used student numbers to pair the pretest answers with the posttest answers for the same student and computed the mean of the gain per student (posttest score minus

pretest score). Students for which we had no pretest or no posttest (due to absence or changing classes) were excluded from this analysis.

GEC OA # 4 – Supplemental Instructor Program

The SI successfully fulfilled the following responsibilities:

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

GEC OA # 5 – Technology Skills

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

GEC OA # 7 – MAPP

- Faculty Curriculum Committee clarified and finalized 10 GEC goals also approved by full faculty
- Decided to use Measurement of Academic Proficiency and Progress (MAPP) test provided by ETS to measure GEC skills
- Held first TU Assessment Day to administer MAPP exams and other assessment tools
- Reviewed GEC course and aligned them to 10 GEC goals
- Completed PAP for GEC

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

Intended Outcome # 1:

Students will write with clarity and precision

Assessment Criteria:

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

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	
	Not met	Fall 08, 37 classes, N=505 (fall 08: 14 classes, N:307) Freshman 3 classes, N: 68 Structure/Org.=2.75 Citations=2.82 For./Lang.=2.88 Grammar=3.08 Punctuation = 2.48
	Not met	Sophomore 8 classes, N: 120 Structure/Org.=3.15 Citations=2.67 For./Lang.=3.02 Grammar=3.14 Punctuation = 2.97
	Met in two of five areas	Juniors 19 Classes, N: 244 Structure/Org.=3.52 Citations=3.13 For./Lang.=3.24 Grammar=3.34 Punctuation = 3.2
	Met in four of five areas	Seniors 7 classes, N: 73 Structure/Org.=3.74 Citations=3.08 For./Lang.=3.57 Grammar=3.5 Punctuation = 3.74
	Met in two of five areas, improvement mostly in upper level classes	Semester results: Structure/Org.= 3.29 Citations = 2.93 For./Lang.=3.18 Grammar = 3.27 Punctuation = 3.10
	Not Met	Spring 09 27 classes, N:491 (spring 08: 31 classes, N:655) Freshman 6 classes, N:132 Structure/Org.= 3.13 Citations = 2.67 For./Lang.=2.68 Grammar = 2.79 Punctuation = 2.75
	Met in two of five areas	Sophomore 4 classes, N: 97 Structure/Org.= 3.49 Citations = 3.15 For./Lang.=3.15 Grammar = 3.21 Punctuation = 3.54

	<p>Met in one of five areas</p> <p>Met in three of five areas</p> <p>Met in one of five areas, improvement mostly in upper classes</p>	<p>Juniors 12 classes, N: 181 Structure/Org.= 3.3 Citations = 3.13 For./Lang.=3.08 Grammar = 3.1 Punctuation = 3.08</p> <p>Seniors 5 classes, N: 81 Structure/Org.= 3.63 Citations = 3.37 For./Lang.=3.1 Grammar = 3.3 Punctuation = 3.15</p> <p>Semester Results: Structure/Org.= 3.39 Citations = 3.08 For./Lang.=3.0 Grammar = 3.10 Punctuation = 3.13</p>
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Intended Outcome #2:

Students will communicate with clarity and precision.

Assessment Criteria:

Students will show improvement in their oral presentations in COM 130: Introduction to Speech Communication between the first and second speech as measured quantitatively by the communications speech presentation rubric.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	Improvement occurred between the two speeches. The average for the informational speech was 65%. The average from the persuasive speech was 76%. The improvement was consistent across the different sections taught by different instructors using the same speech evaluation rubric. This represents an 11% improvement from the first to second speech using the same evaluative criteria, which is a larger increase than last year's 7% improvement in oral presentation. The criteria were consistent across the different sections taught using the same speech evaluation rubric.

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

Intended Outcome #3:

Quantitative Theory, Subgoals 6.1 Number Sets and 6.2: Statistics

Assessment Criteria:

We are looking for improvements in the post-test scores.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
Pretest- Posttest assessment of MAT 100	Met	MAT 100 (N=16): Pre-test 36.9% Post-test 58.8% +21.9% point change Post-test average fall 2006 was 70.0% (N=20).
Pretest- Posttest assessment of MAT 173	Met	MAT 173 (N=101): Pretest 34.9% Posttest 62.5 +27.6% point change Posttest average Fall 2006 was 69.2% (N=90)
Pretest- Posttest assessment of MAT 273	Met	MAT 273: Pretest 44.0% (N=101) Posttest 51.1% (N=84) +7.1% point change Posttest average Fall 2006 was 69.2% (N=90)

Details of the Data:

MAT100

We have complete data for 16 students in MAT100, pretest information for five additional students, and posttest information for one additional student. The average score on the pretest was 35.7 and the average on the posttest was 58.8, for an improvement of 23.1 percentage points. The complete paired data yielded mean improvement of 21.9 points.

For comparison, the posttest average in the fall of 2006 was 70.0. While we can prove the students are learning, as evidenced by the fact that the mean improvement is significantly more than 10 points, apparently the total scores have slipped.

MAT173

We have five sections worth of data for MAT173. The Grand Mean for all students who took the pretest was 35.6, and the Grand Mean for all students who took the posttest was 61.9, for a gain of 26.3 percentage points. The complete paired data yielded mean improvement of 27.6 points.

For comparison, the posttest average in the fall of 2006 was 69.2. While we can prove the students are learning, as evidenced by the fact that the mean improvement is significantly more than 20 points, apparently the total scores have slipped.

MAT273

We have posttest data for sections and pretest data for four sections of MAT273. The Grand Mean for all students who took the pretest was 44.0 (N=84), and the Grand Mean for all students who took the posttest was 51.1 (N=101), for a gain of 7.1 percentage points. Because of incomplete pairing data (N=43).

For comparison, the posttest average mean improvement is not valid and will not be reported. While we can prove the students are learning, as evidenced by the fact that the improvement in the means is significant, the improvement is not as much as we would wish.

Intended Outcome 4:

Intended outcomes for Supplemental Instructor Program (Fall 2008)

1. Recommend monthly meetings for the Supplemental Instructors during the semester to evaluate the program and discuss problem areas.
2. Coordinator should meet each Supplemental Instructor during the beginning of the semester to discuss coordination of study sessions.
3. Require each Supplemental Instructor to complete a lesson plan for each study session.
4. Survey results of a minimum of 3.0 on each statement in survey.

Assessment Criteria:

Survey results of 3.00 and above

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	SI was knowledgeable - 4.5
	Met	SI was receptive - 4.3
	Met	SI was able to explain subject - 4.3
	Met	SI was prepared - 4.3
	Met	SI was qualified - 4.4
	Met	Study groups helped prepare students for tests - 4.1
	Met	Study groups helped with assignments - 4.0
	Met	Study groups built student confidence - 3.7
	Met	Study groups were valuable - 3.8
	Met	Desire for more study groups in more courses - 3.4

Other results:

- Monthly meetings for the Supplemental Instructors were held during the semester to evaluate the program.
- Coordinator met with each Supplemental Instructor at the beginning of the semester to discuss coordination of study sessions.
- Supplemental Instructors completed a lesson plan for each study session.
- Administered the outcomes assessment evaluation for all participating study sessions and results were 3.0 and above on each survey statement.

Intended Outcome #5:

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

Assessment Criteria:

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

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	92% of CIT105/111 students scored 60% or better on the final in class assignment. 82.4% mean, 85% median.

Intended Outcome #7:

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

Met	62% are Proficient at Reading level 1 (Peer 65%)
Not Met	30% are Proficient at Reading level 2 (Peer 32%)
Met	61% are Proficient at Writing level 1 (Peer 67%)
Not Met	14% are Proficient at Writing level 2 (Peer 18%)
Not Met	4% are Proficient at Writing level 3 (Peer 7%)
Met	53% are Proficient at Math level 1 (Peer 53%)
Not Met	17% are Proficient at Math level 2 (Peer 24%)
Not Met	5% are Proficient at Math level 3 (Peer 6%)
	If you add Proficient and Marginal levels:
Not Met	19% in Critical Thinking (Peer 18%)
Met	50% in the Reading level 2 (Peer 52%)
Met	52% in Writing level 2 (Peer 54%)
Not Met	25% in Writing level 3 (Peer 34%)
Met	50% in Math level 2 (Peer 52%)
Not Met	14% in Math level 3 (Peer 20%)

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

Analysis and Action Plans:

The Office of Assessment and Accreditation will work with the University Curriculum Committee and various departments to clarify and create assessment tools for intended outcomes # 6, 8, 9 and 10. These outcomes are described in detail in the PAP. The pilot for #6: Science skills did not provide useful information and will be revised. The office will also continue to monitor action plans to make sure we are closing the loop with respect to student learning. To that end, the DAA will establish primary contacts for each of the intended outcomes and will conduct meetings to make sure expectations for data collection and analysis are understood.

GEC OA # 1: Writing Skills

In comparison to AY 07/09, we had 7% more students and 42% more classes involved. The growth in classes came at the upper levels as the number of junior classes grew from 15 to 31 and senior classes grew from 7 to 12. In AY 09/10 in terms of the number of upper level classes designated as WIC we will be at 31% of our goal of 50% of these classes.

We are in the 4th year of this program as the results show that students are achieving at the higher levels as they move through more WIC experiences. Improvement across course levels exists in some areas but not all. Results show concerns in nearly every level on citation, formal language usage and punctuation skills. More needs to be done in this area to improve students' performance. Faculty members are more comfortable with the program expectations and rubric and it is suspected that this comfort level may give rise to differing results longitudinally, thus, as this program matures, data will be kept by level and by semester so continued comparisons can be made.

Actions for next year will include:

- continue with the assessment criteria of 3.25 in each area for at least one more year
- WAC will work with new Director of the Learning Center to address deficient skill areas
- English faculty will work with designated classes to pair writing assignments so students understand and appreciate the level of writing expected across the curriculum from various disciplines
- English faculty will provide workshops for CJSS faculty to discuss APA formatting
- discuss adoption of a strategy of a panel assessment to select a sample of writing from each level to assess the issue of rater reliability
- discuss adoption of a strategy of “value added” by taking a sample of a freshman and senior writing sample and determine improvement
- discuss adoption of a “communication” across the curriculum program to supplement the writing skills

GEC OA # 2 - Communications

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

Actions for next year will include:

- Next year the communication faculty will examine performance on persuasive speeches according to assessment criteria for outcome #2.
- Assessment Criteria: Students will show improvement in their oral presentations in COM 130: Introduction to Speech Communication on their persuasive speeches as measured quantitatively by the communications speech presentation rubric.

GEC OA #3 – Quantitative Skills

Discussion

We seem to be at least somewhat effective in our teaching of the foundation courses, as evidenced by the fact that improvement figures were all significant. Nevertheless the results are troubling.

One fact for which we have not accounted is that the tests have not been changed, even though in some cases the textbooks used in the courses have changed substantially. In MAT 273 Applied Statistics, we have gone to a text which provides an online homework system which automatically grades and records homework. Unfortunately, changes in textbook bring with them changes in the ways questions are asked. While in an ideal world, the way the question is asked should not affect a student’s ability to answer a problem, it is our experience that students tend to

expect questions to be asked in predictable ways, and asking the question differently is enough to confuse them mightily.

Another problem with the administration is that our students have become aware of outcomes assessment as an activity of the University. Even though the questionnaire was, in most cases, presented as part of the final examination, a large number of students realized that the questionnaire would not greatly affect their grades. Particularly in the statistics questionnaire, the questions require a fair bit of work to answer correctly. It is our experience that students in a final exam tire easily and apathy sets in. This means that it is perhaps the case that students who could work any single problem will not work 18 of them.

Actions for next year will include:

- We will continue the assessment of courses according to the schedule outlined above.
- We will also try to make sure the questions in the questionnaires are aligned with the textbooks and the goals as approved by the faculty in September of 2008
- We will work on administration procedures to attempt a valid assessment.

GEC OA # 4 – Supplemental Instructor Program

- Evaluate the effectiveness of English courses during the fall semester by administering a separate survey to students and professors involved in the SI program.
- Recommend meeting with professors to explain the Supplemental Instructor program before each semester.
- Require Supplemental Instructors to sign in at each class session to increase accountability of Supplemental Instructors.
- Continue evaluation of the SI program for the year of 2009-2010 by administering survey at the end of the semester.
- Transfer this outcome to the Program Assessment Plan for the Learning Center, as it better fits with academic support services.

GEC OA # 5 – Technology Skills

Since our goal for this assessment was met, it appears that the faculty members teaching in these classes are doing a good job of teaching the required information to the students. Moving forward the faculty should consider revising the standard of the 60% range since we found that our students are capable of easily meeting that expectation. There are plans in place to use the Microsoft Certified Application Specialist (MCAS) objectives. MCAS certification is the premier Microsoft desktop certification; a globally recognized standard for demonstrating desktop skills. Faculty should also consider comparing the scores of future students in these classes on this test with prior years to determine which specific areas students are improving or not improving in terms of their skills and information.

GEC OA # 7 – MAPP

The MAPP exam provided interesting results and allowed us to compare ourselves to 80 other institutions also taking the test. This is the first attempt at assessing general skills in our GEC against others in the industry. The TU Assessment Day proved challenging in gaining support from students to participate. We had 34% of our juniors take the exam. We choose to do a seated version, paper and pen, administration of the exam in order to control the testing environment. We will continue this strategy when we administer the exam again in 2011. We will also keep the 50th percentile standard for the next administration.

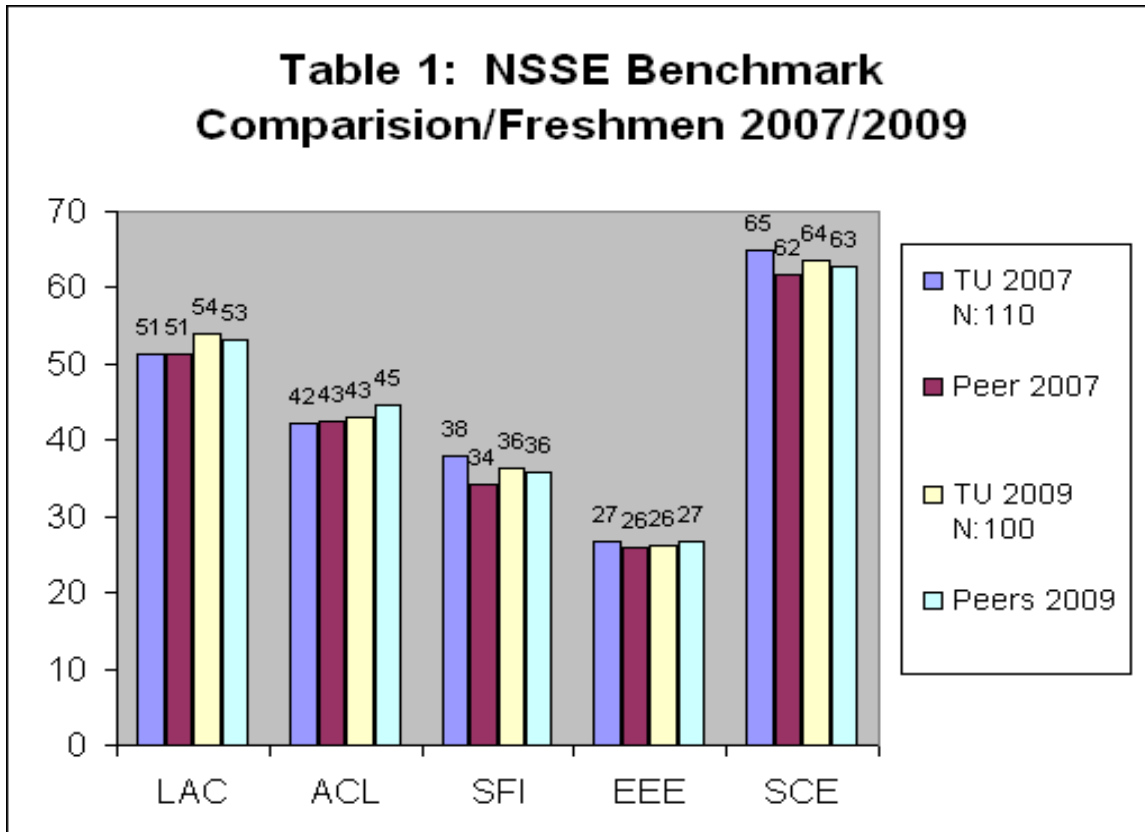
Results will be shared with the University Curriculum Committee and those faculty members teaching in the GEC program. Overall we met most of our standards, but weaknesses remain especially in the areas of reading and writing. These findings will support our continued efforts with the Writing across the Curriculum program. They should also prove useful to our English faculty as they continue to refine the composition sequence of freshman courses.

This exam will be administered during the 2nd Annual TU Assessment Day, April 7, 2010.

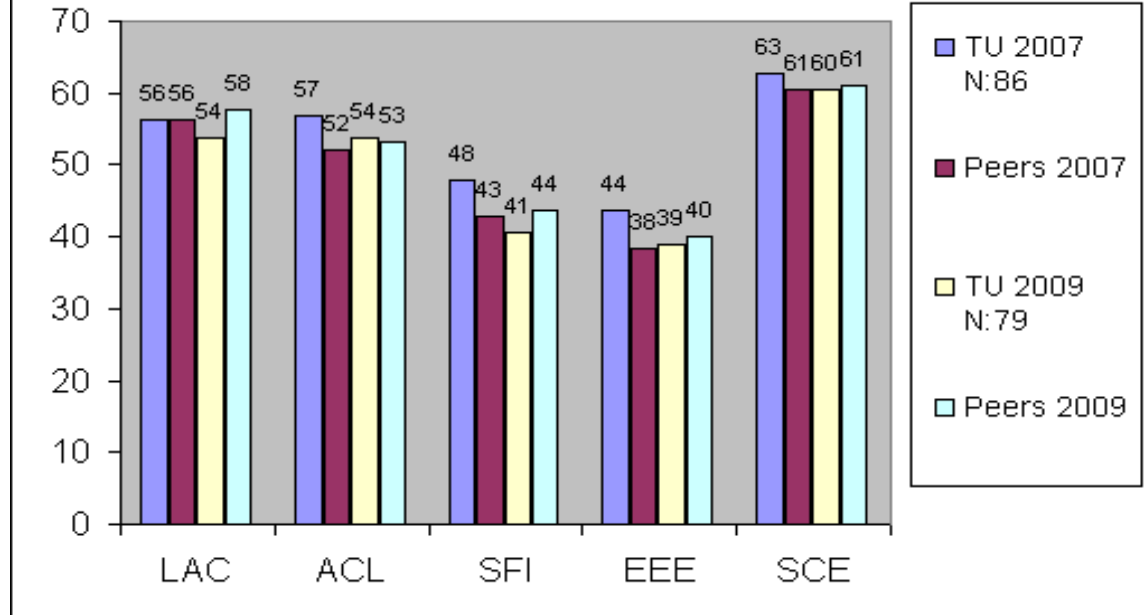
National Survey of Student Engagement

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

As in 2007 survey, the 2009 results found no significant differences between TU and others with respect to the benchmark comparisons. See tables below:



**Table 2: NSSE Benchmark
Comparison/Seniors 2007/2009**



However in comparisons with peers, 15 questions had small practical significance of the mean differences:

- fewer freshman memorized facts, ideas or methods from courses or readings
- fewer seniors synthesized and organized ideas, information, or experiences into new, more complex interpretations and relationships
- fewer seniors were assigned high numbers of textbooks, books or book-length packets of course readings
- fewer seniors wrote papers or reports of 20 pages or more
- fewer seniors wrote papers or reports between 5 and 19 pages
- fewer seniors felt their examinations challenged them to do their best work
- fewer freshman attended art exhibits, play, dance, music or theatre performances
- fewer seniors examined the strengths and weaknesses of their own views on a topic or issue
- fewer seniors learned something that changed the way they understood an issue or concept
- fewer freshman and seniors took foreign language courses
- fewer seniors prepared for class
- fewer freshman commuted to class
- fewer seniors spent significant amounts of time studying and on academic work
- more freshman and seniors voted in local, state, or national elections
- fewer seniors evaluated their experience at TU as good or excellent

While the practical differences are small, nevertheless, the results provide evidence for concern over seniors' experiences at TU especially with respect to feeling challenged, preparing for classes and the depth of writing and critical thinking required.

With respect to comparisons between TU cohorts, the Academic Council convened in fall 2007 to discuss which NSSE questions would be targeted for institutional improvement in the next administration of the survey. Fifteen questions were identified: three representing Level of Academic Challenge, eight representing Learning Outcomes, and four representing Student/Faculty Interaction. Comparison results between the 2007 and 2009 results are listed below. (For details contact the DAA).

Level of Academic Challenge

- Q/1r: 19% more freshman and 10% more seniors felt they often or very often worked harder than they expected they would to meet an instructor's standards or expectations
- Q/5: 5% more freshman and 1% fewer seniors felt their examinations challenged them a lot or very much.
- Q/10a: 6% fewer freshman and 1% more seniors spent quite a bit or very much time studying and on academic work

Learning Outcomes

- Q/1b: 7% fewer and 17% fewer seniors make a class presentation
- Q/2b: 10% more freshman and 8% fewer seniors felt their coursework emphasized analyzing the basic elements of an idea, experience or theory
- Q/2c: 4% fewer freshman and 6% fewer seniors felt their coursework emphasized synthesizing and organizing ideas, information or experiences
- Q/2d: 8% fewer freshman and 2% fewer seniors felt their coursework emphasized making judgments about the value of information, arguments or methods
- Q/2e: 3% fewer freshman and the same number of seniors felt their coursework emphasized applying theories or concepts to practical problems or in new situations
- Q/117% fewer freshman and 7% fewer seniors felt they were acquiring job or work-related knowledge and skills
- Q/7a: 10% freshman and 2% fewer seniors had planned to do or already done a practicum, internship, field-experience or clinical assignment
- Q/7b: The same number of freshman and 3% more seniors had planned to do or already done a culminating senior experience

Student/Faculty Engagement

- Q/1g: 1% more freshman and 5% more seniors worked with other students on projects during class
- Q/1h: 8% more freshman and 6% fewer seniors worked with classmates outside of class to prepare class assignments
- Q/1o: 6% fewer freshman and 6% fewer seniors talked about career plans with a faculty member or advisor
- Q/1s: 5% more freshman and 12 % fewer seniors worked with a faculty member on activities other than coursework

While in most cases the percentage changes are small, concerns exist with respect to a majority of these areas. Results are positive in the Level of Academic Challenge areas, but worrisome in the two other areas. Specifically, the faculty needs to do more to develop students' presentational skills and critical thinking skills, increase the number of students taking advantage of career-related experiences, and involve themselves more with students outside of class.

It is suggested that an institutional committee be formed and tasked with discussing the current results, comparison with prior years, and comparison with peers, areas of interest for future administrations, and strategies to achieve improvement in the identified areas of interest.

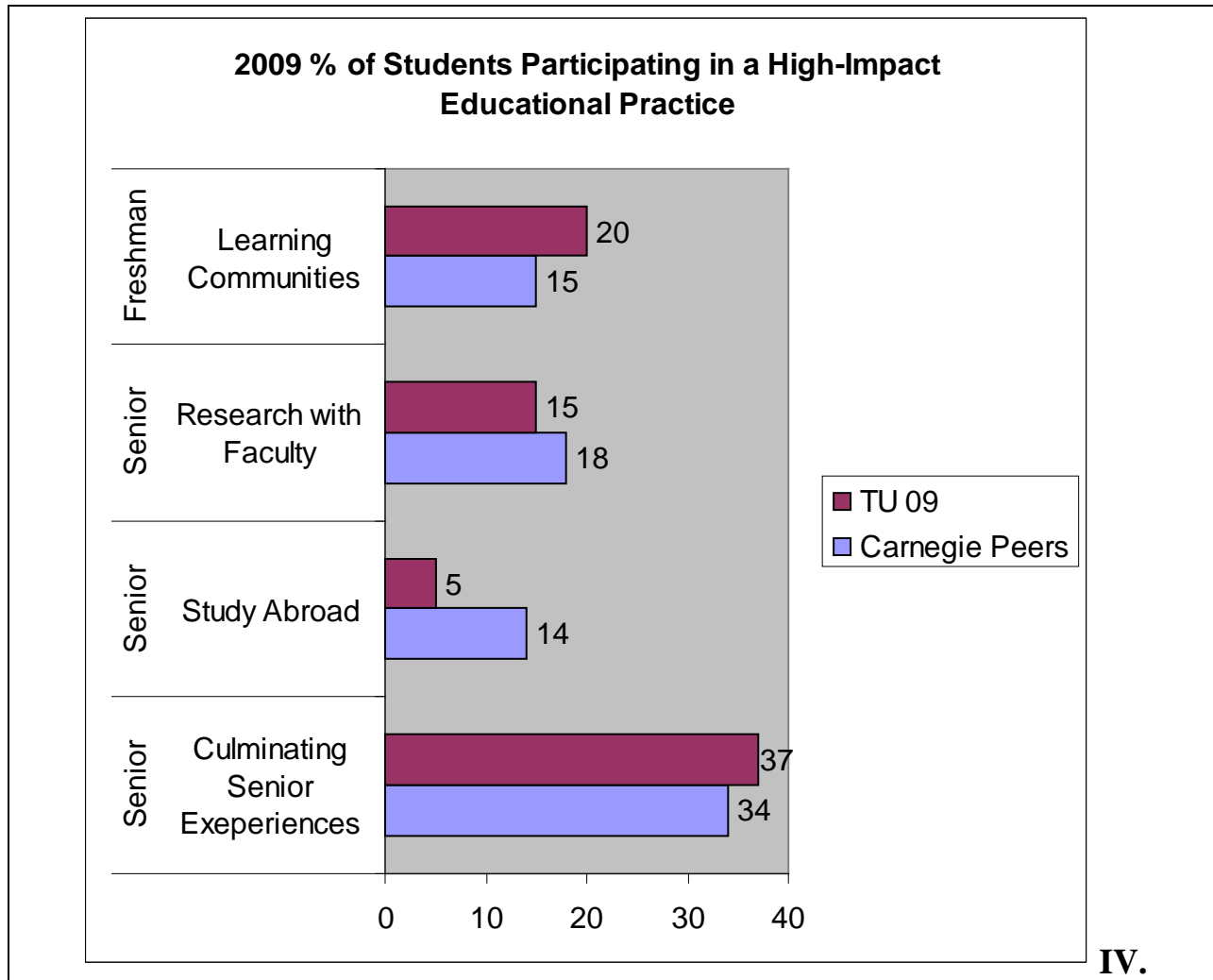
In addition to providing annual comparative benchmark data, the creators of NSSE have discovered that taking part in certain activities during college boosts students' performance in the many areas, such as thinking critically, solving real world problems, and working effectively with others. These "high-impact" educational activities include learning communities, undergraduate research, study abroad, internships, and capstone courses.

According to George Kuh, NSSE director, "results clearly show that colleges and universities should do everything possible to encourage undergraduates to participate in at least two "high-impact" activities, one in the first year and one later related to their major field of study. These high-impact activities place students in circumstances that essentially demand they interact with faculty and peers about substantive matters. Such experiences will better prepare students for a productive, satisfying lifetime of continuous learning."

Some options for early experiences in high-impact areas at TU involves freshman seminar, the F.J. Miller Society living and learning community in Miller Hall for students in the Honors and Leadership programs and the upper classmen living learning apartments, as well as service learning projects like Habitat for Humanity. As for later years, all Greek societies and student activity groups are required to participate in service learning projects. Additionally, all three academic schools support independent student research as well as collaborative research among students and faculty and have supported students' costs to present at local, regional and national conferences. Additionally, many bachelor's degree programs require an internship experience which serves as a capstone course. Opportunities for study abroad have expanded recently with

the recent agreement with Oxford University and the American Institute for Foreign Studies, allowing TU students to study virtually anywhere in the world.

Below is a comparison of the percentage of students who participated in these “high-impact” experiences at TU compared to students at other institutions participating in the 2009 NSSE. As you can see, TU students compare quite favorably to other students with respect to these “high-impact” educational practices. Efforts will continue to increase the number and types of “high-impact” experiences available to students and to encourage their participation.



Academic School Assessment

This portion of the AY 2008-2009 OA Summary Report presents the GARs provided by the academic programs. Every attempt was made to assess goals regarding student learning directly, through course embedded tools. It is our belief that these embedded assessments provide authentic demonstrations of students' knowledge, skills and dispositions. Several undergraduate majors also utilized the MFT provided by ETS; those results are noted in their respective sections.

A summary of direct and indirect measures of learning done in AY 2008-2009 is reported below:

AY-2008-2009 Summary of Student Learning Outcome Results (results in parenthesis are from AY 07/08)	
Direct Measures of Learning	
Analytical Writing, Research Skills	Met standards on 55% of assessments (88%)
Case Study Analysis	Met standards on 75% of assessments (50%)
Critical Thinking Analysis	Met standards on 75% of assessments (66%)
Ethical Case Analysis/Ethics	Not met standards on 100% of assessments (100%)
Final Project Summation Skills	Met standards on 85% of assessments (100%)
Presentational Skills	Met standards on 100% of assessments (100%)
Problem Solving/Strategic Skills	Met standards on 60% of assessments (100%)
Professionalism/Internship Abilities	Met standards on 100% of assessments (60%)
Technical Knowledge in field	Met standards on 80% of assessments (72%)
Application Skills	Met standards on 100% of assessments (100%)
Diversity Appreciation	Met standards on 50% of assessments (66%)

Indirect Measures	
Graduate employment	Met standards in 100% of assessments (100%)
Faculty engagement outside of classroom	Met the standards in 100% of the assessments (100%)
Given career information/exposure/networking	Met standards in 89% of assessments (100%)
Quality of textbooks	Met standards in 100% of assessments
Faculty development	Met standards in 33% of assessments
Supplemental instruction/tutoring	Met standards in 80% of assessments
Effectiveness of academic advising	Met standards in 100% of assessments

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

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

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

Each school's representative to the AOAC is responsible for reporting assessment news and activities at their monthly school meetings as well as assisting departments meet assessment objectives. An update report regarding OA action plans is due to the DAA by December 15, 2009. This briefing started with presentations at the fall faculty workshops with each representative presenting each school's PAP and GAR as well as each major's PAP and GAR. Discussions were held with respect to the findings and action plans for the upcoming year. OA Reps are completing an OA assessment spreadsheet per school showing all OA classes to assist Program Chairs with data collection.

Academic School Reports

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

Tiffin University School of Arts & Sciences Outcomes Assessment Plan for Embedded Assignments AY 2009/2010

MAJOR	CLASS	OUTCOME#	MEASURE	TOOL
MED	EDU611	#1: Demonstrate understanding of the social, cultural, and legal issues that impact education and develop responsive approaches	75% of students earn 90% or better	Evaluative critique paper
MED	EDU615		75% of students earn 90% or better	Evaluative critique paper
MED	EDU613		75% of students earn 90% or better	Evaluative critique paper
MED	EDU641		75% of students earn 90% or better	Evaluative critique paper
MED	EDU534	#2: Demonstrate understanding of the latest theories regarding learning, curriculum, and instruction; to employ theoretical constructs, and to employ curriculum and curriculum and teaching strategies that promote learning for all students	75% of students earn 90% or better	Educational chronology
MED	EDU536		75% of students earn 90% or better	Educational chronology
MED	EDU542		75% of students earn 90% or better	Educational chronology
MED	EDU611		75% of students earn 90% or better	Educational chronology
MED	EDU613		75% of students earn 90% or better	Educational chronology
MED	EDU641		75% of students earn 90% or better	Educational chronology
MED	EDU643		75% of students earn 90% or better	Educational chronology
MED	EDU538	#3: Use a variety of strategies that incorporate the appropriate use of technology and be able to assess the potential of these resources to address personal, lifelong, and educational needs	75% of students earn 90% or better	Class presentation using multi-media forums
MED	EDU613		75% of students earn 90% or better	Class presentation using multi-media forums
MED	EDU617		75% of students earn 90% or better	Class presentation using multi-media forums
MED	EDU630		75% of students earn 90% or better	Class presentation using multi-media forums

MHUM	ENG530	#1:Develop/further develop the ability to analyze and evaluate works of scholarship in the arts	80% of students achieve 80% or higher	Critical analysis paper
MHUM	ART524		80% of students achieve 80% or higher	Critical analysis paper
MHUM	ART623		80% of students achieve 80% or higher	Critical analysis paper
MHUM	all HUM	#2: Develop/further develop the ability to engage in honest, courteous, intelligent, scholarly discourse	80% of students achieve 80% or higher	Quality and of content and participation in threaded discussions
MHUM	ART623	#3: Learn to create a coherent, useful synthesis of knowledge from different domains by demonstrating familiarity with and knowledge of the fields contained within the humanities	80% of students achieve 80% or higher	Final papers
MHUM	COM520		80% of students achieve 80% or higher	Final papers
MHUM	COM630		80% of students achieve 80% or higher	Final papers
MHUM	CUL530		80% of students achieve 80% or higher	Final papers
MHUM	CUL592		80% of students achieve 80% or higher	Final papers
MHUM	HUM600		80% of students achieve 80% or higher	Final papers
MHUM	HUM600		80% of students achieve 80% or higher	Final papers
BA- Arts Administration	SAS470	#1:Develop students' ability to synthesize and apply ideas through practical applications in a professional setting	80% of majors proficient	Paper

BA- Arts Administration	SAS 465	#2:Prepare students for music industry careers or graduate study by giving them an understanding of the creative centers and business organization of the domestic and worldwide music and entertainment industries	80% of majors proficient	Paper
BA- Arts Administration-Music	MUS321	#1:Develop a foundation in the language and practice of music that will allow students to function intelligently and knowledgeably among musicians and others from the industry	75% of majors proficient or better	Arrangement of composition
BA- Arts Administration-Music	MUS427	#2:Prepare students to function effectively within for-profit and non-profit arts organizations and institutions	80% of majors proficient or better	Capstone music production or performance project
BA- Arts Administration-Music	MUS315	#3:Prepare students for music industry careers by giving them working proficiency in their principal instrument	80% of majors proficient or better	Jury evaluation after three semester sequence of private study
BA- Arts Administration-Music	MUS317		80% of majors proficient or better	Jury evaluation after three semester sequence of private study
BA- Arts Administration-Visual	ART410	#1:Knowledgeable in the theory and history of art	80% of majors proficient or better	Paper
BA- Arts Administration-Visual	ART110	#2:develop, design and make art as an effective and informed tool of communication	75% of majors proficient or better	Painting
BA- Arts Administration-Visual	ART392	#3: develop a painting project in ART 110 that expresses a thematic idea. 75% of majors will be proficient or better	80% of majors proficient or better	Design, publicize, and install an exhibit of student work

BA- Arts Administration- Visual	ART201	#4: implement the observational, analytical, research, and interpretive skills necessary for understanding the cultural and stylistic significance of works of art	75% of majors proficient or better	Presentation
BA- Arts Administration- Visual	ART392	#5:establish intellectual and practical skills needed for graduate level studies in this field	80% of majors proficient or better	Oral defense of final portfolio before review panel
BA-COM	COM218	#1: Students will understand and demonstrate acceptable writing skills appropriate to communicating effectively in the print, electronic and/or public relations media.	80% of students receive a B or higher	Final Project
BA-COM	COM235		80% of students receive a B or higher	Final Project
BA-COM	COM318		80% of students receive a B or higher	Final Project
BA-COM	COM329		80% of students receive a B or higher	Final Project
BA-COM	COM310	#2:demonstrate the ability to understand and exhibit acceptable oral communication skills	80% of students receive a B or higher	Final oral presentation
BA-COM	COM320		80% of students receive a B or higher	Final oral presentation
BA-COM	COM320	#3:demonstrate competency in analyzing theory, research, argument and law	80% of students receive a B or higher	Final Project
BA-COM	COM340		80% of students receive a B or higher	Final Project
BA-COM	COM134	#4:apply visual design techniques in the presentation of ideas, information and data	80% of students receive a B or higher	Final Project
BA-COM	COM204		80% of students receive a B or higher	Final Project
BA-COM	COM330		80% of students receive a B or higher	Final Project
BA-COM	COM212	#5:Ensure that students can recognize theories of human communication	80% of students receive a B or higher	Final Project
BA-COM	COM310		80% of students receive a B or higher	Final Project
BA-COM	COM324		80% of students receive a B or higher	Final Project
BA-COM	COM341		80% of students receive a B or higher	Final Project

BA-COM	COM241	#6:apply online, multimedia, interactive and human communication skills in the presentation of ideas, information and data pertaining to the mass media	80% of students receive a B or higher	Paper
BA-COM- Journalism	COM 218	#1:understand and demonstrate acceptable writing skills appropriate to contemporary journalism practices	80% of students receive a B or higher	Final Project
BA-COM- Journalism	COM235		80% of students receive a B or higher	Final Project
BA-COM- Journalism	COM318		80% of students receive a B or higher	Final Project
BA-COM- Journalism	COM410		80% of students receive a B or higher	Final Project
BA-COM- Journalism	ENG262		80% of students receive a B or higher	Final Project
BA-COM- Journalism	COM438	#2:understand and recognize theories of mass communication	80% of students receive a B or higher	Final Project
BA-COM- Journalism	COM450		80% of students receive a B or higher	Final Project
BA-COM- Public relations	COM212	#1:understand and demonstrate acceptable writing skills appropriate to communicating effectively for public relations organizations	80% of students receive a B or higher	Final Project
BA-COM- Public relations	ENG251		3 or higher in "clarity," "grammar," and punctuation	Paper using writing intensive course rubric
BA-COM- Public relations	COM235		80% of students receive a B or higher	Final Project
BA-COM- Public relations	COM329		80% of students receive a B or higher	Final Project

BA-COM- Public relations	ENG262		80% of students receive a B or higher	Final Project
BA-COM- Public relations	COM416	#2:recognize theories of public relations practices	80% of students receive a B or higher	Final Project
BA-COM- Public relations	COM441		80% of students receive a B or higher	Final Project
BA-ENG	ENG462	#2:understand and apply critical theory	80% of majors score a 3 or higher	Paper, using literary theory component of department rubric
BA-ENG	ENG251	#3:demonstrate acceptable composition skills	3 or higher in "clarity," "grammar," and "punctuation"	Paper using Writing Intensive Course Rubric
BA-ENG	ENG252		3 or higher in "clarity," "grammar," and "punctuation"	Paper using Writing Intensive Course Rubric
BA-ENG	ENG253		3 or higher in "clarity," "grammar," and "punctuation"	Paper using Writing Intensive Course Rubric
BA-ENG	ENG254		3 or higher in "clarity," "grammar," and "punctuation"	Paper using Writing Intensive Course Rubric
BA-ENG	ENG262		3 or higher in "clarity," "grammar," and "punctuation"	Paper using Writing Intensive Course Rubric
BA-ENG	ENG223	#4:demonstrate acceptable grammar skills	85% of majors receive 80% or higher	Final Exam containing various types of testing (multiple choices, short answer, matching, etc.)
BA-ENG	ENG499	#5:create and research an original project	90% of students achieve 90%	Final project of written interpretation and research
BA-NAT	NAT310	#1:apply science and technology to daily life regarding nutrition, personal health issues, and public health issues	80% of majors receive 70% or better	Group presentation and summary paper

BA-NAT	NAT220		80% of majors receive 70% or better	Group presentation and summary paper
BA-NAT	NAT291		80% of majors receive 70% or better	Group presentation and summary paper
BA-NAT	NAT360		80% of majors receive 70% or better	Group presentation and summary paper
BA-NAT	NAT401		80% of majors receive 70% or better	Group presentation and summary paper
BA-NAT	SOC250		80% of majors receive 70% or better	Group presentation and summary paper
BA-NAT	BIO101	#2:understand and apply experimental design, solving problems with scientific processing skills and scientific method	80% of majors receive 70% or better	Design and implement scientific experiment to demonstrate knowledge of scientific method
BA-NAT	CHM111		80% of majors receive 70% or better	Design and implement scientific experiment to demonstrate knowledge of scientific method
BA-NAT	MAT273	#3:design an investigation or experiment that would test a hypothesis and analyze and interpret data	80% of majors receive 70% or better	Paper where students use statistical/mathematical techniques to summarize and analyze data/case study
BA-NAT	MAT275		80% of majors receive 70% or better	Paper where students use statistical/mathematical techniques to summarize and analyze data/case study

BA-NAT	NAT105	#4:analyze and explain patterns and cycles of natural systems and the relationships between segments of a natural system	80% of majors receive 70% or better	Paper that demonstrates student knowledge of pattern/cycle of natural system and relationship between segments of a natural system
BA-NAT	NAT114		80% of majors receive 70% or better	Paper that demonstrates student knowledge of pattern/cycle of natural system and relationship between segments of a natural system
BA-NAT	NAT201		80% of majors receive 70% or better	Paper that demonstrates student knowledge of pattern/cycle of natural system and relationship between segments of a natural system
BA-NAT	NAT215		80% of majors receive 70% or better	Paper that demonstrates student knowledge of pattern/cycle of natural system and relationship between segments of a natural system
BA-DCP	CIT312	#2:demonstrate critical thinking, evaluation, synthesis, and knowledge participation	70% of adult learners will obtain a B or better	Oral presentation, using Oral Presentation rubric
BA-DCP	MGT301	#3:demonstrate communication skills including verbal, nonverbal, written, and technological	70% of adult learners will obtain a B or better	Oral presentation, using Oral Presentation rubric
BA-DCP	POL320	#4:demonstrate knowledge of civic duties including ethics, engagement, service, and civic awareness	70% of adult learners will obtain a B or better	Summary paper, using Summary Paper rubric

BA-DCP	CUL443	#5:demonstrate knowledge of self and others through interpersonal skills, self-assessment, diversity, global thinking, and multi-cultural thoughts	70% of adult learners will obtain a B or better	Summary paper, using Summary Paper rubric
BA-DCP	NAT315	#6:demonstrate knowledge of the physical and natural world	70% of adult learners will obtain a B or better	Summary paper, using Summary Paper rubric
BA-DCP	MAT376	#7:demonstrate knowledge of quantitative theory including statistics and consumer savvy	70% of adult learners will obtain a B or better	Summary paper, using Summary Paper rubric
BA-DCP	ENG365	#8:demonstrate information literacy such as research skills, evaluation of resources, and library resource strategies	70% of adult learners will obtain a B or better	Summary paper, using Summary Paper rubric
AA-GS	COM130	#2:communicate with clarity and precision	Improvement in oral presentations	Comparisons of 2 oral presentations
AA-GS	CIT105	#3:acquire skills in modern information technologies and the ability to think logically about and critically analyze information	70% of the students score 70% or better	Final project, using Final Project rubric
AA-GS	MAT174	#4:work with numbers and understand quantitative methods	70% of the students score 70% or better	Final project, using Math rubric
AA-GS	NAT105	#5:apply the scientific method to a general natural science domain	70% of the students score 70% or better	Selected case study as measured by the case analysis rubric
AA-GS	NAT110		70% of the students score 70% or better	Selected case study as measured by the case analysis rubric
AA-GS	NAT115		70% of the students score 70% or better	Selected case study as measured by the case analysis rubric
AA-GS	HIS111	#6:understand their civic responsibilities as well as current ethical concerns within our world	70% of the students score 70% or better	Civic responsibilities and ethical concerns project

AA-GS	HIS112		70% of the students score 70% or better	Civic responsibilities and ethical concerns project
AA-GS	SOC101		70% of the students score 70% or better	Civic responsibilities and ethical concerns project
AA-GS	POL101		70% of the students score 70% or better	Civic responsibilities and ethical concerns project
AA-GS	FRE110		70% of the students score 70% or better	Civic responsibilities and ethical concerns project
AA-GS	POL101		70% of the students score 70% or better	Civic responsibilities and ethical concerns project

Tiffin University School of Business Outcomes Assessment Plan for Embedded Assignments AY 2009/2010

MAJOR	CLASS	MEASURE	TOOL
SOB-School	FIN301	90% of students score about 80%	Multiple Choice measuring core courses
SOB-School	MGT495	N/A	Senior Questionnaire Exit-Item #12
MBA	MGT613	90% of students receive a B or higher	Final Paper
MBA	MAT513	80% of students achieve 3.0 or higher	Stats Paper
MBA	ACC512	80% of students score 80% or higher	Exam covering Cost Systems
MBA	ACC512	80% of students score 80% or higher	2 Decision-making Cases
MBA	ACC510	80% of students score 80% or higher	Written Financial Statement Analysis
MBA	ECO524	80% of students receive a B or higher	Final Paper
MBA	ETS	Composite Score= Upper Half of MBA student completing the exam	
MBA	ETS	Increase in post-test versus pre-test on the composite score	
MBA	MGT522	90% of students receive a B or higher	Human Resource Paper
MBA	MGT623	80% of students receive a B or higher	Case Analysis Paper
MBA	MGT511	90% of students receive a B or higher	Career & Life Goals Paper
MBA	MGT531	90% of students receive a B or higher	Individual Development Assignment
MBA	CIT514	90% of students score 80% or higher	Selected Assignment
MBA-Leadership	MGT531	95% of students receive an A	Individual Analysis Requirement
MBA-Leadership	MGT620	95% of students receive an A	Individual Analysis Requirement
MBA-Leadership	MGT620	Students receive an average of 3 or higher	Vision to Improve Organization's Goal
MBA-Sports Mgt	MGT570 OR MGT571	90% of students receive an average or outstanding rating	SOB Intern Evaluation Form-Item #2 & #6
MBA-Sports Mgt	MGT534 OR	80% of students receive a B or higher	Case Analysis

	MGT537		
MBA-Sports Mgt	MGT537	80% of students receive a B or higher	Personnel Management Project
MBA-Sports Mgt	MGT570 OR MGT571	80% of students receive an A or higher	Personal Development Assignment
BBA-Accounting	ACC404	85% of students receive 80% or higher	Class Presentation
BBA-Accounting	ACC403	85% of students receive 80% or higher	Accounting Information System Simulation
BBA-Accounting	ACC304	85% of students receive 80% or higher	Tax Return Prepared using Tax Software
BBA-Accounting	ACC313	85% of students receive 80% or higher	Exams
BBA-Accounting	ACC314	85% of students receive 80% or higher	Exams
BBA-Accounting	ACC(All)	Expose Students to Speakers	Speakers
BBA-CIT	CIT	85% of students employed in IT after graduation	
BBA-CIT	CIT	Students achieve upper 60% range	Standardized Test by Microsoft Press
BBA-CIT	CIT	Expose students to career opportunities in CIT	
BBA-CIT	CIT	Faculty to up-to-date in their field	
BBA-CIT	CIT355	100% of students receive a B or higher	Cases Solving Business Problems
BBA-CIT	CIT312	80% of students receive 80% or higher	Final Research Project
BBA-CIT	CIT315	80% of students receive 80% or higher	Final Research Project
BBA-Finance	FIN314	Exposure to Quantitative Techniques	50% or more of exams and term papers
BBA-Finance	FIN421	Exposure to Quantitative Techniques	50% or more of exams and term papers
BBA-Finance	FIN426	Exposure to Quantitative Techniques	50% or more of exams and term papers
BBA-Finance	ECO322	Exposure to Quantitative Techniques	50% or more of exams and term papers
BBA-Finance	ECO422	Exposure to Quantitative Techniques	50% or more of exams and term papers
BBA-Finance	FIN421	80% of students receive B or higher	Final Exam involving market equilibrium computations
BBA-Finance	FIN426	80% of students receive B or higher	Final Exam involving market equilibrium computations
BBA-Finance	ECO322	80% of students receive B or higher	Final Exam involving market equilibrium computations

BBA-Finance	ECO422	80% of students receive B or higher	Final Exam involving market equilibrium computations
BBA-Finance	FIN314	80% of students receive B or higher	Final Exam
BBA-Finance	FIN421	80% of students receive B or higher	Managed Portfolio Paper
BBA-Finance	LAW212	80% of students receive C or higher	Final Exam
BBA-Finance	ECO321	65% of students receive B or higher	Identification questions relating to Production, Costs, Profit Maximization and the Competitive model and its applications on the final exam
BBA-Finance	ECO420	65% of students receive B or higher	Identification questions relating to interest rates, the conduct of monetary policy, the financial markets and the International Financial system on the final exam
BBA-Finance	ECO422	65% of students receive B or higher	Identification questions relating to economic optimization, demand and supply, equilibrium, production and cost decisions, perfect competition and competitive strategy on the final exam
BBA-Management	HOS215	90% of students	Pass and receive their ServeSafe Certification from the National Restaurant Association
BBA-Management	MGT475	100% of students receive B or higher	Individual Portfolio Assignment
BBA-Management	HOS330	90% of students receive B or higher	Final Research Project Presentation
BBA-Management	MGT475	90% of students receive above average to outstanding rating	SOB Intern Evaluation Form Question #6
BBA-HR	MGT319	80% of students receive B or higher	
BBA-HR	MGT367	80% of students receive B or higher	Final Homework Assignment
BBA-HR	MGT367	90% of students receive B or higher	Simulations
BBA-HR	MGT351	80% of students receive B or higher	Final Case Assignment
BBA-HR	MGT317	80% of students receive B or higher	Final Case Analyses
BBA-HR	MGT470	80% of students	Onsite Supervisor

BBA-Marketing	MKT252	90% of students	Will successfully answer a test question where the graduate will list the steps in the consumer behavior model and explain how organizations apply them in their marketing activities
BBA-Marketing	MKT353	90% of students receive 80% or higher	Marketing Research Project
BBA-Marketing	MKT365	90% of students achieve 4.0 score	Paper
BBA-Organ. Mgt-DCP	MGT468	70% of students receive B or higher	Research Project & Oral Presentation
BBA-Organ. Mgt-DCP	CIT312	70% of students receive B or higher	Final Project
BBA-Organ. Mgt-DCP	MGT301	70% of students receive B or higher	Oral Presentation Report
BBA-Organ. Mgt-DCP	MGT361	70% of students receive B or higher	Final Paper
BBA-Sports & Rec Mgt	LAW260	80% of students receive B or higher	Case Analysis
BBA-Sports & Rec Mgt	MGT360	90% of students receive B or higher	Case Analysis
BBA-Sports & Rec Mgt	MGT325	90% of students receive B or higher	Field Trip Synopsis Assignment
BBA-Sports & Rec Mgt	MGT325	85% of students receive B or higher	Facilities Project
BBA-Sports & Rec Mgt	MGT160	80% of students receive B or higher	Career Exploration Project
BBA-Sports & Rec Mgt	MGT475	Above average or higher	Portfolio Assignment
BBA-Sports & Rec Mgt	COM235	85% of students receive B or higher	Assigned Presentation
BBA-Sports & Rec Mgt	MKT360	85% of students receive above average or higher	Independent Evaluation of SOB Evaluation Form

BBA-Sports & Rec Mgt	MGT160	90% of students attend a conference	Ohio Park and Recreation Association Conference
ABA-Accounting	Com140 or 241	70% of students receive 70% or higher	Presentation
ABA-Accounting	CIT105	70% of students receive 70% or higher	Final Project
ABA-Accounting	NAT105/110 or 115	70% of students receive 70% or higher	Case Study
ABA-Accounting	POL101	70% of students receive 70% or higher	Civil Responsibilities and Ethical Concerns Project
ABA-Business	Com140 or 241	70% of students receive 70% or higher	Presentation
ABA-Business	CIT105	70% of students receive 70% or higher	Final Project
ABA-Business	NAT105/110 or 115	70% of students receive 70% or higher	Case Study
ABA-Business	POL101	70% of students receive 70% or higher	Civil Responsibilities and Ethical Concerns Project
ABA-Business	MAT174	70% of students receive 70% or higher	Final Project
ABA-CIT	Com140 or 241	70% of students receive 70% or higher	Presentation
ABA-CIT	CIT105	70% of students receive 70% or higher	Final Project
ABA-CIT	NAT105/110 or 115	70% of students receive 70% or higher	Case Study
ABA-CIT	POL101	70% of students receive 70% or higher	Civil Responsibilities and Ethical Concerns Project
ABA-CIT	MAT174	70% of students receive 70% or higher	Final Project
ABA-CIT	CIT355	90% of students receive 80% or higher	Capstone Project

Tiffin University SCJSS Outcomes Assessment Plan for Embedded Assignments AY 2009/2010

MAJOR	CLASS	MEASURE	TOOL
SCJSS-School	SCS 470	90% of all interns rated "above average" or better by site supervisor, receive final grade of 85% or better	Internship Evaluation Form as rubric
SCJSS-School	SCS 300	80% of students receive 80% or better on research project	Research Project
MSCJ - Program	JUS 510 or PSY 511	85% of students will achieve grade of 90% or higher on presentation	Assigned paper and PowerPoint or multimedia presentation assignment
MSCJ- Program	JUS 510 or PSY 511	85% of students participate in discussions at A (90%) level of performance	Online threaded or seated class discussions evaluated according to standardized rubric
MSCJ - Program	JUS 515 or PSY 515	80% of students will achieve a grade of A (90%) on research project	Assigned 15-20 page research paper
MSCJ - Program	JUS 520 or PSY 520	80% of students achieve a grade of A (90%)	Assigned 10 page paper using both descriptive and inferential statistics
MSCJ - Crime Analysis	ENF 622 and ENF 627	80% of students receive a grade of 90%	Assigned Paper and PowerPoint presentation
MSCJ - Criminal Behavior	PSY 626 or PSY 636	80% of students receive a grade of 90%	Assigned Paper and PowerPoint presentation
MSCJ - Forensic Psychology	PSY 625 or PSY 640	80% of students receive a grade of 90%	Assigned Paper and PowerPoint presentation
MSCJ - Homeland Security Administration	ENF 645 or ENF 660	80% of students receive a grade of 90%	Assigned Paper and PowerPoint presentation
MSCJ - Justice Administration	JUS 610	80% of students receive a grade of 90%	Assigned Paper and PowerPoint presentation
BCJ - Corrections	COR 220	85% of students receive 80% or higher	Paper graded according to Rubric
BCJ - Corrections	COR 220	85% of students receive 80% or higher	Written and oral presentation graded according to rubric
BCJ Corrections	COR 230	85% of students receive 80% or higher	written and oral presentation graded according to rubric
BCJ - Corrections	COR 436	85% of students receive 80% or higher	Outline of 5 major cases graded according to rubric

BCJ - Law Enforcement	ENF 110	Students able to assign 90% examples to major features of police role	Essay or objective questions graded according to Rubric
BCJ - Law Enforcement	ENF 150	Students able to explain components of community policing in 90% examples	Essay or objective questions graded according to Rubric
BCJ - Law Enforcement	ENF 150, 237, 400, and JUS 361	Students able to discuss ethical issues of police role in 90% of scenarios	Essay questions graded according to Rubric
BCJ - Law Enforcement	ENF 237 and 239	Students able to properly evaluate completed criminal investigation 90% of time	Oral and written presentation graded according to rubric
BCJ - Forensic Psychology	SCS 300 and FOR 460	80% of students receive B or better	Final research project
BCJ - Forensic Psychology	FOR 150 and FOR 460	80% of students receive B or better	Final examination
BCJ - Forensic Psychology	SOC 250, SCS 300, FOR 460	70% of students receive C or better	Standardized studies examination
BCJ - Forensic Psychology	SCS 300 and FOR 460	75% of students receive C or better	Final research project
BCJ - Forensic Psychology	PSY 362 and COR 430	80% of students receive B or better	Completion of ITPs as part of final project
BCJ - Forensic Psychology	JUS 470	85% of students receive B or better	Internship evaluation
BCJ - Forensic Science	JUS 361	85% of students receive B or better	Final examination
BCJ - Forensic Science	CHM 101, 102, 201, 305, & 404	75% of students receive C or better	Final examination
BCJ - Forensic Science	JUS 110, 201, 202	85% of students receive B or better	Final examination
BCJ - Forensic Science	ENF 460	85% of students receive B or better	Final examination
BCJ - Forensic Science	CHM 101, 102, 201, 305, 404	85% of students receive B or better	Final examination
BCJ - Homeland Security/Terrorism	SCS 300, JUS 461, ENF 450, & SCS 300	70% of students receive C or better	Final examination
BCJ - Homeland Security/Terrorism	POL 341 & ENF 441	70% of students receive C or better	Final examination
BCJ - Homeland Security/Terrorism	ENF 343 & ENF 345	70% of students receive C or better	Final examination
BCJ - Homeland Security/Terrorism	POL 312 & 34, JUS 215, ENF 344, 441, & 450	70% of students demonstrate to 3 Level of Rubric	Final examination
BCJ - Justice Administration	All WIC Courses	All Students enrolled will achieve mean of 3.5 or better	Writing assignment specific to course
BCJ - Justice Administration	JUS 463	70% of students will receive B or higher	Applied research project

BCJ - Justice Administration	FOR 366 and JUS 463	70% of students will receive B or higher	Oral presentation and accompanying paper
BCJ - Justice Administration	ENF 312 and JUS 463	70% of students will receive B or higher	Research paper / project
BCJ - Justice Administration	SOC 350 and JUS 463	70% of students will receive B or higher	Final paper/research project
BA - Government & National Security	POL 151, POL 350 or POL 411	80% of students receive B or higher	Final examination
BA - Government & National Security	HIS 212, 213, CUL 312, CUL 313	85% of students receive B- or better	Final papers
BA - Government & National Security	POL 350 or POL 411	85% of students receive B or better	Final examination
BA - Government & National Security	Applicable language courses	80% of students achieve S-1 speaking, S-2 reading level	DLAP test or other standardized language test
BA - Government & National Security	SCS 470	All students receive 80% or better in internship, 90% with superior evaluations	Personal log/internship evaluation
BA - Government & National Security	POL 491	85% of students receive B or better	Final presentation
BA - Government & National Security	POL 491	85% of students receive A	Final papers
BA - Psychology	Cross-section of students across all classes	junior and senior level student responses correlate to faculty responses @p<.05	Paired Concepts Survey
BA - Psychology	All graduating seniors	Graduating seniors will score on ETS Major Field test for Psychology comparable to national averages	ETS Major Field Test
BA - Psychology	PSY 201, PSY 360 and SCS 300	80% of students will score 70% or higher	Case studies involving ethical issues and practices
BA - Psychology	Cross-section of students across all classes	100% of students will score in at least 50th percentile	Administration across class ranks of California Brief Multicultural Competence Scale test
BA - Psychology	SCS 491	90% of students will achieve 80% or better total assessment standard	Final Senior Seminar Project and Report
BA - Psychology	SCS 470	90% of students will achieve 80% or better total assessment, rated above average in 90% of assessments Internship Assessments	Internship Evaluations
ACJ - Law Enforcement	All WIC identified courses	Students will achieve mean score of 2.5	Writing assignment graded according to rubric
ACJ - Law Enforcement	ENF 237 or ENF 239	70% of students achieve score of 80% or better	Graded presentation report

ACJ - Law Enforcement	JUS 110 or ENF 150	70% of students achieve score of 80% or better	Graded essay
ACJ - Law Enforcement	ENF 150	70% of students achieve score of 80% or better	Graded essay
ACJ - Law Enforcement	ENF 150 or ENF 237	70% of students achieve score of 80% or better	Graded essay

School of Arts and Sciences
Executive Summary 2008-2009
Prepared by: Miriam K. Fankhauser, School Dean

INTRODUCTION:

The School of Arts and Sciences has added the BA in Professional Studies, a totally on-line degree completion program geared to those who have completed a major professional area at a two-year school but who would like to have a four-year degree. This inverted degree then supplies courses that meet the objectives of a general education core, but at the 3-400 level of coursework. We have put in place the Program Assessment Plans for the Associates of Arts in General Studies, the General Science major which is part of the middle school program, the Master of Education, and the Master of Humanities. Furthermore, the School of Arts and Sciences has also been instrumental in adding two minors, one in Individualized Regional Studies and one in Individualized Studies (a minor of one's own designing, with guidance of an adviser). Finally, we have increased our writing intensive offerings and made a couple of necessary adjustments to the philosophy curriculum.

As a side note, even though we are not responsible for the assessment of the education program being offered in partnership with Lourdes, it is good to note that we have graduated our first group of education majors, three with English degrees and one with a history degree. Mary Eaton, the Professional Internship Supervisor from Ohio University Lancaster, was the supervisor of one of those grads as she did her student teaching in the Lancaster area. Ms Eaton says, "Something right is happening [in] your program."

ASSOCIATES OF ARTS IN PROFESSIONAL STUDIES

The Program Assessment Plan (PAP) has been developed. (See on-line degree assessment section)

ARTS ADMINISTRATION:

One new art faculty member was added to the school this last fall. Thus, the faculty in art and in music have been able to revise the Arts Administration major, adjusting course requirements, adding one course in the art concentration and deleting one and adding three in the music industry concentration, as well as renaming the latter concentration. The faculty also updated the Program Assessment Plan (PAP) for the major.

The music students continue to participate in the various tours provided by the program, they continue to be placed in various local and regional internships, and the faculty continues to build partnerships that are beneficial to the student in this major. This concentration was assessed through MUS 327 Music Business this year.

The art students this year had interesting opportunities with several field trips to museums, with the added designation of writing intensive courses in these major offerings, and with the initiation of the “Public Art” course. One of the senior students has been placed in the MCLA B-HIP 11-week intensive internship program located in North Adams, MA. This concentration assessed ART 410 Women, Culture, and Visual Arts.

The students in the “Public Art” course actually painted the stairway entrance of the Ballreich’s potato chip plant in Tiffin. According to the *Advertiser Tribune*, “One wall in the staircase is a blue color taken from the new bag. The opposite wall features a design of a bag of chips pouring chips down the stairs and stripes frame the work on its top and bottom. An Ohio Proud logo is located at the top of the stairs” (Mar 25, 2009, 9A).

A significant venture presented to the majors in this field of study was “ARTitude”—a day-long celebration of the arts, Apr 18, 2009, held at the Tiffin Mall. Students in SAS 365 Management of the Arts actually planned, organized, and presented this event to the public. In the new planning of this major, this course has become the 465 capstone course for the majors. This experience gave them the unique opportunity of actually doing what many of them may be doing on the job.

COMMUNICATION:

The communication faculty finished refining the communication Program Assessment Plan and also designated several more courses as writing intensive. Furthermore, COM 218 Introduction to Mass Communication was adapted to the online format for the Associate Degree Program. Communications faculty is also busy supervising internships for graduating seniors. The course assessed this year in the communication major is COM 324 Communicating Across Cultures.

ENGLISH:

This last fall found a new English Language and American Culture (ELAC) instructor as well as two new regular English instructors in place within the department. This year both areas of the English program worked very hard to improve English instruction for the international students. Revision on the ELAC courses was of primary importance as has been the revisiting of the minimum course content guides for ENG 140, 141, and 142. ENG 140 has finally been returned to a 15-week course. New diagnostic measures have been implemented for placement in the freshman writing program

This year saw the first awarding of an annual English Department Essay prize: the first place winner was Kimberly Prenzlin and the second was Jaime Rhoades. The department conducted discussion of pedagogical issues, stemming from reading Ken Bain’s book *What the Best College Teachers Do*. Dr. Vincent Moore took sabbatical to work on the draft of a novel, Dr. Mary Grennen directed two plays, and two issues of the *TU Review* were published.

Outcome assessments in this major were run on the Literature Rubric in all literature classes and on the Senior Seminar students.

GENERAL SCIENCE:

The Program Assessment Plan (PAP) has been put in place for this major this year. We will start to assess next year.

HISTORY:

The history major was refined by adding HIS 137 World History to its curriculum. This was especially to meet the needs of the education majors in middle school curriculum. In the process of refining the major outcomes activities, we continued to tweak the rubrics and to use them effectively on particular assessment assignments. This year we were especially lucky to sponsor an undergrad student and presentation to an undergrad conference.

Outcomes assessment in this major was run in HIS 137 measuring content comprehension.

MASTER OF EDUCATION:

This masters program was begun in Fall 08. Those working with this program have had a very busy and demanding year. Not only were faculty hired, but shells were built for the 12 new courses as well. We also made some adjustments in renumbering courses more appropriately, adding some remediation courses, and adding some new courses to the program to better meets the need of the population enrolled in this degree. We continue to work with recruitment as well.

The Program Assessment Plan (PAP) was put in place for this program. Finally, assessment was run on all three outcomes.

MASTER OF HUMANITIES:

This year Dr. Vincent Moore, the program chair for the Master of Humanities program, was on sabbatical in the spring. He served as program chair in the fall and Dr. Colleen Vallo served as interim program chair in the spring. Thus, some of the evaluation we were planning to do did not really get returned to us. However, the PAP has been updated.

One of the criticisms of the program last year was that there was not a wide enough variety of courses to retain students in the program. Thus, we made several course additions to the program this year. Fifteen new permanent courses in the areas of art, culture, history, English and humanities have been added as well as several special topics courses. We have also added HUM 512 Introduction to Graduate Research to better prepare our students for their final projects. The special topics courses of 512, 513, and 514 were renumbered to 592, 593, and 594. Furthermore, the thesis project HUM 620 has been renumbered to 680 to better reflect its level. Finally, HUM 510 and HUM 680 have been changed to four-hour courses to better reflect the amount of work and to better serve students who wish to take those courses by themselves.

This program has grown its adjunct teaching pool as well as has involved more of the full time faculty this year.

This spring is our second year to graduate students from this program. It is interesting to note that one student in the program has written to Dr. Samoriski:

I want to let you know that Tiffin has more than lived up to my expectations. I never thought I would be afforded with an educational opportunity, much less at the graduate level and with one of this caliber. I will state that each of my instructors has been very encouraging and supportive; I have not ever felt isolated. Although I have been very challenged with the level and amount of coursework at times, each of you has always provided the right amount of valuable and worthwhile instruction that ensured my success. . . . (Joe McEnulty)

A second student has written:

My experience in this newly developed MH online degree program has been rewarding and very beneficial and after much research [I have] found it to be of appropriate scope and depth for a true humanities or liberal studies degree program. . . . (Stephen F. Gambescia, who also has a Ph.D.)

We believe this program is going very well.

PLAN OF ACTIONS FOR THE COMING YEAR:

- The arts administration course of study will continue to recruit and will run assessments next year with the adjusted curriculum.
- We are still short on full time Communication faculty to service the courses offered each year in this area. Hopefully, next year we can put in a successful request for one more faculty member.
- The English Department will continue to evaluate and restructure the freshmen course sequence.
- We will start to run the assessment for the General Science major next year.
- Upon looking over the PAP for history, we have decided it needs to be revisited and reworked next year.
- We will work with the Master of Education program in the following year and try to stabilize the program as well as the assessment.
- We must collect data on the Master of Humanities program next year. This is a top priority.

With regards to the School of Arts and Sciences as a whole,

- Outcomes 1: Using the new data collecting processes we hope to have two years of information (2008 and 2009) next year.
- Outcomes 2: We already have made arrangements for two outside speakers in the area of science next year. We will work to include other areas as well.
- Outcomes 3: We will continue to work with the involvement of full-time faculty in the Arts and Angles programs.
- Outcomes 4: While we continue to foster attendance in the Arts and Angles programs, we seem not to be able to push beyond an average of 20 in attendance. We will try for one more year to raise our attendance average, but this figure might need to be revisited.
- Outcomes 5: While we nearly doubled the number of faculty attending professional development this year as compared to next year, we will continue to try to reach 70% next year. However, this may not be possible since the professional development funds have been cut in next year's budget by 50%.

School of Arts & Sciences GAR

**OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 08/09
School of Arts and Sciences**

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

Activity Statement:

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

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

Intended Outcomes 1:

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

Assessment Criteria:

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

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	Class of 2004 had 68% of the graduates working in their field of study and 32% continuing education.
	Met	Class of 2005 had 70% working in their field of study and 30% continuing education.
	Met	Class of 2006 had 80% working in their field of study and 20% continuing education.
	Not Met	Class of 2007 has 50% working in their field of study and 25% continuing education.

Intended Outcomes 2:

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

Assessment Criteria:

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

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	We had professional speakers this year in NAT 291 Drugs and the Body, part of the Science Major.

Intended Outcomes 3:

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

Assessment Criteria:

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

Results of Outcomes Activity:

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

Intended Outcomes 4:

SAS will increase regular attendance at Arts and Angles presentations

Assessment Criteria:

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

Results of Outcomes Activity:

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

Intended Outcomes 5:

SAS faculty will attend one academic conference per year

Assessment Criteria:

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

Results of Outcomes Activity:

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

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

Analysis and Action Plans:

Outcome #1: We will continue to collect data on this outcome.

Outcome #2: This next year we must bring in at least one outside speaker. We are planning on at least two in the natural science area.

Outcome #3: While it has been suggested that 40% might be a low percentage of faculty participation in the Arts and Angles series, one can see that this year we had only 30% participation. Our full time faculty increased to 20 this last year; thus, if each program has only one presenter, the minimum amount of faculty able to participate in the 7 presentations a year is about 30%. It is possible that more than one member might participate in a presentation, and in that case the percentage may be higher. As we did last year, we allotted at least one presentation to student scholarly activities. While faculty may be monitoring/coordinating this section, it is possible the faculty may or may not be A & S faculty. Therefore, we believe the 30% figure for next year is realistic, but we will work to find ways to encourage joint presentations. We may also need to revisit the percentage on this goal.

Outcome #4: Faculty and staff attendance is steadily increasing at the Arts and Angles series. Student attendance is higher when we grant extra credit to students in our classes. While we try to do this often, we also believe that this series is an opportunity students should take advantage of for their own growth. We do offer co-curricular credit for attending the Arts and Angles Series. In fact, again this year, one student attended every presentation because she “really likes” the series and “learns a lot.” We will continue to work with the series, adding variety and encouraging colleagues as well as students to come to the presentations.

Outcome #5: We doubled our faculty attendance at conferences over last year. It may be that our 70% is an unrealistic figure, but we are going to leave it stand and see what happens next year. While Arts and Sciences travel monies were not increased this last year, we were able to cover all the cost for all attending professional development opportunities. Hopefully, more of our faculty will use the funds allotted to them in the coming year; however, we also know that the funds for next year are being cut because of budget issues. We are again letting the percentage stand and seeing what the figures for this outcome are for next year.

Master of Education GAR

OFFICE OF ASSESSMENT AND ACCREDITATION GOAL ASSESSMENT REPORT: AY 08/09 Masters of Education

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

Activity Statement:

- During AY 2008-09, the TU Masters of Education coordinated the following activities designed to improve student learning in the MEd degree:
 - Identified and hired new adjunct education instructors who have extensive professional K-12 teaching experience
 - 50% faculty hold terminal degrees or ABD
 - All faculty hold K-12 teaching credentials
 - One faculty is Nationally Board Certified
 - Methods instructor is recipient of 2009 “Golden Apple” Teacher Award
 - Designed and built 13 new online course offerings
 - EDU534 Foundations of Education [Bailey]
 - EDU536 Philosophy of Education [Gillies]
 - EDU538 Information Literacy for Educators [Chiara]
 - EDU542 Multicultural Education [Bailey]
 - EDU548 Advanced Technology for Teachers [Gillies]
 - EDU611 Psychology & Sociology of Learning [Scheira]
 - EDU613 Current Issues in Curriculum and Instruction [Schiera]
 - EDU615 Ethical & Legal Issues in Education [Boxley]
 - EDU617 Current Practices in Classroom Behavior & Management [Chiara]
 - EDU621 Reading in the Content Areas [Fulkerson]
 - EDU641 Educational Research [Collins]
 - EDU643 Educational Measurements [Ingalls]
 - EDU654 Analysis of Ohio Standards in Social Studies [Finney]
 - Renumbered courses to reflect more accurately academic levels
 - Added course offerings to remediate writing and research skills
 - Reevaluated program goals resulting in 4 new course offerings
 - Doubled student enrollment in inaugural year

Outcome #1:

For the 2008-2009 academic year, students in EDU534, EDU536, EDU542, EDU611, EDU613, EDU641 and EDU643 will write critical papers examining works in educational research. In addition to examining and identifying the essential components of research works, students will apply critical theory to evaluate the work in order to make applications to their own further research efforts. Students will hone and demonstrate graduate-level ability in analytic and evaluative skills.

Outcome #2:

Students in EDU534, EDU536, EDU542, EDU611, EDU613, EDU641 and EDU643 will review and compile data pertaining to educational theory and practice and create a chronologically sequenced project, web quest, or teaching unit representing major educational benchmarks. Student activity will reflect a coherent, useful synthesis of knowledge by demonstrating familiarity with and knowledge of the educational theories, constructs, and strategies.

Outcome #3:

Opportunities for peer interaction will be included in EDU538, EDU613, EDU617, and EDU630. Students will create class presentations that could eventually be used additionally as an individual professional development tool. The presentation will make use of a variety of technologies appropriate for the online platform and will reflect a student knowledge through a synthesis of learning practices and behaviors.

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

Intended Outcome #1: To demonstrate an understanding of the social, cultural, and legal issues that impact education and develop responsive approaches to such issues. Courses Involved: EDU542, EDU611, EDU613, and EDU641

Activity Statement: Students will use reflective teaching and learning approaches to evaluate and assess personal teaching methods and philosophies in view of current trends, issues and, practices. Student activity will consist of crafting personal philosophy statement that also incorporates contemporary best practices in teaching and learning.

Assessment Criteria: 75% of Masters of Education candidates will achieve scores of at least 90% on written critical analysis papers, research evaluations, or case studies based on the instructor grading rubric.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met</u>	<p><u>Data Details</u></p> <ul style="list-style-type: none"> • EDU542 Multicultural Education <ul style="list-style-type: none"> ○ <u>100%</u> of candidates met the standard of 90% or better on written critical analysis paper • EDU611 Psychology & Sociology of Learning <ul style="list-style-type: none"> ○ <u>88%</u> of candidates met the standard of 90% or better on written critical analysis papers • EDU615 Ethical & Legal Issues in Education <ul style="list-style-type: none"> ○ <u>100%</u> of candidates met the standard of 90% or better on written case study analyses • EDU641 Educational Research <ul style="list-style-type: none"> ○ <u>100%</u> of candidates met the standard of 90% or better evaluating research studies including accurately identifying appropriate methodologies and study components
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Intended Outcome #2: To demonstrate an understanding of the latest theories regarding learning, curriculum and instruction; to apply theoretical constructs; and to employ curriculum and teaching strategies that promote learning for all students. Courses Involved: EDU534, EDU536, EDU542, EDU611, EDU613, EDU641 and EDU643.

Activity Statement: Students will review and compile data pertaining to educational theory and practice and create chronologically sequenced projects or web quests representing major educational benchmarks. Student activity will reflect a coherent, useful synthesis of knowledge by demonstrating familiarity with and knowledge of the educational theories, constructs, and strategies by constructing a teaching unit.

Assessment Criteria: 75% of Masters of Education candidates will achieve scores of at least 90% on a research-based project, teaching unit, or web-quest using the instructor grading rubric.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Not Met/ Met</u>	<p><u>Data Details</u></p> <ul style="list-style-type: none"> • EDU534 Foundations of Education <ul style="list-style-type: none"> ○ <u>100%</u> of candidates met the standard of 90% or better on web quest project • EDU536 Philosophy of Education <ul style="list-style-type: none"> ○ <u>100%</u> of candidates met the standard of 90% or better on written critical analysis papers • EDU542 Multicultural Education <ul style="list-style-type: none"> ○ <u>100%</u> of candidates met the standard of 90% or better on teaching unit assignment
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		<ul style="list-style-type: none"> • EDU611 Psychology & Sociology of Learning <ul style="list-style-type: none"> ○ <u>88%</u> of candidates met the standard of 90% or better on written critical analysis papers • EDU613 Current Issues in Curriculum & Instruction <ul style="list-style-type: none"> ○ <u>100%</u> of candidates met the standard of 90% or better on chronological issues project • EDU641 Educational Research <ul style="list-style-type: none"> ○ <u>100%</u> of candidates met the standard of 90% or better evaluating research studies including accurately identifying appropriate methodologies and study components • EDU643 Educational Measurements <ul style="list-style-type: none"> ○ <u>63%</u> of candidates met the standard of 90% in applying quantitative strategies to data analysis
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Intended Outcome #3: To use a variety of strategies that incorporate the appropriate use of technology and be able to assess the potential of these resources to address personal, lifelong, and educational (workplace) needs. Courses involved: EDU548

Assessment Criteria: 75% of Masters of Education candidates will achieve scores of at least 90% on a technology-focused teaching unit assignment based on the instructor grading rubric.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met</u>	<u>Data Details</u> <ul style="list-style-type: none"> • EDU548 Advanced Technology for Teachers • <u>93%</u> of candidates met the standard of 90% or better on teaching unit assignment
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Section Three: Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

- We will continue to collect data on these courses during the second year of the program to validate the results from the first year.
- Since AY08-09 was the inaugural year for this new graduate program, program developers decided to assess the entire spectrum of course offerings to establish baseline measures for future standards and criteria. Therefore, student achievement across the full range of courses was examined. TU found that these activities successfully addressed preliminary program goals, and further, students were successful in meeting and, in most cases, exceeding these preliminary goals. The criteria and levels for achievement should be revisited and goals could be increased based on the initial achievement results.
- In AY 2009-10 goals related to the understanding and use of practical and theoretical educational skills will be addressed through activities in the EDU650-655 course series Analysis of Standards. Since the achievement of graduate's level candidates in the AY08-09 cohort exceeded program developers' expectations, standards for these courses during AY 09-10 are increased to reflect that 90% of Masters of Education candidates will complete relevant course requirements with scores of at least 90%.

Master of Humanities GAR

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 08/09
MAJOR: Master of Humanities

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

Activity Statement:

- Developed 15 new permanent courses:
 - CUL 530 Cult & Independent Films [Moore]
 - HIS 640 History of African Americans [Scahill]
 - ART 525 History of Photography [Fearnside]
 - PHI 570 Atheism, Agnosticism, and Skepticism [Moore]
 - ART 623 Aesthetics [Collins]
 - PHI 625 Discovering the Golden Rule: Philosophers and Philosophies of the Axial Age [Vallo]
 - COM 630 Cyberculture [Samoriski]
 - ENG 541 Creative Writing: The Novel [Moore]
 - ENG 542 Creative Writing: Short Story [Moore]
 - ENG 543 Creative Writing: Poetry [Rovira]
 - HIS 521 British History 1: Prehistory to 1066 [Rovira]
 - HIS 522 British History 2: 1066 to 1660 [Rovira]
 - HIS 523 British History 3: 1660 to 1910 [Rovira]
 - HUM 501 Introduction to Graduate Writing [Fankhauser]
 - HUM 512 Introduction to Graduate Research
- Added several Special Topics courses (Ethnic Voices in Poetry, Erotic in Asian American Literature, Lord of the Rings, Women, Imperialism, and Islam)
- Engaged the teaching services of several new adjunct faculty (Nancy Chiara, Anne Marie Fowler, Joe Scahill James McNelis, Hariclea Zengos, Ernie Cronan, & Cynthia Metcalf) and encouraged more full-time faculty within the SAS to teach in the graduate program (Karen Bayne, Lee Fearnside, Miriam Fankhauser, and James Rovira).
- Renumbered many of the courses so we could have more 600-level classes. Changed the Special Topics designation from 512, 513, & 514 to 592, 593, & 594 and HUM 620 (Thesis Project) to 680 to better reflect the nature of the project
- Increased size of graduating class as more students successfully defended their thesis projects

- Students have reported success after the program as they found employment in print and radio journalism and management, teaching at the secondary and post-secondary levels, and continuing to other graduate programs.

Activity Statement for Intended Outcomes 1:

For the 2008-2009 school year students in ENG 530, ART 524, and ART 623 will write critical papers to be evaluated using the Graduate Humanities Rubric. Understanding of the work of scholarship/art and a critical analysis will be the focus of the grading.

Activity Statement for Intended Outcomes 2:

To be determined by the course requirements. Students past HUM 510 are expected to show more depth of thought in discussions than students in their first semester. Discussion should show graduate level analysis, vocabulary, and depth.

Activity Statement for Intended Outcomes 3:

Through a critical analysis, students will examine a work of scholarship or arts in the Humanities. In addition to learning about the work of scholarship or art and its role in the Humanities, students will apply critical theory to the work. Students will develop and demonstrate graduate-level ability in analytic and evaluative skills.

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

Intended Outcome #1:

Students will develop/further develop the ability to analyze and evaluate works of scholarship or the arts Courses involved: ENG 530, ART 525, and ART 623

Assessment Criteria:

80 % of students will achieve a score of 80 percent or better on written critical papers, based upon the Graduate Humanities Rubric.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Data not available in percentage form.	ART 623 There is a clear division between the writers who write well and those who don't. Approximately about two thirds of the graduate students in the two iterations of ART 623, Aesthetics have strong writing skills. There has not been any one really in the middle. Then there is a component who writes poorly. In at least two cases, I

		<p>know that the less gifted students were non-native speakers so this fact probably accounts for their writing deficiencies. Generally speaking the concepts and ideas are there but this group really has trouble with later order concerns - very basic issues like sentence fragments, run-ons, comma splices, and lack of subject/verb or pronoun/antecedent agreement.</p> <p>ENG 530 Out of the 13 students who remained enrolled in the course, three wrote final papers at an advanced graduate level. These papers included use of appropriate graduate-level sources which were synthesized into the final research project, and incorporated analysis and critical thinking that was original and insightful and demonstrated excellent understanding of the themes of modernism that were traced throughout the course. Several more students (4 or 5) wrote final research papers that were appropriate for a 500-level course, in that they successfully covered the material and used outside sources; these students wrote good papers but did not offer much advanced or original analysis. The remainder wrote acceptable papers but displayed some weaknesses in writing skills and/or in selection of appropriate graduate-level peer-reviewed current sources. In two cases the students did not submit papers that met the assignment goals (for example, one failed to compare two works; another wrote a very interesting paper, but relied heavily on internet sources and failed to supply an adequate theoretical framework for his argument -- with that in place it would have been excellent, but it was a significant lack.)</p> <p>Many of the students who dropped out of the course did not write papers at the graduate level and for some this may have been one important reason why they dropped.</p> <p>ART 525 In <i>History of Photography</i>, students explored not only the art history of photography but its social history as well. Starting with the origins of photography in Enlightenment and early Industrial Revolution Europe, and continuing to contemporary times, we looked at photography's role with war, western expansion and social Darwinism, consumerism and modern art movements. In discussions and paper assignments,</p>
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		students were asked to synthesize ideas from the readings and presentations with questions about photography's diverse cultural uses and the debates about the medium's unstable art status. For example, in one short paper during a unit on photography and anthropology, students were asked to compare 19 th century colonial British photographs of Indian ethnic groups with contemporary fashion photographer Richard Avedon's photographs of working-class people in the American West. Through both visual analysis and historical context, many students were able to apply their understanding of 19 th century colonialism to modern day images of class difference. In this way, students were encouraged to engage in critical thinking, and used the history of photography as a tool to engage in thinking across many disciplines within the humanities.
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Intended Outcome #2:

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

Assessment Criteria:

80% of the students will achieve a score of 80 percent or better on threaded discussions.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Data not available in percentage form.	Anecdotal reports indicate that students show discursive abilities at the graduate level. While some students show great depth of thought in HUM 510, there is improvement overall.

Intended Outcome #3:

Students will learn to create a coherent, useful synthesis of knowledge from different domains by demonstrating familiarity with and knowledge of the fields contained within the Humanities. Courses Involved: ART623, HUM600, and HUM690 (former designation: HUM620).

Assessment Criteria:

80% of students in will achieve a score of 80 or better on their final papers, based upon the Graduate Humanities Rubric.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u> <u>Partially Met</u>	<u>Data Details</u>
		<p>This has been shown in the theses, however, in some thesis projects, the progress has been slow and synthesis of knowledge from different domains has been as a result of urging by the instructor.</p> <p>Of the students who defended their theses, all were above the 80% mark, scoring 85% and higher. This data, however, does not include students who did not complete their thesis projects and took incompletes.</p>

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

Analysis and Action Plans:

AY 2008-2009 was the first year of Outcomes Assessment for Tiffin University's Master of Humanities program. As noted in Section One, there has been great growth in the program, so coordinating an assessment program was limited to select course. The program chair was on sabbatical for spring semester of the year and the criteria for assessment were not communicated fully to the faculty involved. The results were not following any required rubric, but were subjective and anecdotal. In AY 2009-2010, the faculty of the two classes (PHI 625, PHI 570) that will be examined will be notified earlier and with more specific requirements.

Outcomes assessment in an area such as the Humanities must be examined with an understanding of the subjective nature of many of the disciplines involved. The assessment for the 2008-2009 was general and the only focus, on critical writing in three classes, was limited to the basics of whether the student was writing at the graduate level. Discussion and synthesis of ideas has been limited to self-reporting and is understood to be different from subject to subject. A course such as *ENG 541, Creative Writing: The Short Story*, would value plain language more than *CUL 515, Mythologies in Human Experience*, which would use a different vocabulary and style from *HUM 550, Development of Governmental Systems* or *PHI 522, Reasoning, Formal Logic, and Persuasion*.

With those differences in mind, the expertise of the faculty is paramount in evaluation. We have started with courses using critical writing skills. A possible action plan would be to evaluate by discipline each year, with the Philosophy (PHI) courses being offered one year as the main focus, the History (HIS) another, creative courses (ART & some ENG) the next, etc.. The Writing Intensive Course (WIC) Rubric and a critical thinking rubric will be used to evaluate the quality of work.

In addition, after a topic area is selected (PHI for the 2009-2010 school year), the faculty teaching in that area will be asked to develop a tentative discussion rubric for assessment

purposes in Philosophy to determine the level at which the graduate students are performing within the discussion section of the classes. In other academic fields, different discussion rubrics may be required.

A further recommendation involves *HUM 501, Introduction to Graduate Writing*, which is being recommended and soon required for probationary students and students identified by faculty as poor writers. *HUM 512, Introduction to Graduate Research*, which will be required of all students in the M HUM program starting fall, 2009, will further help the writing and synthesis of ideas, while educating students in proper research methods. The efficacy of those two courses will be measured starting fall, 2010.

BA - Arts Administration – Music Concentration GAR

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 2008-2009
MAJOR: BA - Arts Administration - Music Concentration

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

Activity Statement:

- During 2008-09, the TU Musical Arts Program coordinated the following activities designed to improve student learning in the BA-AA major.
- Proposed and passed significant changes in the BA-AA curriculum, including renaming the concentration “Music Industry,” and adding courses in recording and sound engineering, popular music history, and advanced topics in music industry studies. The BA-AA core was also modified to include more appropriate business and communication coursework.
- Established a co-curricular Concert Production Team for TU students. This organization produced three concerts by visiting bands and two rock festivals on campus, managing all booking, finances, promotion, and production activities for these performances. This organization will serve as the primary recruiting entity for potential BA-AA majors.
- Established a partnership with the local chapter of the Nashville Songwriters Association International, co-producing a multi-camera video production featuring Northwest Ohio singer-songwriters, to be webcast and distributed by the local NSAI leadership.
- Placed two senior BA-AA majors in arts administration internships, one in a regional multi-use theatre, and one in a major national music museum and educational foundation
- Established new relationships with several music industry entities, including artist management agencies in Nashville, which have agreed to host TU students for required internships.
- Continued use of TU recording studio continues by TU students on an extracurricular basis, and is also being booked by outside bands and artists for independent projects, and staffed by TU student engineers.

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

Intended Outcomes # 2:

To prepare students for music industry careers or graduate study by giving them an understanding of the creative centers and business organization of the domestic and worldwide music and entertainment industries

Assessment Criteria:

All students enrolled in MUS 327 Music Business were required to

- Write a research-based analytical paper in which they would demonstrate an understanding of the systems, organizations and professionals within the music industry, and their roles related to core legal and economic principles and practices; and
- Complete a portion of the MUS327 final examination in which they would appropriately apply their understanding of these practices and roles to music industry case studies and hypothetical scenarios.
- Expected 80% of majors to be proficient or better.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met</u>	<u>Data Details</u>
		80% of BA-AA majors demonstrated a level of 'proficient' or 'exceptional' on the outcomes assessment activities using the grading rubric.

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

Analysis and Action Plans:

These activities successfully addressed both course and major goals, and students were successful in meeting these goals. For the second consecutive year in the three years of outcomes assessment in the degree, majors met or exceeded expected goals. In 2009-10 outcomes assessment activities will address goals related to the language and practice of music, and the understanding and appreciation of diverse musical styles and music from diverse cultures. One goal would be to establish a new co-curricular Sound and Recording Team for students interested in more hands-on training and experience in recording studio engineering and performance and in live sound engineering. As a department, we would also like to establish new relationships with local, regional and national music industry professionals, businesses and organizations, with the intention to develop collaborative projects and to create future student internship opportunities.

BA – Arts Administration – Visual Arts Concentration GAR

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 08/09
MAJOR: BA - Arts Administration/Visual Arts Concentration

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

Activity Statement:

Many activities in the Arts Administration/Visual Arts Concentration major worked towards improving student learning. A new full-time faculty member started this year. The Arts Administration assessment plan was completed, and rubrics for all the assessment goals were created. Revisions to the major's core and Visual Arts Concentration curriculum reflect the changing needs of students and the profession. New courses in the Visual Arts were developed, including an Advanced Studio class and a Special Topics in Public Art. Some courses not previously taught, but listed in the catalog, were taught for the first time, including the course assessed, ART 410. Two additional courses in the curriculum were designated as Writing Intensive Courses. Trips to museums were organized each semester to make connections between what students were learning in their textbooks to art they could see in the world. All power points from art history classes were made available to the students.

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

Intended Outcome #1:

Knowledgeable in the theory and history of art.

Assessment Criteria:

Competency in the ability to research, analyze and interpret the work of a select artist. In ART 410 80% of majors will be proficient or better in their paper, exam, project or presentation.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u> Not Met	<u>Data Details</u> Only 33% were proficient (75%) or better. The mean score was 67%.
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Section Three: Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

Many careers associated with Arts Administration deal with art criticism, whether it is in the curatorial work of galleries, or the grant-writing of non-profit organizations. Arts Administration majors need to be able to write articulately about sophisticated ideas in order to succeed in their profession. Contemporary art criticism incorporates theoretical ideas as well as a study of art historical connoisseurship, and this assessment goal was designed to give them experience with this practice. Students studied seminal critical texts that used psychoanalysis as a framework to discuss visual images. Students then wrote a short paper, using those ideas as they analyzed a specific image from a selected artist.

Enrollment in this class was small, with eleven students, six of them Arts Administration majors. Students struggled to apply the theoretical ideas studied to works of art in their writing. Students demonstrated more comprehension in class, where connections between the theoretical concepts in the articles and images were modeled, than in their papers. This comprehension seemed to come more from the discussions, rather than based on an understanding of the readings. The majors' writing skills were poor, as they didn't demonstrate knowledge of the basic structure of an academic paper, much less how to analyze visual images or concepts.

The non-majors did well, as 100% of them were proficient, and the mean score was 84%. This leads me to think that there are some systemic issues in the major, as well as issues with this project and these specific majors' work ethic, that need to be addressed.

To assist with meeting this assessment goal, there are several steps to take. I will give them the rubric and explain it in detail in order to make expectations more clear. I will search for different types of analytical work to model for them, from curatorial statements to multimedia presentations that would give them more diverse examples than the academic articles. I will also change the project to a two-part project, a presentation and then a paper. This would allow them to discuss their ideas in a slightly more informal way in the presentation, and get feedback before writing the paper. A presentation will also force them to start on the project sooner than the night before. More structured quizzes or tests will help reinforce the importance of doing the reading. A different textbook will be selected, one not as advanced and that provides more background and contextual information. Recognizing that the student population at Tiffin University has not had many encounters with art, a reduction in the concepts and materials covered in this course would provide more basic understanding and background of the content and context of the work discussed. This would aid in their understanding of the theoretical concepts. This would change the academic quality of the course, but may offer them more depth of understanding.

Assessing this upper level class and comparing the majors' writing to the non-major's writing made me consider some of the work that needs to be done in the lower level classes of the major to prepare students for this advanced class. Consideration should be given to designating all upper level (300 and 400) level Visual Arts courses as Writing Intensive, so that majors would graduate with three writing intensive experiences. Continual emphasis in understanding the

content and context of art in the lower level courses will provide them with a foundation of analytical skills when they come to apply theoretical ideas to their discussion of art.

BA – Communications GAR

**OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 08/09
MAJOR: BA - COMMUNICATIONS**

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

Activity Statement:

This year the communications faculty had two additional communications courses designated as writing intensive: Communication 212, Introduction to Public Relations and Communication 218, News Writing. Course revisions were not undertaken as courses had been revised the previous year.

Two new online courses were created. Communication 241, Introduction to Mass Communication was adapted from its classroom format for the online Associate Degree Program. A new course, COM 630, Cybercultures and Issues in Cyberspace, was created for the online program in the Master of Humanities.

Communications faculty conducted two independent studies and supervised three Internships at the undergraduate level and two Master's theses and one independent study at the graduate level.

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

Intended Outcome 5:

Ensure that students can recognize theories of human communication.

Assessment Criteria:

Students will be able to compare and contrast communication theories in COM 212 or COM 310 or COM 324 or COM341. At least 80% of students will receive a "B" or higher on the final project in COM 212 or COM 310 or COM 324 or COM341.

Results of Outcomes Activity 2008-2009

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	86.3% of the students were able to compare and contrast communication theories as they related to intercultural communication.

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

Analysis and Action Plans:

The communications faculty and the School of Arts and Sciences continue to emphasize the importance of oral and written communication skills across the curriculum. During the 2008-2009 academic year, we met our assessment goal.

The communications environment continues to evolve. We expect that the current generation of students will become increasingly reliant on electronic communication and fear that basic oral and written communication skills will fall by the wayside.

While many of our students are proficient in computer and online technologies, as a professional university, we think we need to continue to concentrate on public speaking and interpersonal communication skills. Our primary challenge is to figure out a way to incorporate electronic and multimedia technologies with basic communication skills and assess accordingly.

We feel strongly that the current writing across the curriculum program needs to be expanded to include oral and multimedia presentation skills. We will pursue an initiative to expand the program with a communicating across the curriculum agenda that emphasizes all forms of communication.

Our assessment goal for next year will include an analysis of how our students incorporate online, interactive and human communication skills in their lives. This will be done in COM 241: Survey of Mass Communication. We will measure student improvement from a final project with the expectations that eighty percent (80%) of students will achieve an 80% or better on this project, as per the grading rubric for mass communications.

BA – English GAR

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 08/09
MAJOR: BA - English

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

Activity Statement:

This year was a busy one for the English department. We focused on evaluating and revising our placement procedures for freshman English courses.

During the 08/09 academic year, the English dept. accomplished the following:

- Housed the English Language and American Culture (ELAC) in the English Department to improve writing instruction for international students
- Hired both a new ELAC director (Dr. Gene Crutsinger, Fall 2008) and a new ESL instructor (Mrs. Sally Kloepfer, Fall 2009)
- Restructured ENG 140 as a 15-week rather than a 10-week course to improve student learning and retention
- Began revising our placement procedures for incoming freshmen to improve student learning and retention; planned diagnostic essays for the first day of all sections of ENG 140 and 141 in order to identify students who may have been placed in the wrong course
- Revised Minimum Course Content Guides for ENG 141 to improve grammar coverage and to shift focus from strategy (rhetorical modes) to central critical thinking and writing skills
- Revised Minimum Course Content Guide for ENG 142 to clarify coverage of literary theory
- Awarded the first annual English Department Essay Prizes to students who wrote the best essays in upper-level courses (Kimberly Prenzlin and Jaime Rhoades)
- Began conducting pedagogical discussions based on Ken Bain's book *What the Best College Teachers Do* (Harvard University Press, 2004)
- Dr. Mary Grennen oversaw the production of two plays (*Blithe Spirit* by Noel Coward and *The Dixie Swim Club* by Jessie Jones, Nicholas Hope, and Jamie Wooten)
- Dr. Vincent Moore took a sabbatical leave during the Spring 2009 term, during which he completed a draft of a novel
- Published two issues of the *TU Review*
- Focused Outcomes Assessment on literature courses, using Literature Rubric
- Focused Outcomes Assessment on Senior Seminar students
- Began an Assessment initiative involving the "Literature in English" Major Field Exam (ETS); four students (one English and three English Education majors) took the exam this spring

- Conducted four Senior Seminars
- Offered summer electives in both the undergrad and grad programs

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

Intended Outcome #1:

Students will demonstrate familiarity with the literary canon by scoring at the national average or better on the Major Field Exam in Literature in English (ETS).

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

Assessment Criteria:

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

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not Met	1 out of 4 students met the goal. 4 Students took the exam. Scores were 123, 141, 143, and 163. Mean score was 142.5. The mean score for all students who took the exam between August 2005 and June 2008 was 155.2.

Intended Outcome #2:

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

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

Assessment Criteria:

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

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	<p>82.6% of assignments (19 out of 23) by English and English Education majors received scores of 3 (80%) or higher on the Literary Theory component of the literature rubric.</p> <p>Note that a number of students in ENG 291 received a score of N/A because the paper assignment did not require students to employ the vocabulary of theory.</p> <p>ENG 290H: 2 English majors; 2 scores of 4 (paper grades 91% and 94.5%)</p> <p>ENG 291: 7 English majors; 1 score of 3 (paper grade 93%); 1 score of 1 (paper grade 70%); 5 N/A</p> <p>ENG 292: 5 English majors; 4 scores of 4 (paper grades 87%, 94%, 98%, and 100%); 1 score of 3 (paper grade 79%)</p> <p>ENG 293: 1 English major; score of 4 (paper grade 90%)</p> <p>ENG 321: 5 English majors; 2 scores of 4 (paper grades 86.5% and 100%); 2 scores of 3 (paper grades 74.5% and 85.5%); 1 score of 2.5 (paper grade 77%)</p> <p>ENG 347: 1 English major; score of 3 (paper grade 88%)</p> <p>ENG 350: 2 English majors; 1 score of 4 (paper grade 100%); 1 score of 3 (paper grade 80%)</p> <p>ENG 360: 3 English majors; 1 score of 3.4 (paper grade 90%); 2 scores of 2.5 (paper grades 80% and 70%)</p> <p>CUL 449: 2 English majors; 1 score of 4 (paper grade 84%); 1 score of 1 (paper grade 50%)</p>

Intended Outcome #4:

Senior Seminar

Assessment Criteria:

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

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met to date	100% of majors who have completed their senior seminar projects have achieved scores of 90% or above. 3 students achieved A grades 1 student was awarded an Incomplete

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

Analysis and Action Plans:

Literary Canon:

One English and three English Education majors took the ETS Major Field Exam, Literature in English, at the end of the Spring 2009 term. Only one student (the English major) scored above the mean score (+3.9%) for students who took the test between August 2005 and June 2008, and three students (English Education majors) scored below that mean (-6.1%, -7.1%, -16.1%). While this result is disappointing, it is not surprising. Three of the four students began work on their degrees before a number of major changes were made to the English and English Education curriculum, the most important of which was the requirement that English and English Education majors complete all four of our survey courses (ENG 291 Brit Lit I, ENG 292 Brit Lit II, ENG 293 American Lit I, and ENG 294 American Lit II). Three of the four students who took the test this year were “grandfathered” under the old curriculum and were only required to take two of our survey courses. Significantly, the student who scored the highest was the student who completed the new curriculum. The department anticipated that the old curriculum would not prepare students very well for the Major Field Exam, and this appears to be the case. Nevertheless, we agreed to begin collecting data from the exam this year in order to track scores over the next several years as a way of evaluating the effectiveness of the new curriculum. Our modest goal at this point is for 75% of our English and English Education majors to achieve scores that match or exceed the national average. Once we have achieved that goal for three years, we will raise our target criterion.

Literary Theory:

The department is pleased overall with the results achieved by English and English Education majors in the area of Literary Theory, and now that we have met our targets for three years, we will raise the bar for AY 09/10. Our new goal will be for 85% of the majors to achieve scores of 80% or better in the application of critical theory. It should be noted that we did not consistently require part-time faculty to submit data this year, so we did not get scores from all freshman English majors who took ENG 142. We did get some data on freshmen, however, because two of the first-year English majors took ENG 290 (Honors Literature) in place of ENG 142. During the 2009-2010 school year, all adjuncts teaching ENG 142 will be asked to meet with the Humanities Program Chair to discuss the Literature Rubric and the data that they will be required to submit. In addition, the department has decided to begin tracking literary theory scores by student name in order to identify larger trends related to individual students' overall academic success and improvement.

Senior Seminar:

Three out of four students who took Senior Seminar this year were the first students at TU to face a special challenge, which was to take the course during the same semester in which they did their Student Teaching (EDA 450). As a result, their schedules were quite busy, and it was not feasible for them to meet together on a regular basis to discuss their Senior Seminar work (pursuant to the 07/08 plan). In addition, faculty in both the English and the Education departments (Lourdes College) were concerned about the workloads of the English Education students, so it was decided that instead of requiring these students to write the lengthy research papers typical in Senior Seminars, faculty would work with students to develop projects and activities that would complement and supplement the work that they were doing in their classrooms. One student was teaching a College Composition Preparatory course for EDA 450, and he read through most of Donovan and McClelland's *Eight Approaches to Teaching Composition* (NCTE), wrote response papers to several chapters, and completed half of the ENG 262 (Editing) syllabus from Fall 2007 (the last time the course was taught). Similarly, a second English Education student worked on editing issues with his supervising professor and brought papers from his class to that professor to discuss and critique. The third English Education student wrote a research paper on satire in preparation for a unit in her classroom and submitted lesson plans on satire, grammar, and poetry to her supervising professor. All three students received grades of A for their work. One student did, however, express a concern about workload equity, so the department will work on developing minimum standards for English Education students taking Senior Seminar during the 09/10 academic year. In addition, when there is more than one English major taking Senior Seminar in a given semester, students will be asked to meet with each other and with all supervising professors on a regular basis to share resources and ideas and to discuss their progress (per the 07/08 plan).

BA – History GAR

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 08/09
MAJOR: BA - History

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

Activity Statement:

- Tweaked critique rubric for writing assignments
- Continued to use writing and presentation rubric
- Added World History as a new course, due to Education degree requirements
- Analysis of expectation differences between majors and non-majors, as per the General Educational Core
- Applied History Grading rubric to non-majors as well as majors
- Began re-evaluation process for Program Plan

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

Intended Outcome #1:

Students will demonstrate the ability to trace historical causation.

Assessment Criteria:

80% of students in HIS 137 would fall within the Good to Exceptional ranges for their essays, according to the content comprehension portion of the History Grading Rubric.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not met	Instead of 80% or better, only 50% of the class achieved the target level. Exceptional – 1 Good – 7 Fair/Adequate – 6 Unacceptable - 1

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

Analysis and Action Plans:

Since historical knowledge constitutes the “tools” by which one interprets the past, it is imperative that students are able to determine the key figures, events, places, and dates of history. Students face several problems when attempting to acquire this information. First, they need to be able to differentiate the important (pivotal) facts from other less critical information included to help form the historical narrative or to provide an example. Second, they need to be familiar enough with the material to work with it comfortably. The first issue is my responsibility. I need to develop a better method of helping students understand why some facts are more important than others. The second problem reflects the ubiquitous challenge of motivating students to read and study the material on their own. I have employed pop quizzes at the beginning of class and periodic questions during class to try to make students more responsible in this regard. The results have been unremarkable. Part of the problem here may be the fact that I am applying this Goal Assessment for History Majors, for the most part, to non-majors. Furthermore, most of them are freshmen who are alternately passive or terrified in their efforts to adjust to the academic expectations of college courses. I have confidence that, as our history major grows, the outcomes will come closer to meeting the expectations. In conclusion, the program assessment plan for History majors needs massive revision for outcomes and assessment criteria, as well as applicable courses.

School of Business
Executive Summary 2008-2009
Prepared by: Dr. Perry Haan, School Dean

The School of Business made substantial progress in assessing outcomes during the 2008-2009 school year. The report is split into three different sections. First is an analysis of what was completed relative to the additional goals set for the School for the 2008-2009 year. Next is a review of the GARs for the School for the 2008-2009 year.

The additional issues below were written to address some of the deficiencies in the School's execution of the current outcomes assessment process. These issues and their outcomes for the 2008-2009 academic year:

1. Creation of a School of Business Outcomes Assessment Committee:

One of the major issues related to the execution of the current OA plan in the School of Business is a lack of buy in and participation by the School members. A committee was formed consisting of the School Dean, member of the Outcome Assessment Committee, Department Chairs, and one member of the School of Business Advisory Committee. Other faculty members were invited to volunteer to work on the committee. This committee is responsible for administering the plan. It is assumed the committee will do and record much of the actual assessment of learning. This will reduce the need to force other faculty members to participate as much in the process.

2. Implementation of AAR Principles:

In the Spring of 2006 the School of Business met for two days to address the question, "What should a Tiffin University business student look like when she/he graduates?" The faculty members decided upon three things they would like graduates to be: Articulate, Analytical and Resourceful (AAR). Thus the following recommendations are built upon trying to measure these three objectives.

3. Nationally Normed Field Tests:

Another area that was addressed during the 2008-2009 school year was the use of nationally normed field tests. This has been cited in recent reports by Association of College and Business School Programs (ACBSP) and the Higher Learning Commission. A total of 51 Tiffin campus BBA students who were in their last semester at Tiffin University completed the Educational Testing Services (ETS) Business Field test in April of 2009. Overall the Tiffin students had a mean score of 145/200 with a standard deviation of 11. The national mean for the 83,323 students who took the test in the U.S. between 2006 and 2008 was 152 with a standard deviation of 14. The Tiffin students' highest scores were on the Information Systems questions and the lowest scores were reported in the areas of Accounting and Economics.

School of Business GAR

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 2008/2009
School of Business

Intended Outcome #1:

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

Assessment Criteria:

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

Results of Outcomes Activity:

<u>2007-2008</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	100% of respondents are working/continuing education, data from class of 2007/2008.

Intended Outcomes 2:

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

Assessment Criteria:

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

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not Met	74%: For both questionnaires overall of a 106 students 79 rated a 4 or higher in preparation for a career. 71%: Senior Questionnaire Results: 54 Students rated a 4 or higher in preparation for a career out of 76 students. 83%: Organizational Management Questionnaire Result: 25 Students rated a 4 or higher in preparation for a career out of 30 students.

Intended Outcome #3:

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

Assessment Criteria:

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

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u> N/A	<u>Data Details</u> An internally generated 30-multiple choice question exam has been administered to test 122 students' knowledge of basic business concepts as they began their first business class (MKT 151) in the Fall of 2008. This same test will be administered to the same students as they complete FIN 301. The test consists of five questions from each of the six classes found in the Business Core. The mean score for the overall test was 14/30 (48%). Students scored highest in Management, successfully answering 54% of the questions. They scored 52% in Marketing and Business Law. The other scores were 47% in Economics, 45% in Accounting and 41% in Finance. Students' knowledge of the subject matter between the first and last business core courses will be compared to determine if significant changes have occurred, including breaking the results down by academic discipline.
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Intended Outcome #4:

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

Assessment Criterion:

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

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u> Not Met	<u>Data Details</u> 86% of SOB students who completed the case study in MGT 495 scored 80% or better on the Capstone Project. The mean for the papers was 3.12/4 with a standard deviation of .48.
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Intended Outcome #5:

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

Assessment Criteria:

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

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u> Met	<u>Data Details</u> A total of 17/23 (74%) of the faculty members engaged in professional activities as defined by the ACBSP criteria in this area.
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Intended Outcome #6:

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

Assessment Criteria:

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

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u> Met	<u>Data Details</u> A total of 21/23 (91%) of all faculty members engaged with students outside of the classroom as defined by the ACBSP criteria in this area.
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Analysis and Action Plans:

Outcomes Assessment #1:

Out of 178 surveys sent, 21 responded for a response rate of 12%, historically the response rate was 18%. To improve the rate, the Career Development Alumni Survey will be conducted via online and through e-mail distribution. The rate of return is expected to increase from internet usage by alumni. Additionally, we will implement exit interviews next year for all graduating students so that we can gather more accurate data and contact information.

Outcomes Assessment #2:

The School of Business will continue to assess the relevance of the education students are receiving to their preparation for a career. The School will continue to examine specific areas that need to be improved to increase the percentage of those who see their education as doing a good job of preparing them for work and/or graduate school. Recent emphasis of internships will hopefully improve this area. Also the School's Advisory Committee is constantly asked about the relevance of the curriculum to the jobs that each of the committee's members is familiar.

Outcomes Assessment #3:

The test will again be administered to first year students in the MKT 151 in the Fall of 2009. The results of the fall 2008 test will be compared for statistically significant differences with the same students' scores on the same test when they complete FIN 301 in their senior year.

Also during the 2009-2010 year a second group of first year students will be given the same case to review but instead of writing a paper they will have 30 minutes to prepare a 10-minute presentation to a group of two faculty members and one member of the School of Business Advisory Committee. The faculty members will have a rubric to assess each student's ability to analyze the case, be resourceful in their potential and chosen solutions and their ability to articulate their thoughts through their presentation.

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

Outcomes Assessment #4:

As noted in the Results of Outcomes Activity above less than the targeted 90% of students earned the 80% or "B" goal. This is slightly better than 83% of the students who scored 80% or better last year and exactly the same as the 30/35 (86%) who scored at this level two years ago. These difference are not statistically significant ($p=.05$). Based on a qualitative analysis of the results it appears that students' writing skills and analysis of the problems presented in the case appeared to continue be the major problems.

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

Another point of emphasis during the 2009-2010 year is analytical skills. A concerted effort is being made by the faculty is to add more case studies and other analytical thinking exercises to the classroom to shore up this deficiency.

Outcomes Assessment #5:

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

Outcomes Assessment #6:

This may be one of the stronger points of the School. Almost the entire faculty reported some sort of engagement in activities with students outside of the classroom. This is part of the culture at Tiffin University. Faculty will continue to be encouraged to engage with students in these activities.

Other Actions:

The faculty will discuss the results of the MFT provided by ETS and determine how best to use the results to improve our programs. It was decided to continue the undergraduate MFT on an every other year basis. The pilot of the online MFT for the MBA program did not go as well as planned. We will attempt to re-do that exam this year and then review its results at that time. We are also planning on using the MFT for associate business program for our associate degrees in spring 2010.

The faculty will continue to look for ways to include AAR principles within courses and SOB activities as well as look for ways to better measure these skill areas.

Master of Business Administration GAR

**OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 08/09
MAJOR: Master of Business Administration**

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

Activity Statement:

Outcome #1:

One of the analytical competency goals identified by the School of Business for the MBA program was the ability to perform quantitative and qualitative analysis. MBA graduates need to be able to identify and apply statistical tools to solve quantitative problems and make decisions based on the information they generate. The activity described here forces the students to apply the concepts learned in the class to a practical problem they might face in the work force. They are required to choose the correct statistical tool, collect the data they need to make the decision. Then they are asked to analyze the data and explain the recommendations they would make based on this information.

Outcome #2:

Online course was moved to new course delivery platform which has dictated the use of a single course shell and therefore more consistency in content and delivery in online sections. Course will be updated to new text Summer of 2009 by Lead faculty in cooperation with full-time and regular adjunct faculty. Videos are being introduced in online and seated environment.

Intended Outcome #7:

A slightly different instrument was used for students to analyze their emotional intelligence goals (because of changes the publisher made to the instrument). Instructions for analyzing the results, developing a plan and writing the paper were extensively revised to make the assignment more meaningful for students. The grading rubric was also extensively revised to reflect the changes in the instrument and instructions.

Outcome #8:

New cases and articles were chosen for use in MGT522 to reflect changes/innovations in the field.

Outcome #10:

MGT 623 Legal and Ethical Issues in Management students were assigned a case analysis paper in which they were required to analyze; the relevant facts, laws relied upon by the majority and dissent in deciding the case, the application of laws in deciding the holding of the case, and to identify any ethical issues presented by the case. In addition, the students were asked to analyze the ethical issues they identified within the framework of the ethical theories presented in class.

Outcome #11:

The second class of MBA students with a leadership concentration graduated in May 2009. Courses were reviewed and project guidelines were simplified for students.

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

Intended Outcome #1:

Analytical Competency Goal - Quantitative Analysis: (Goal) Students will develop critical analysis skills by applying them to a practical statistics case study. Students will recognize the problem faced by a company that requires the use of an inferential statistical tool. Students will analyze the resources available to potentially solve the problem presented. Students will then choose the appropriate statistical tool to solve the problem and communicate these skills through a paper. Course(s) involved: MAT 513: Statistical Methods for Managers

Assessment Criteria:

Eighty percent (80%) of the students will achieve an overall score of 3.0 or better on the assignment using a rubric specific to the purpose.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	In the MAT 513 class taught in Bucharest, Romania in July of 2008, 16 out of 18 (89%) of the students in the class earned a B or better (3.0) on the assignment.

Intended Outcome #2:

Resourcefulness Mastery Goal – Global Awareness/Responsiveness: (Goal) Students will correctly recognize, interpret and plan for the challenges of conducting business in an environment that: is increasingly divided along the lines of digital, educational and economic resources; is culturally diverse and politically charged; is experiencing eroding sovereignty and merging markets; is building more fully interdependent economies; and, is made up of members that include governments, NGO's, INGO's, and TNC's. Course involved: CIT514.

Assessment Criteria:

The global element will be added to the assessment rubric for a selected assignment in the above course. Ninety percent (90%) of the students will earn 80% or more of the points assigned to this dimension.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	93.3% of the students scored 80% or more of the points awarded for this dimension of the course. Data was collected in the online section in the Summer and Fall. Data was collected in the seated section on Tiffin Campus in the Fall and in the seated section in Romania in the Spring.

Intended Outcome #7:

Resourceful Mastery Goal – Self Awareness

(Goal) Students will assess and analyze their own emotional intelligence competencies and create a plan for developing those competencies as they relate to their career and life goals. Course involved: MGT511: Individual and Teamwork

Assessment Criteria:

Ninety percent of students will achieve a grade of “B” or better on the course paper related to this goal.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not Met	Only 74% of 77 students achieved a “B” or better on the Self-Development Paper.

Intended Outcome #8:

Resourceful Competency Goal – Ethics, Diversity Appreciation and Sound Information Consumerism

(Goal) Students will critically analyze current issues in Human Resources Management with respect to how these issues affect every manager as well as how Human Resource activities can be created to add organizational value and deliver results. Course involved: MGT522: Management of Human Resources.

Assessment Criteria:

Ninety percent (90%) of students will achieve a grade of “B” or better on the case analysis papers within the course.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u> Not Met	<u>Data Details</u> Only 65% of 40 students achieved a B or better on the case analysis paper.
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Intended Outcome 10:

Students should be able to analyze a case from a legal, as well as an ethical standpoint, utilizing relevant law and ethical theories.

Assessment Criteria:

The standard is that Eighty percent (80%) of the students in each section of MGT 623 will achieve a grade of “B” or better on the paper.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u> Met	<u>Data Details</u> The standard was met as during the Fall Semester 21/21 (100%) of the students in MGT 623 Section 90, 16/16 (100%) of the students in MGT 623 Section 91, and 24/24 (100%) of the students in MGT 623 Section 90 during the Spring Semester met the standard of “B” or better on the assigned analysis paper. As required, the students were able to identify and analyze the relevant facts of the case, as well as identify and analyze the relevant laws used by the majority and minority in reaching their decisions in the case. In addition, within the framework of the ethical theories presented in class, the students successfully identified and analyzed the ethical issues presented in the case
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Intended Outcome #11:

Ability to define personal leadership style and necessary development areas impacting career success.

Assessment Criteria:

90% of the case analysis will achieve a “B” or higher.

Results of Outcomes Activity:

2008-2009	<u>Met/Not Met</u> Not Met	<u>Data Details</u> <i>Total = 23 of 36 student papers assessed = 63%</i> <i>MGT531 02 Kennedy-Mowery – no response</i> <i>MGT531 90 Jaskolka – no response</i> <i>MGT531 91 Mays, D. (14 of 18)</i> <i>Spring 2009:</i> <i>MGT531 70 Shafer SP - 09 (9 of 18)</i>
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Section Three: Describe analysis of assessment data and action plans for upcoming academic year.

Intended Outcome #1:

The students appeared to enjoy the assignment and saw it as a practical application of the material learned in the class. Interestingly while they were encouraged to use Excel or SPSS software (and had learned how to use SPSS in class) to analyze the data, several of them did the assignment by hand. The students were also required to do a brief oral presentation of their project and submit a written paper that explained their research and statistical analysis processes in much more detail. One of the interesting aspects of the students in Bucharest is that they as a group seem to perform much better in quantitative classes than MBA students in the US. This is probably a function of the emphasis on the quantitative skills in Romanian schools and also a reflection of the students in the MBA program in Bucharest. The group that was assessed included a medical doctor and an attorney. This is typical of the students who are in the Bucharest program. On the other hand the two students who did not achieve a 3.0 on the assignment struggled in the class.

The overall high level of achievement in the class indicates that students learned and were able to apply the information from the class. As noted above however due to the advanced quantitative skills of the students in the classes in Bucharest it may suggest that in the future a more challenging assignment may be appropriate, at least for the students in Bucharest. On the other hand the two struggling students had a very difficult time with this assignment and a more advanced assignment could cause even more problems for them.

Intended Outcome #2:

The use of this assessment activity will be re-evaluated after course is updated and matched to new text. The students are regularly surprised at the inclusion of globalization issues in an MIS course, however, the feedback from the students indicates that they developed competencies and increased awareness through the inclusion of the material. Additionally, the high number of international students in the seated Tiffin classes and the Romanian students added personal experience and understandings to the discussion.

Intended Outcome #7:

The standard may be too high, given that this is one of the first courses in the MBA program. Also, many of the papers that achieved less than a B did so because of writing problems (grammar, spelling, style, organization, etc.) rather than because of content problems. Faculty will review the standard to determine whether an adjustment needs to be made. In addition, the instructions and grading rubric for the assignment will be reviewed to determine whether they can be clarified.

Intended Outcome #8:

In many cases, the lower grades on the papers were due to writing problems (grammar, spelling, style, organization, etc.) rather than content problems. Faculty will review the assessment criterion as well as the instructions and grading rubric for the assignment to determine whether they can be further refined.

Intended Outcome #11:

Analysis and Action Plans:

For the third time in a row, the class in Romania fell well below expectations. Plans for improvement include providing audio instructions for the online classes in 09-10.

MBA – Leadership GAR

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 08/09
MAJOR: MBA - Leadership

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

Activity Statement:

The second class of MBA students with a leadership concentration graduated in May 2009. Courses were reviewed and project guidelines were simplified for students.

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

Intended Outcome #1:

Ability to define personal leadership style and necessary development areas impacting career success.

Assessment Criteria:

Analysis of student's performance in Leadership & Influence (MGT 531) on the written "Individual Development" assignment which uses a component of the Strength Deployment Inventory and additional self-assessments. The course instructor's grades on the assignment are used as the outcome measure. 80% of the students will achieve a "B" or better.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not Met	Total = 23 of 36 student papers assessed = 63% MGT531-02 Kennedy-Mowery – no response MGT531-90 Jaskolka – no response MGT531-91 Mays, D. (14 of 18) Spring 2009: MGT531-70 Shafer SP - 09 (9 of 18)

Intended Outcome 2:

Students will demonstrate the ability to create a professional business prospectus which will articulate the need and resulting consequences of implementing recommendations to improve a measurable component of a company.

Assessment Criteria:

A minimum of 90% of the presentations in MGT620 will receive a minimum of 176 out of a possible 200 (88%) on the Change Action Project using the course grading scale.

Results of Outcomes Activity:

2008-2009	<u>Met/Not Met</u> Met	<u>Data Details</u> MGT620 SP 09 – Tiell) 100% of the students received 88% or higher on the change action project
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Intended Outcomes 3:

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

Assessment Criteria:

A minimum of 90% of the Change Action Project presentations in MGT620 will receive an above average on both the Vision Category of the Kentucky Leadership Grid Vision and the Acceptance category of the CAP Idea Evaluation.

Results of Outcomes Activity:

2007-2008	<u>Met/Not Met</u> Met	<u>Data Details</u> (MGT620-90 Sp 08: Tiell) - 100 % of the groups received an above average or excellent on both the vision and the acceptance components on the evaluation form completed by outside appraisers.
2008-2009	Met	(MGT620-90 Sp 09: Tiell) - 100 % of the groups received an above average or excellent on both the vision and the acceptance components on the evaluation form completed by outside appraisers.

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

Analysis and Action Plans:

For the third time in a row, the class in Romania fell well below expectations. Plans for improvement include providing audio instructions for the online classes in 09-10.

BBA – Accounting GAR

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

Section One:

Activity Statement:

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

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

Section Two:

Intended Outcome #1:

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

Assessment Criteria:

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

Intended Outcome #2:

Accounting graduates can complete a comprehensive accounting information system project.

Assessment Criteria:

A minimum of 85% of students in ACC 300 will achieve an 80% on an accounting system simulation. A manual grading process will compare the student answer with the correct answer and allocate points throughout the solution process as indicated on the answer key.

Intended Outcome #3:

Accounting graduates can complete a comprehensive individual income tax return.

Assessment Criteria:

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

Intended Outcome #4:

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

Assessment Criteria:

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

Intended Outcome #5:

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

Assessment Criteria:

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

Results of Outcomes Activity:

<u>2008-2009</u> Outcome 1	Met	88.6% (26 of 29) of the students earned an 80% or better on the class presentation using the evaluation rubric. The average grade was 85.2%
Outcome 2	Met	100% of the students earned an 80% or better. The class average was 85%.
Outcome 3	Met	90% of the students earned an 80% or better. The class average was 94%.

Outcome 4	Not met	73.4% of students received 80% or better on the test, counting each individual test separately. For ACC 313 it was 67.74% and for ACC 314 it was 82.0%. These numbers are calculated by counting how many students got 80% or higher, adding across all tests and then dividing by total number of student-tests.
Outcome 5	Met	Sheila Spradlin a Senior Vice-President for 5/3 rd Bank and representatives from Becker Review spoke. Jerry Weininger of Old Fort Banking Company and Carol McDannell talked to the Intermediate Accounting classes. An attendance record was maintained.

Section Three:

Analysis and Action Plans:

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

We will also try to bring more speakers to campus so students have a better understanding of careers in accounting. The School of Business is combining student business organizations into one club. The club will meet and plans are to have a speaker at each meeting. The individual organizations, i.e. accounting club, will then have a breakout session to discuss relevant information to accounting. This should facilitate a wider base of business exposure to our students.

Another area for our study is incorporating more practical assignments into upper division courses. We are currently evaluating different types of practice sets for Accounting for Information Systems to implement this area.

BBA – Computer Information Technology GAR

**OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 08/09
MAJOR: BBA - Computer Information Technology**

Section One:

Activity Statement:

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

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

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

Section Two:

Intended Outcomes/Assessment Criteria

Intended Outcomes 1:

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

Assessment Criteria:

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

Results of Outcomes Activity:

2008-2009	Met	81.8% of CIT105/111 students scored 75% or better on the final in class assignment
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Intended Outcomes 2:

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

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

Assessment Criteria:

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

Results of Outcomes Activity:

2008-2009	Met	85% of students scored a B or better on final case study
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Intended Outcomes 3:

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

Assessment Criteria:

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

Results of Outcomes Activity:

2008-2009:	Met	83% of students scored 80% or better on the final research project
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Intended Outcomes 4:

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

Assessment Criteria:

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

Results of Outcomes Activity:

2008-2009	Met	87% of students earned an 80% or better on final project
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Section Three:

Analysis and Action Plans:

Plan of Action – Intended Outcomes #1:

Continue using assessment in CIT 105/111. Plans are in place to use an ETS for the assessment criteria for AY 2009/2010. We will also include some customized questions as well.

Plan of Action – Intended Outcomes # 2:

Continue using assessment in CIT 212.

Plan of Action – Intended Outcomes # 3:

Continue using assessment in CIT 312.

Plan of Action – Intended Outcomes #4:

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

BBA - Finance GAR

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

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

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

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

Intended Outcome 1:

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

Assessment Criteria:

At least 50% all Finance course exams and term papers will require the use of financial analysis quantitative techniques.

Results of Outcomes Activity:

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

Intended Outcome 2:

Student will develop an understanding of how financial markets work

Assessment Criteria:

80% of students will have “B” or better on the final examination involving computation of market equilibrium solution questions.

Results of Outcomes Activity:

2008-2009	<u>Met/Not Met</u> Not Met	<u>Data Details</u> FIN314 Risk and Risk Management: Results: 7 of 11 (64%) of students received “B” or better on the final examination quantitative measures involving market equilibrium
	Met	FIN421-Investments.10 students of students 12 students received (83%) received “B” or better on the final examination quantitative measures

Intended Outcome 3:

Student will develop an understanding of how business and investors measures and manages the tradeoff between risk and return

Assessment Criteria:

80% or more students in FIN 314 will achieve a score of “B” or better on the final examination.
80% of students in FIN 421 will achieve a “B” or better on their managed portfolio paper.

Results of Outcomes Activity:

2008-2009	<u>Met/Not Met</u> Met	<u>Data Details</u> FIN314 Risk and Risk Management: Results: 7 of 11 (64%) of students received “B” or better on the final examination quantitative measures involving market equilibrium
	Met	FIN421-Investments.10 students of students 12 students received (83%) received “B” or better on the final examination quantitative measures

Intended Outcome 4:

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

Assessment Criteria:

One of the exams administered in Law 212 Business Law II will focus on the students understanding of negotiable instruments with a standard that 80% of the students will earn a grade of 70% (C) or better on the exam.

Results of Outcomes Activity:

2008-2009	<u>Met/Not Met</u> Met	<u>Data Details</u> LAW212-97% of the students, (33 out of 34) enrolled in LAW212 Business Law II Section 01 in the Spring 2009 semester earned a grade of 70% (C) or better on the negotiable instruments exam administered during the Semester.
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Section Three: Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

While some of the criteria were met two specific areas were not. Less than the targeted number of students received a “B” or better on the final examination quantitative measures involving market equilibrium. In the future alternative ways to explain this concept and have students show their competence in this area will be sought. Generally students continue to struggle with quantitative concepts in the finance curriculum as well as across other disciplines in and outside of business. A renewed attempt will be made to improve the quantitative skills of students.

BBA – Management – Human Resources Management Concentration GAR

OFFICE OF ASSESSMENT AND ACCREDITATION

GOAL ASSESSMENT REPORT: AY 08/09

MAJOR: BBA – Management - Human Resources Management Concentration

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

Activity Statement:

A new faculty member with expertise in human resources was added to the program. An online course shell for MGT317 was developed for the first time. For AY 2009-2010, a textbook will be added to MGT367, which had previously utilized only a workbook and articles. All courses have been continuously reviewed and incremental improvements made.

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

Intended Outcome #1:

Students will demonstrate proficiency with technical knowledge of the Human Resources Management profession

Assessment Criteria:

80% of the final homework assignment in MGT 319 will achieve a “B” or better and 80% of final home work assignment and 90% of the simulations in MGT 367 will achieve a grade of “B” or higher.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	94% of 34 students earned a B or better on the final homework assignment in MGT319;
	Met	100% of 14 students earned a B or better on the final homework assignment and on the simulation in MGT367.

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

Analysis and Action Plans:

Faculty decided to use Intended Outcome #1 this year because it is more reflective of the outcomes of our HR concentration students. In the past few years, we have focused on Intended Outcome #2, which assesses MGT351. MGT351 is taken by many non-concentration students whereas MGT319 and MGT367 are taken mostly by HR concentration students.

Because this outcome seems to have been easily met, we will focus on a different outcome for the coming academic year.

BBA – Management – International Business Concentration GAR

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 08/09
MAJOR: BBA – Management - International Business Concentration

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

Activity Statement:

The senior level International Management course is designed around cases involving the use and understanding of materials related to other cultures in the decision process. Students complete a series of twelve cases in which the best ten are selected for performance measure and the follow-up assessment review.

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

Intended Outcome #1:

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

Assessment Criteria:

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

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
Fall 2008	Met	88.2%: 30/34 Students at standard over 10 case grade average.
Spring 2009	Met	100%: 12/12 Students at standard over 10 case grades average.

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

Analysis and Action Plans:

While the process is working as we expected, the series of case will be changed for next year. This will eliminate the opportunity of 'reproducing' prior year case analyses.

BBA – Management – Managerial Studies Concentration GAR

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 08/09
MAJOR: BBA – Management - Managerial Studies Concentration

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

Activity Statement:

MGT 201 textbook: A meeting of Management Department faculty was held in April 2009 to discuss the choice of a common text for MGT 201 Management of Organizations. The merits and drawbacks of the currently used text were discussed in the meeting. Since there was no agreement as to the selection of a “better” common course text for the next academic year, it was decided to let each Management faculty select their own text.

MGT 404 exams: MGT 404 Organization Theory is a heavily group and case centered course. In Spring 2009 when the course was taught, two individual case exams were introduced, a mid-term and a final case exam. The individual case exams were intended to get a better idea of the case skills of the students which would otherwise not be measured in the group-assigned cases. The results of the final case exam were used in Section Two measures.

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

Intended Outcome #1:

Students will demonstrate the ability to resolve unstructured problems.

Assessment Criteria:

MGT404 - 90% of case analysis papers will achieve a “C” or better based on the grading rubric.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	100% of 36 student final case papers received a C or better

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

Analysis and Action Plans:

Although MGT 404 Spring 09 met the intended outcome, the instructor in future sections of this course plans to spend more class time on unstructured problem solving. He plans to carefully examine at least one case for the sole purpose of helping students see alternative formulations of an unstructured problem. He also plans a class “module” in which he will discuss unstructured problem solving.

BBA – Organizational Management GAR

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

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

Activity Statement:

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

- Added grading rubrics references and Outcome Assessment assignments to all courses.
- Reviewed and selected new editions of textbooks and new textbooks.
- Re-wrote courses to reflect current business trends.
- Designated Writing Intensive courses.
- Quality recruitment of new instructors
- On-going training of adjunct faculty; initial training for new adjunct faculty.
- Student Advising
- Guidance for on-line and seated adjunct faculty.
- Designation of Program Chair for the Organizational Management Major and Lead Instructors for all courses.

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

Intended Outcome #1:

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

Assessment Criteria:

70% of the students will receive a “B” or better on the summary paper.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	CIT 312 – Result met: 91.3% of adult learners obtaining a “B” or better on the final paper/project. MGT 467 – Result met: 98% of adult learners obtained a “B” or higher on their project.

Intended Outcome #2:

Adult learners will demonstrate the ability to demonstrate verbal communication of ideas and information in a group environment.

Assessment Criteria:

70% of the students will receive a “B” or better on the presentation.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u> Met	<u>Data Details</u> MGT 467 – Results met: 75.8% of adult learners obtained a “B” or higher better on their oral presentation.
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Intended Outcome #6:

Adult learners will demonstrate the ability strategically analyze.

Assessment Criteria:

MGT 467: 70% of the students will receive a “B” or better on the final project report.

Results of Outcomes Activity:

<u>2008-2008</u>	<u>Met/Not Met</u> Met	<u>Data Details</u> MGT 467 – Result met: 71.2% of adult learners obtained a “B” or higher on their project.
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Section Three: Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

We will continue to assess the above courses CIT 312 and MGT 468 (formerly MGT 467) outcomes each time taught at each location. Throughout the year, we receive evaluations of the course from the instructors. These evaluations will be reviewed for revisions and edits to the course's content as necessary.

The intended outcome #4: Adult learners will demonstrate the ability to work effectively in groups and as individuals will be assessed in the 2009-2010 academic year. The final paper for MGT 361 and the final project for MGT 468 will be assessed using the summary paper analysis rubric for MGT 361 and the final project analysis rubric for MGT 468. The assessment criteria will be that 70% of adult learners will obtain a "B" or higher on the summary paper for MGT 361 and the final project for MGT 468. Additionally, MGT 301 will be added to intended outcome #2: Adult learners will demonstrate the ability to communicate effectively, both orally and in the written form. MGT 468 is currently used to assess the outcome and will continue to be assessed through use of the analysis rubric for the final project. MGT 361 will be assessed through use of the analysis rubric for the summary paper.

We are incorporating the rubrics into the adult learner and facilitating guides. This provides consistency of expectations and feedback for adult learners.

We are in the process of developing a written document for instructors on how to use the rubrics and calculate point value. This document will be shared with instructors at the July, 2008 Degree Completion Program Retreat.

BBA – Sports & Recreation Management GAR

**OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 08/09
MAJOR: Sports & Recreation Management**

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

Activity Statement:

The faculty approved three concentrations for the Sports and Recreation Management major this year to assist students in identifying a career path in a very diverse industry. The concentrations include: 1) Sports Administration (primarily for coaches and athletic directors); 2) Sports Marketing (for jobs in professional sports, sports marketing firms, or agencies), and; 3) Recreation and Tourism (for jobs in municipal or private recreation sectors). The major continues to attract speakers which are highly respected in the field. Students were offered the opportunity to attend two career fairs and a session with the president of the Cleveland Cavaliers. This was all the first year for the sports management club which raised over \$600 for the agency account through activities with a co-ed volleyball tournament and with TU volleyball game day work.

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

Intended Outcomes 1:

Graduates will meet the strategic objectives and directions of the Tiffin University School of Business by demonstrating foundational managerial knowledge in the context of sport.

Assessment Criteria:

A minimum of 70% of students in MGT 160 will receive an average grade of “B” or higher on assignments dealing with a foundational management topic as applied to sport such as budgeting, fundraising, risk assessment, decision making, governance, marketing, or sponsorship.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u> Met	<u>Data Details</u> MGT160 : 83% of students (SP09 Tiell)
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Intended Outcomes 2:

Graduates will demonstrate competency in effectively resolving unstructured problems and critically analyzing cases in the context of sport and recreation management.

Assessment Criteria:

A minimum of 80 % of students in LAW 260 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:

<u>2008-2009</u>	<u>Met/Not Met</u> Met	<u>Data Details</u> Law 260: 94% of students received a B or better (SP09 Santoro) MGT360 82% of students averaged a B or better on cases (FL08 Millar)
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Intended Outcomes 3:

Graduates will demonstrate comprehension of requirements for planning, designing, and operating sport 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:

<u>2008-2009</u>	<u>Met/Not Met</u> Met	<u>Data Details</u> MGT325: 100% of students (Fall 08 – Allen)
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Intended Outcomes 4:

Graduates will demonstrate a broadened knowledge of career opportunities and qualifications for employment in the sport and recreation field.

Assessment Criteria:

A minimum of 80% of the students in MGT 160 and 90% of the students in MGT 475 will receive a grade of “B” or higher on the professional development plan (part of the port folio assignment for MGT475).

Results of Outcomes Activity:

2008-2009	<u>Met/Not Met</u> Met	<u>Data Details</u> MGT 160: 88% of students (Sp 09 – Tiell) - Y MGT 475: 95% of students (Fall08 – Tiell) - N
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Intended Outcomes 6:

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

Assessment Criteria:

- (a) A minimum of 90% of students in MGT 475 will achieve an above average or outstanding rating from the intern supervisor on question number 6 of the Sports & Recreation Management Evaluation form assessing the overall performance of the student intern.
- (b) A minimum of 90% of students in MGT475 will achieve an above average or excellent rating from an industry specialist on the Sports & Recreation Academic Advisory Committee on the overall evaluation of the portfolio.

Results of Outcomes Activity:

2008-2009	<u>Met/Not Met</u> Met	<u>Data Details</u> MGT475(a): 100% (FL08 Tiell) MGT475(b): 100% (FL08 Tiell)
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Section Three: Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

The undergraduate sports and recreation program achieved each and every goal in 2008-2009, but the classes and advising activities will continue to be monitored and improved to help achieve the best student experience in an ever-increasing effort to assist in the marketability of our graduates for careers in the industry. No action plans were necessary.

School of Criminal Justice and Social Sciences
Executive Summary 2008-2009
Prepared by: Dr. Timothy A. Shaw, School Dean

The current year was one of growth and overcoming significant change by the faculty. The School of Criminal Justice and Social Sciences (SCJSS) had a change of leadership during the fall semester of the academic year. Although this didn't directly affect the students in the SCJSS, it was due to the adaptability of the faculty to continue the educational process for our students. The professionalism demonstrated by the faculty was of the highest quality and this also requires some sacrifices by the faculty.

The SCJSS was able to establish new programs within the SCJSS to include Addictions Counseling certification, Cyber-Defense and Information Security degree program, and a Paralegal Studies Program. The Addictions Counseling and Cyber-Defense and Information Security degree programs have or will begin in the fall of 2009. The Paralegal Studies Program is being finalized and will be presented to the Higher Learning Commission for their approval in the near future.

The assessment and evaluation process has been, for the most part, accepted by the faculty as a necessary part of measuring student learning and effective teaching. While we still need to improve in some areas, the Goal Assessment Reports have begun to help identify those areas for improvement or that may be a concern. I am pleased that faculty is looking at ways to improve our Outcomes Assessments process to improve the curriculum for our SCJSS, and the assessment of student learning has added an additional and helpful dimension to the continuous quality improvement of the programs within the CJSS School. This year was the first year the SCJSS utilized the ETS Major Field Test (MFT) as a standardized assessment and outside benchmark tool. The internship program and its assessment continues to be an essential connection to the missions of TU and SCJSS and remains an essential component for the practical application of student learning gained in the classroom.

Some goals for AY 2009-2010 is to develop assessment tools that will cover the core criminal justices courses and address the majors and concentrations within the SCJSS. While the MFT is a good tool and can provide some outside benchmarking we have some very unique programs, which will require additional specialized measurement of student learning. This process will need to look at the preparation of students for careers or continued advanced study at the graduate level. Additional specialized knowledge areas will need to be assessed both quantitatively and qualitatively. Additional assessments should include utilization of peer and faculty panels that evaluate student learning. The upcoming academic year of 2009-10 will require a rewrite of the current CJSS School assessment plan to update the targets of developing specialized and multi-method assessment of the school's majors and concentrations. The Master of Criminal Justice Core program assessment plan was also re-written in the past school year, and current work is being done to update the plans on the specialized assessment programs for each unique concentration within the graduate program. The goal is to have these plans firmly in place for the upcoming school year with ongoing measurement to resume then.

School of Criminal Justice & Social Sciences GAR

**OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 08/09
School of Criminal Justice & Social Sciences**

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

Activity Statement:

The current year represents a year of transition for the School of Criminal Justice and Social Sciences (SCJSS). The SCJSS went through a transition of deans in the middle of the fall semester. While this may have disrupted the SCJSS, the professional faculty and staff continued to perform in an outstanding manner and any bumps in the road were minor to the students. Outcomes processes will continue to play a crucial role in the development and modification of educational strategies and program development in an effort to maximize the school's mission for providing critical educational and specialized job skills for both future educational and professional experiences. Across the school content analysis of AY 2008-2009 outcome data reveals students are indeed obtaining detailed expert professional knowledge and skills for their respected educational and professional areas. Writing skills also remain a critical area for instructional focus and educational performance improvement. The SCJSS is continuing to combine the writing skills with the critical thinking skills to enhance the students' skills in the specialized job sets. Curriculum adjustments around writing and ethical decision-making have reflected this focus and is showing student learning gains as a result of this increased emphasis. Also as the result of Action Plans from last year's report we have conducted a lot of outreach to possible businesses and agencies for more internship opportunities. Because of the success of our outreach we now have established internships with the United States Secret Service and the Target Corporation in addition to other numerous sites.

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

Intended Outcomes 1:

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

Assessment Criteria:

The purpose of the Advisory Board is to:

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

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not Met	The School of Criminal Justice and Social Sciences Advisory Board has been discontinued.

Intended Outcome #2:

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

Assessment Criteria:

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

Results of Outcome Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	91% of all internship grades were rated 90% or better by site supervisors. Of 57 completed internships, 56 received a grade of above average (A or B) from site supervisors.
	Not assessed.	Data not retrieved on final papers.

Intended Outcomes 3:

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

Assessment Criteria:

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

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
Fall 2008	Met	11 visitors met with students Three visitors/sets of visitors met with students in fall, 08. Visitors represented the following majors: NASIC: GNS: LE/HST
Spring 2009	Met	Eight visitors/sets of visitors met with students in spring 09. Visitors represented the following majors: GNS, CJ, LE, HST, COR, FP
	Met (estimate only).	Attendance not surveyed at year's end, but overall participation appeared widespread with much satisfaction among students and faculty was reported.

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

Analysis and Action Plans:

During the past couple of years new outcomes goals and assessment strategies were developed and implemented by faculty with data collected at the education delivery level. This year we utilized the Educational Testing Services' Standardized Major Field Test (MFT) for the first time for criminal justice and psychology majors.

The results from the MFT in 2009 will serve as a baseline for SCJSS in the future. A total of 21 students took the Criminal Justice MFT Exam (which represents less than 50% of the SCJSS enrollment targeted for assessment). Subsequent assessments shall try to obtain larger samples. The MFT mean score for the Criminal Justice MFT exam was 147, while the mean score for outside comparison school samples who took this MFT was 154. In looking at the seven criminal justice domains measured--the exam content reflecting the core Criminal Justice courses were the highest amongst our students. One of the core areas, Research and Statistics, ranked with 45% of the comparison institutions falling below the scores of our SCJSS students. The

Psychology 2008-09 GAR report discusses initial data from its psychology field exam, noting that 30% of the comparison schools scored at or below the mean for TU SCJSS students.

As current outcomes from this test are used as a baseline, the results will continue to be reviewed to determine how the SCJSS programs are ranking with other institutions. Decisions will be made in regards to judgment on the success of current MFT endeavors and the need to utilize this test on a yearly basis or bi-yearly bases.

As part of the ongoing assessment process, we intend to continue to explore the development of additional assessment tools and processes to determine the success of student learning and program goals across core criminal justices courses and the majors or concentrations within the SCJSS. The SCJSS has very unique majors; while the MFT is a good tool provided by an outside testing entity, the MFT alone will not be a complete or a true measure of this school's curriculum.

Next year's goal is to develop an assessment tool for the core Criminal Justice courses relating to all of our SCJSS majors as well as one targeted specifically to each specialized concentration. We are considering the development of a two-tiered assessment process that would measure and allow comparison of the outcomes from two distinct periods in a student's progress toward graduation. This assessment process will continue, through several methods, to look at the process of preparing our students for careers or graduate school after their undergraduate experience. We will also continue to rely on the internships in which our students participate as an essential part of the assessment process. The internship program and its assessment is an essential connection to the professional mission of this School and University and is essential for the practical application of student learning gained in the classroom. These internships have in the past indicated a sound level of success from the vantage point of internship instructors, faculty, and students. We will consider whether development of tools which would allow additional follow-up measurement post graduation may be useful.

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

Work also continues on the assessment plans for all of our master's degree programs and concentrations. Data will be collected based on the plans and included in next year's report.

BA – Psychology GAR

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 08/09
MAJOR: BA - Psychology

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

Activity Statement:

Student learning, which was assessed in AY 2007-08, resulted in some trends and targeted plans of actions. Other areas requiring plans of actions include continued measurement of student learning related to major content areas, and measurement of cultural competence. Follow-up is listed below.

Plan of Actions Established in AY 2007-2008 with Follow-up from AY 2008-09:

- Follow-up: It was decided to continue assessing ethical decision making. A follow-up partial assessment occurred as planned in performance in the ethical area overall continued to improve.
- Follow-up: For AY 2008-09, it was decided use the Psychology Paired Concepts instrument to assess student learning in major concepts areas. A follow-up assessment occurred as planned and is discussed in this report.
- Follow-up: Also discussed in last year's report is the continued goal related to cultural competence. A culture related class is now also required for all psychology majors. The continued use of the California Brief Multicultural Competence Scale (CBMC) was decided. This survey was re-administered for AY 2008-09. Results are discussed in this report.
- Follow-up: the Educational Testing Service (ETS) standardized major field exam for Psychology has been discussed in the past as a likely tool for a student learning assessment. This test was given to a sample of graduating seniors in April 2009.

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

Intended Outcome #1:

Broadly based knowledge of modern

- e. ethical issues and practices

Assessment Criteria:

Assessment Criteria for Outcome A1e:

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

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

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	Three completed forms from site supervisors for AY 08-09 internships have been received with consistency of ratings between student and site supervisors. Students had the tendency to rate themselves lower than the site supervisor. Student were rated 100% of the time 3 or better on ethical practices criteria.

Intended Outcome #2:

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

Assessment Criteria:

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

Target: Student responses will be measured for a sample of students taking Psychology courses in 2008-2009 and across class standing were compared to prior faculty ratings. Senior rating samples will correlate with faculty ratings.

Method 2:

Target: A sample of Senior Psychology majors will be assessed utilizing the ETS Psychology major field exam. In 2008-09, since this is the first administration, only a baseline measurement will be obtained.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
Method 1	Partially Met	For 2008-09 –There was some consistent and linear correlation between mean student mean ratings of concept from junior to senior year. ($r = .664$). Senior responses on the survey were significantly correlated with faculty responses $r = .739$, but at a lesser rate than 2007-08 ($r = .828$). Table 1 in <i>Appendix</i> presents graph of mean comparisons based on class rank. All correlation results for 2007-08 Paired Concepts are presented in Table 2 in <i>Appendix</i> .

Intended Outcome 4:

Multicultural awareness, tolerance, and competence.

Assessment Criteria:

Method 1:

A baseline result on the BA-PSY- Cultural Competence Measure was obtained in 2006-07 and 2007-09. Additional Students in Psychology courses took the California Brief Multicultural Competence Scale (CBMC) in 2008-2009. This was repeated with a small sample size to compare data over a longer time period.

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

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
Method 1	Met	<p>Students (N =11) in Psychology courses took the test measure of the California Brief Multicultural Competence Scale (CBMC) (Gamst, Dana, Der-Karabetian, Aragon, Arellano, Morrow & Martenson, 1994).</p> <p><i>Target was met, with psychology students taking the CBMC being normed for comparison scores. Overall the student sample scored in the 78th percentile, indicating a moderate level of cultural competence as compared to established professionals, and increase as compared to the 60th percentile obtained last year. The lowest scores occurred again on the Awareness of Cultural Barriers subscale (57th percentile), which also occurred in 2007-2008.</i></p>

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

Analysis and Action Plans:

Although it appears some targeted goals for outcomes were achieved in AY 08-09, some weaknesses were still noted. Student measurement of cultural competence was again within moderate ranges, and did rise from last year as targeted by increasing coursework requirements in the cultural area. Increases in overall student percentile scores should continue as a goal. Also since the lowest scores occurred once again on the *Awareness of Cultural Barriers* subscale, a discussion will need to occur as to how and whether this area can increased within the context of the program.

Measurements of senior level students appeared to be achieving increased content knowledge (as measured by correlations to a faculty response baselines). Ethical decision making appears to holding its improvement as a student learning area.

The Educational Testing Service (ETS) Psychology major field exam was administered (n =7) in April 2009. This exam measured the following content areas:

- 1.) Memory and Thinking
- 2.) Sensory and Physiology
- 3.) Developmental
- 4.) Clinical and Abnormal
- 5.) Social
- 6.) Measurement and Methodology

The strength of student learning appears in the *Clinical and Abnormal* area with mean percent correct of 67. The weakest area is in the *Sensory and Physiology* area with mean percent score of

33. Overall, 30% of comparison schools scored at or at lower mean. But because of the low N size and the first year of administration prudence of interpretation should be used.

Re-administration of the exam should be utilized over a longer period of time to determine meaningful trends that could be fed back into the program. The concentration areas continued to need assessment, and the ETS tool may be able to be modified with additional questions to achieve both the measurement of learning in the overall major and the specialty areas.

It is uncertain whether core faculty instability contributed to weaknesses noted, but increased faculty stability (with an incoming PhD hire) should provide a foundation in which to expand on the strengths of the program, while continued assessment and targeting of the program's weaknesses

Appendix

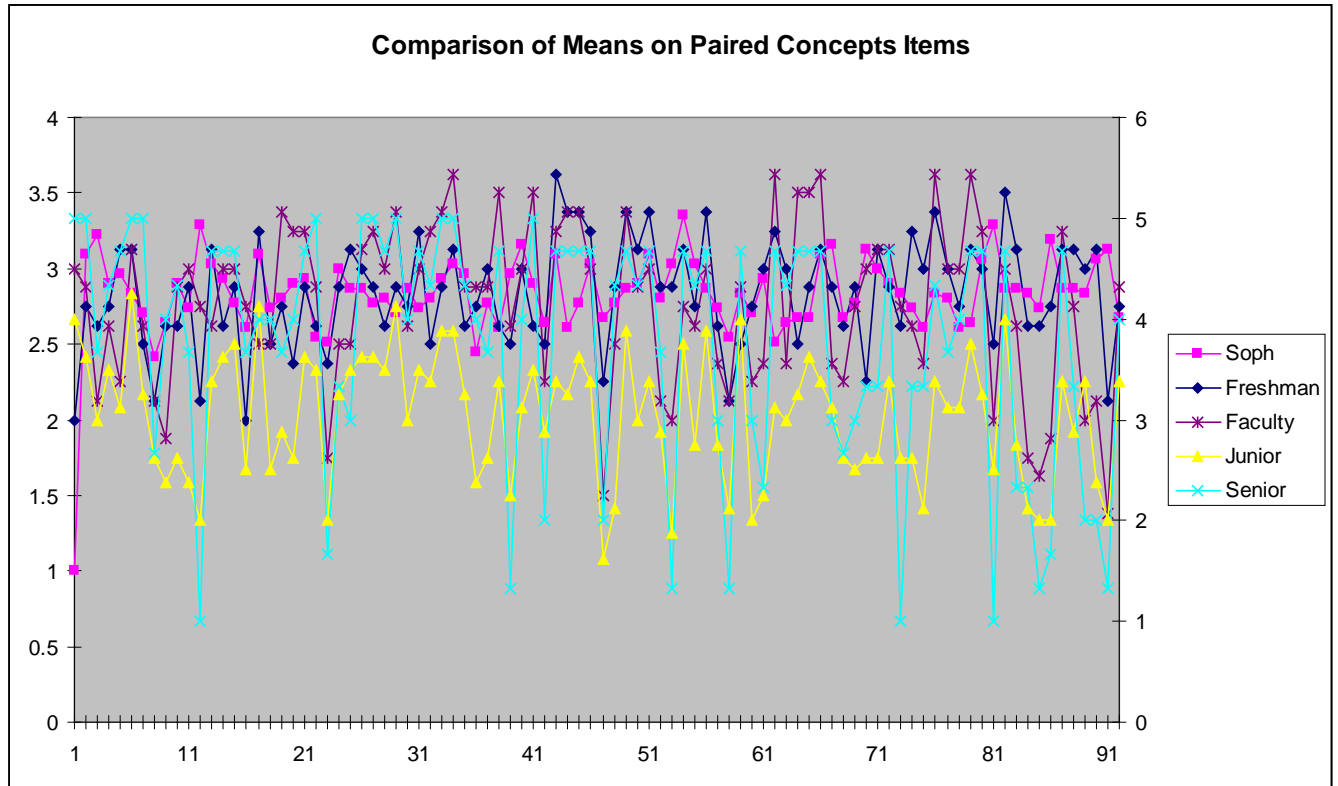


Table 1: Student and Faculty Item Means on Paired Concept Test 2008-09

Correlations

		FreshMeans	SophMeans	JrMeans	SeniorMeans	FacultyMeans
FreshMeans	Pearson Correlation	1	.170	-.038	.097	.044
	Sig. (2-tailed)		.108	.719	.359	.677
	N	91	91	91	91	91
SophMeans	Pearson Correlation	.170	1	.408**	.492**	.459**
	Sig. (2-tailed)	.108		.000	.000	.000
	N	91	91	91	91	91
JrMeans	Pearson Correlation	-.038	.408**	1	.664**	.661**
	Sig. (2-tailed)	.719	.000		.000	.000
	N	91	91	91	91	91
SeniorMeans	Pearson Correlation	.097	.492**	.664**	1	.739**
	Sig. (2-tailed)	.359	.000	.000		.000
	N	91	91	91	91	91
FacultyMeans	Pearson Correlation	.044	.459**	.661**	.739**	1
	Sig. (2-tailed)	.677	.000	.000	.000	
	N	91	91	91	91	91

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

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

BCJ – Corrections GAR

**OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 08-09
MAJOR: BCJ - CORRECTIONS**

Section One:

Activity Statement:

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

Section Two:

Intended Outcome #1:

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

Assessment Criteria:

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

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met or Not Met</u>	<u>Data Details</u>
	Met	100% of students received an 80% or higher. 87% average

Intended Outcome #2:

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

Assessment Criteria:

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

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met or Not Met</u>	<u>Data Details</u>
	Met	100% of students received an 80% or higher. 97% average

Intended Outcome #3:

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

Assessment Criteria:

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

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met</u>	<u>Data Details</u>
	Met	100% of students received an 80% or higher. 90% average

Section Three:

Analysis and Action Plans:

The written assignment update in spring 2008 in COR220 (Correctional Thought & Practice) that incorporated the fifth main Correctional theory continued to be a useful for assessing the learning of students in this major. This assignment allowed students to see the foundations upon which governments base their correctional policy and to critically analyze the value of each theory. Class discussions confirmed the value of these papers, as students expressed an increased familiarity with the theories and a favorable reaction to the assignment.

Incorporating the topics of mission, organizational culture, organizational communication, legal foundation, and systemic overviews of justice agencies into the curriculum of COR230 (Agency Management) allowed students to understand the dynamics of managing an organization through both a theoretical and practical lens. This assignment was successful again this year and will continue to be utilized in COR230 (Agency Management).

The PAP was not revised in AY08/09 because of administrative circumstances.

The Corrections curriculum will be reviewed during AY09/10. Goals associated with this revised curriculum will be instituted in AY 10/11.

BCJ – Forensic Psychology GAR

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 08/09
MAJOR: BCJ - Forensic Psychology

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

Activity Statement:

During the AY 2008-2009 many things were done to encourage continued improvement toward students' ability to conduct empirical research (Intended Outcome # 1). The grading rubric for research papers was further revised to make the requirements more explicit for students. Students in all classes where research was conducted were required to follow the revised rubric. Students are starting to become more familiar with the demands of the Institutional Review Board and are given information about it in every class where research is required. Students were instructed completely in the origin, meaning, operation, and requirements of the IRB. Students were given a strict timeline in which to create their research topic, and how to write it up for submission to the IRB for approval.

The student final project was an area of personal and professional interest. The topic had to be approved first by the professor, and then by the IRB. The final project was to represent the culmination/capstone for all topics covered in the class.

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

Research skills can also be improved by exposing students to research that others are doing. As such, undergraduate students in SCS 300 and FOR 460 were encouraged to attend and participate in master's theses proposal and final defenses by Forensic Psychology graduate students in the MSCJ. As there were many graduated students doing theses, there were several opportunities for undergraduates to attend proposals and defenses. Finally, students were encouraged to present their research at conferences. During the 2008-2009, 25 undergraduate students presented the research they had done in SCS 300 and FOR 460 at the Ohio Council of Criminal Justice Education Research conference. This opportunity gave them experience communicating research findings to a diverse audience. Further, it afforded them the opportunity to critically evaluate other research projects from different disciplines. Students were also encouraged to submit their research for outstanding student paper as OCCJE awards cash/plaques for outstanding papers at

the undergraduate and graduate level. Papers were received by OCCJE from criminal justice students from all over Ohio. Two Tiffin University undergraduates in the CJ300 class did win the outstanding student paper competition.

Section Two:

Intended Outcome #1:

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

Assessment Criteria:

Students will be able to construct research (design) that would empirically answer a current legal issue (prepare a research proposal based on a legal question, to empirically answer this question). 80% of students to do this for their final research project in SCS 300, and FOR 460, and earn a “B” or better on this project.

Results of Outcomes Activity:

2008-2009	<u>Met/Not Met</u> Met	<u>Data Details</u> 90% of the students received a B or better
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Intended Outcome 2:

Understand the psychological impact of crime and violence on victims

Assessment Criteria:

80% of students in the FOR 105, and FOR 460 classes to receive a “B” (85%) or better on the final exam.

Results of Outcomes Activity:

2008-2009	<u>Met/Not Met</u>	<u>Data Details</u>
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Intended Outcome 5:

Diagnose mental disorders and understand different approaches to treatment by constructing ITPs.

Assessment Criteria:

80% of students to be able to correctly complete a set ITPs (final project) at a grade of “B” or better in PSY 362 and COR 430.

Results of Outcomes Activity:

2008-2009	<u>Met/Not Met</u> Met	<u>Data Details</u> 90% of students received a B or better on the ITP project in FOR 430. Not measured in PSY 362.
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Section Three: Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

There were different results obtained from the FOR 460 (Psychology and Law) data compared to the outcomes attained for SCS 300 (Research Design). Student research projects from Psychology and Law were overwhelmingly superior to those in the Research Design class. One explanation for this is that SCS 300 is a prerequisite for FOR 460. Consequently, students in Psychology and Law have previous experience conducting research and writing up reports. Every year there are some exceptions to this with students who take the two courses concurrently. Research concepts and skills are difficult for students to master. This report clearly shows that students benefit from increased exposure to and experience with this material. It also needs to be noted that SCS 300 is a requirement for several majors throughout the University for BCJ as well as BA degrees. As such, SCS 300, as currently used, is not an accurate measure to gauge this specific learning objective for Forensic Psychology students.

The report also shows that the measured success in achieving the objective varies with different instructors. Close adherence to minimum course content guides (MCCG) are important for continuity in meeting objectives in SCS 300.

Based on this analysis, the following recommendations are made in AY 08/09 for use in AY 09/10:

- (1) When examining this outcome measure, only the data for students majoring in Forensic Psychology rather than the class as a whole should be used.
- (2) Reinforce the use of SCS 300 as a prerequisite to FOR 460. Advisors need to stress to their advisees that SCS 300 needs to be taken during the junior year. Since this course is now offered during both the fall and spring semesters, this should be easier for students to accomplish.
- (3) Revise this specific objective with an emphasis on measuring student improvement between the SCS 300 and FOR 460 classes. This can, in part, be accomplished by tracking the performance of students in FOR 460 and comparing the quality of their work

done in that course to the coursework done for SCS 300. Students can also do this by incorporating research projects and preparing for research conferences during the summer. There are often opportunities for students to then present their research from SCS 300 at conferences held in the early Fall (one example being the Midwest Criminal Justice Association (MCJA) meeting).

- (4) Increase communication between all professors teaching sections of SCS 300 so that closer adherence to MCCGs is maintained each semester regardless of who teaches the course.

BCJ – Forensic Science GAR

**OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 08/09
MAJOR: BCJ - Forensic Science**

Section One:

Activity Statement:

Our Forensic Science major is in its fourth year. It is a partnership major with Heidelberg College. The Criminal Justice courses are taught at Tiffin University and the science/lab courses are taught at Heidelberg. We did experience a significant number of failures (50% D or F) in both Biology and Chemistry for our freshmen students in the second year of the program and after analyzing these failures we implemented changes to help those students. As part of our research, we identified three areas for remediation. First, many of our students were having a difficult time with the math in Chemistry 101. Second, students in the major needed an advisor/mentor to identify student academic problems before they became terminal. Third, we found that our forensic science majors were in the upper level biology course competing with biology majors.

We have therefore instituted a series of changes that should help our students be more successful in the program. First, incoming freshmen students must pass MAT 174 to be allowed to enter the Chemistry 101 at Heidelberg. This should provide our students with the math skills to be successful in college chemistry. Second, we have assigned faculty mentors from our math and criminal justice departments to oversee the academic progress of forensic science majors. Working in conjunction with the mentors are supplemental instructors who have taken the course and then tutor the students at mandatory study sessions each week. Third, we have changed the forensic science intro biology course requirement from the biology for biology majors to the biology for non-biology majors. This course is now taught on Tiffin campus by Tiffin faculty.

Section Two:

Intended Outcomes 1:

Graduates will demonstrate the ability to understand and resolve the legal and ethical issues surrounding the use of forensic data in criminal investigations and trials.

Assessment Criteria:

85% of students will earn a grade of 85% or higher on the final exam in JUS 361.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	89% of the students received a final course grade of 85% or better.

Intended Outcomes 2:

Graduates will be able to demonstrate knowledge of chemical makeup of substances presented in class.

Assessment Criteria:

75% of students will earn a “C” or better on the final exam in CHM 111, 112, 201, 305, & 404.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not Met	72% passed the courses with a “C” or better.

Intended Outcome 3:

Enhance student understanding of the criminal justice system.

Assessment Criteria:

85% of the students will pass the final exam in JUS 110, JUS 201, and JUS 202 with a “B” (85%) or better

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not Met	68% of our students received a final exam grade of 85% or better.

Intended Outcome 4:

Graduates will demonstrate a working knowledge of how evidence is processed for use the courtroom.

Assessment Criteria: 85% of students will earn a grade of 85% or higher on the final in ENF 460.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	100% of the students earned an 85% in the class.

Section Three:

Analysis and Action Plans:

In AY 2009/2010, we will refine the outcomes for the Forensic Science majors and continue to enhance the use of faculty mentors from our math and criminal justice departments.

We believe the use of final class scores from the Chemistry Courses to be an accurate indicator of student learning because these courses are taught at Heidelberg University, and so the performance of TU students by necessity includes an objective component because they are graded along with Heidelberg University students in the same class. We will plan to assess learning by the use of Intended Outcome #5 from the Forensic Science PAP, which raises the expectation of the students from achieving a “C” to a “B” in the course.

Other Assessment Criteria will continue to be used, while the effectiveness of those criteria is enhanced through the increased development and use of rubrics to ensure consistency of measurement.

BCJ – Government & National Security GAR

<p>OFFICE OF ASSESSMENT AND ACCREDITATION GOAL ASSESSMENT REPORT: AY 08/09 MAJOR: BCJ - Government and National Security</p>

Section One:

Activity Statement:

The Department selected the spring offering of POL 205 (The Presidency) to assess the intended outcome listed below. This builds on the previous use of POL 205 for AY 2007/08 and POL 411 for AY 06/07. POL 205 analyzes policies, crises, and decision-making of the presidency as well as foundational coverage of the institution of the office. Students learn policies, political context, and the applicability of the various instruments of national power related to the presidency in the decision-making during each of the Presidential Administrations. POL 205 is an every year, intermediate-level course that feeds into the upper level courses in the GNS major and provides the foundation skills that are required for the senior-level analysis, and encompasses a wide variety of subjects in preparation for the other required classes in the major.

The course was structured in such as way as to provide both the classic political-science overview of the office of the Presidency but also the particular approach to National Security decision-making that is the focus of the GS major. Each student selected a president on who to focus his/her research and analysis and each aspect of the course was then addressed by the student in terms of the personality, policies, and administrative approaches of the selected President.

The analyzing assignments included a collaborative exercise requiring interaction among the students, an individual examination, and a writing and research assignment. Students briefed, and submitted in writing, specific analysis on how they would see their selected President applying the policies, political context, and appropriate instruments of national power to be used against current problems and crises in national security.

Section Two:

Intended Outcome 1:

Students will understand the structure of the Presidency as a branch of government, the historical context for current international security threats that face the United States at home and abroad, and how the Presidents had used the tools of state power to protect the vital interests of America at home and abroad.

Assessment Criteria:

85 percent of all students will receive a grade of 80 percent or better on the final test or exercise.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u> Met	<u>Data Details</u> 85% of the students in POL 205 participated in each academic activity and satisfactorily completed the projects, with a grade of 80 percent or higher. Students were able to provide substantial information and advice using scholarly literature, official government resources and current news sources such as the <i>NYTimes</i> . Individual students' briefs showed a mastery of the topic beyond the mid-level range, based on grades for the written assignment, as well as completion of oral presentations. 80 percent of the students achieved a satisfactory grade of 80 percent or higher on the assignments and final examination.
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Section Three: Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

As in the previous year, specific events within the curriculum for POL 205 (The Presidency) were used for assessing the learning of students in this major. This class continues to be taken by a small, mid-level class of highly motivated students. These students demonstrated an interest in the subject matter, especially as they began to grasp the organizational, personal, and political challenges faced by different Presidents through history. The success rate of these students, as reflected in the text of this GAR, demonstrates the interest, commitment, and learning. Over the course of the semester, most students grew to perform in the A to low B range in their weekly problems and analysis assignments. This trend was especially seen in the context of various collaborative exercises, where stronger students helped those who were initially struggling with the assignments.

Use of this course, as an intermediate-level course selected more by students intending to major or minor in the field, is still believed to be appropriate as one of the milestones used in measuring the effectiveness of learning within the GNS major. The Intended Outcome for the assessment of this course requires an understanding and use of concepts, politics, and leadership which were introduced in the introductory courses of POL 101 and POL 151, as well as the development of these skills in preparation for the advanced coursework yet to come.

We will explore the use of an externally-developed test, such as the Annual Practice Exam for the Foreign Service (available for a small fee from the State Department), or another of its kind, as an assessment tool to be used at the junior/senior level. This examination is cross-disciplinary in many aspects, but focuses on the extent to which the applicant has developed both the technical knowledge as well as the critical thinking and analysis skills necessary to work in the field of national and international security.

Finally, as the GNS program continues to mature, and increasing focus is put on the quality of scholarly writing necessary for the Senior Seminar (POL 491), we will consider having the final papers for that course evaluated by a faculty panel as well as by the individual professor teaching the course. This will provide another benchmark for assessing the learning which has taken place over the entire career of the student.

BCJ – Homeland Security & Terrorism GAR

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 08/09
MAJOR: BCJ – Homeland Security & Terrorism Major

Section One:

Activity Statement:

One of the problems identified by the Department was to ensure ENF 345, ENF 343, and JUS 215 courses and learning objectives are properly de-conflicted and integrated. These classes were taught so JUS 215 concentrated on legal principals and directives related to terrorism and homeland security. ENF 343 built on these principals and directives by discussing the different weapons terrorist might employ. ENF 343 showed the student how they should deal with identifying, neutralizing, and the likelihood of which weapon the terrorist may use. ENF 345 combined the legal principals and directives, along with the various weapons of terrorism and challenges the student to utilize critical thinking to prepare for, respond to and recover from a terrorist incident. This AY, the class ENF 345 was tasked with completing a test of the Emergency Response Plan for Tiffin University, Tiffin Fire and Rescue, Tiffin Police Department and Seneca County Sherriff's Office. To accomplish this, the students developed an active shooter scenario and conducted a live exercise on campus.

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

Intended Outcome #1:

Students will be able to identify factors which influence multi-jurisdictional and emergency responses to domestic and foreign terrorist operations.

Assessment Criteria:

Seventy percent of students will have a "75%" or better grade on final quiz/exam that identifies factors influencing jurisdictional emergency responses to domestic and foreign terrorist operations: JUS 215, ENF 343 and ENF 345.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	ENF 345 100% ENF 343 100% JUS 215 97%

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

Analysis and Action Plans:

In AY 2009/2010, we will continue to stress the importance of how the three key upper-level courses in this major (JUS 215, ENF 343, and ENF 345) integrate the relevant legal principals and directives for the discipline and build upon each other to allow the students to achieve an in-depth understanding of an “all hazards” approach to homeland security. We also intend to incorporate more media training into each of the courses to allow students greater familiarity with how the media impacts the response to an emergency incident.

The students will continue to be tasked with developing and drafting several response plans to increase their awareness with the “all hazards” approach used by homeland security agencies today. The students will continue to be involved in emergency planning of the university and the surrounding communities to maintain a “real world” concept to what they are learning. Additionally, guest speakers will be asked to present topics relating to the classes to also provide the “real world” aspect to the classroom lecture and practical.

The three courses were taught by one instructor, which has improved the University’s ability to achieve the consistency and integration noted above. We recognize, however, that this also risks limiting the exposure of students to other views they may benefit from by having more than one instructor. The continuity of the course has been established during AY 08-09 and a new faculty member has been hired with extensive Emergency Management experience to augment the courses for AY 09-10. Results of the evaluation of the Assessment Criteria will be used to further refine the program.

BCJ – Justice Administration GAR

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 08/09
MAJOR: BCJ - Justice Administration

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

Activity Statement:

The following upgrades were made to the BCJ DCP Justice Administration Major:

- Added grading rubrics references and Outcome Assessment assignments to all courses.
- Reviewed and selected new editions of textbooks and new textbooks.
- Re-wrote courses to reflect current business trends.
- Developed Minimum Course Content Guide for each course.
- Designated Writing Intensive courses.
- Developed ethics course.
- Launched a trial run of the IRB in the JUS 463 course.
- Quality Recruitment of new instructors
- On-going training of adjunct faculty; initial training for new adjunct faculty.
- Student Advising
- Guidance for on-line adjunct faculty.
- Designation of a Program Chair for the Justice Administration Major and Lead Instructors for all courses.
 - Designed and implemented study tips and tools: Including teacher/student resources in the following areas: search engines, educational resources, computer resources, little known facts about the public library system.
 - Designed and implemented optional educational resources for students and instructors: The Cato Institute, Streaming live presentations on blog talk radio
- Outreach strategies:
 - Continued partnership with Elyria Red Cross
 - Michael R. Lewis was guest speaker and attended meetings, as a TU representative.
 - Organized the attendance of six CCC cohorts and two online BCJ students to attend a critical incident management seminar at Lorain Community College in partnership with the Elyria Red Cross. Students that participated and successfully completed 1-day course were awarded a certificate and obtained continued education credits for citizen national security preparedness through FEMA. (April 2008).

- Independent Study Courses
 - Organized through FEMA independent study courses for BCJ students. These courses are / were optional and on a volunteer basis. However, many students have taken advantage of these additional courses. Students are / were awarded a certificate and obtain continued education credits for citizen national security preparedness through FEMA.
- Cleveland Height Police Academy
 - Michael R. Lewis was guest speaker and continues an alliance.

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

Intended Outcome #2:

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

Assessment Criteria:

Seventy percent of adult learners will obtain “B” or higher on the final project/paper

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	FOR 366: 73.6% of adult learners obtained a “B” or higher.
	Met	JUS 463: 100% of adult learner obtained a “B” or higher

Intended Outcome #3:

Adult learners will demonstrate the ability to critically analyze contemporary problems and develop an effective solution.

Assessment Criteria:

Seventy percent of adult learners will obtain a “B” or higher on the case analysis due in week 5.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	JUS 463 – 100% of adult learners obtained a “B” or higher

Intended Outcome #4:

Adult learners will understand and appreciate historical influences on terrorism.

Assessment Criteria:

Seventy percent of adult learners will obtain a “B” or higher on the case analysis due in week 5.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	ENF 312 (formerly POL) –93% of adult learners obtained a “B” or higher

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

Analysis and Action Plans:

We will continue to assess the achievement of Intended Outcomes # 2 and #3 by assessing FOR 366 and JUS 463 each time the courses are taught at each location. Throughout the year, we receive evaluations of the course from the instructors. These evaluations will be reviewed for revisions and edits to the course’s content as necessary.

We will continue to assess Intended Outcome #4. Throughout the year, we receive evaluations of the course from the instructors. These evaluations will be reviewed for revisions and edits to the course’s content as necessary.

We are incorporating the grading rubrics which have been developed into the adult learner and facilitating guides. This provides improved consistency of expectations and feedback for adult learners.

We are in the process of developing a written document for instructors on how to use the rubrics and calculate point value. This document will be shared with instructors at the May 2009 DCP Adjunct Instructor Workshop.

BCJ – Law Enforcement GAR

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 08/09
MAJOR: BCJ - Law Enforcement

Section One:

Activity Statement:

The major activity in the Law Enforcement major in AY08/09 was the implementation of the Major Field Test. The Major Field Test tests the knowledge of majors and compares them nationally with similar programs. A new outcome was added and is located in Intended Outcome #3. This outcome measures the graduate's understanding of criminal investigation through the development of a mini crime scene that incorporates the major aspects of a criminal investigation. The program also hosted a speaker during the year via the Criminal Justice Club. That speaker was the FBI Evidence Response Team.

Section Two:

Intended Outcome # 1:

Law Enforcement graduates will be able to describe the four major features of the law enforcement officer role in American society: law enforcement; order maintenance; service; information gathering. (JUS110 & ENF150)

Assessment Criteria:

In response to essay questions, all students will be able to describe the four major features of the law enforcement officer role in American society: law enforcement; order maintenance; service; information gathering and obtain a score of 90% or higher according to a developed rubric.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met</u> Not Met	<u>Data Details</u> 93% scored 90% or higher. Average Score was 93%.
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Intended Outcome #2:

Graduates will be able to explain the main components of community policing. (ENF 150)

Assessment Criteria:

In response to an essay question, all students will be able to explain the major components of community policing and obtain a score of 90% or higher according to a developed rubric.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met</u> Met	<u>Data Details</u> 100% scored 90% or higher. Average Score was 97%.
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Intended Outcomes 3:

Graduates will create a mini crime scene that incorporates the major elements of a criminal investigation. (ENF239)

Assessment Criteria:

Graduates will obtain a score of 90% or higher according to a developed rubric for the mini crime scene.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met</u> Not Met	<u>Data Details</u> 93% scored 90% or higher. Average score was 91%.
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Intended Outcomes 4:

Graduates will be able to critically evaluate by means of written and oral communication the quality of a major criminal investigation involving crimes against persons, property, technology, and the environment. (ENF 237; ENF 239)

Assessment Criteria:

In both an oral and written presentation, students will be able to critically evaluate the quality of a completed major criminal investigation that is well documented in book and article literature sources using 5 established principles of effective criminal investigation and obtain a score of 90% according to a developed rubric.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met</u> Met	<u>Data Details</u> 100% scored 90% or higher. Average score was 95%.
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Section Three:

Analysis and Action Plans:

With the implementation of the Major Field Test and the mini crime scene component for the AY2008/2009, the program has taken steps to better assess the strengths and weaknesses of the curriculum.

The assessment criteria used for AY 2008/2009 will again be used in 2009/2010, allowing a comparison of results in an effort to identify any trends in learning effectiveness.

Additionally, during AY 2009/2010, the Law Enforcement program intends to develop a series of questions that coincide with the minimum course content guide of the core courses for this major and administer those as a standard examination at the beginning of the freshman year and the end of the senior year. The use of such a test will permit us to develop as pre and post test methodology to determine the effectiveness of our courses in achieving the desired outcomes. Developing and then refining such an examination will be an ongoing process throughout the next several years.

V. Academic Support Programs Assessment

Academic Advising GAR

**OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 08/09
Academic Support Programs: Academic Advising**

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

Activity Statement:

The Academic Advising Program at Tiffin University integrates student responsibility for following the major curriculum chosen by the student with assistance from the faculty adviser regarding the understanding of the academic requirements and appropriate course offerings, along with career information for internships and post graduate planning.

Advising provides the student with an understanding of the bigger picture of degree completion and stresses the importance of student responsibility and strategies for academic performance.

Section Two: Describe which program goals in the Department Program Plan were assessed during the academic year.

Intended Outcomes:

- Form an ad hoc committee for the purpose of identifying means of evaluating the effectiveness of academic advising.
- Work to more evenly distribute advising loads across faculty.
- Implement three tiered advising structure.

Assessment Criteria:

These numbers will be compared from year to year with the anticipation that all will increase.

- number (percentage) of faculty involved in the process
- number (percentage) of students meeting with advisor
- number (percentage) of traditional student registering for the following semesters = retention

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
Ad Hoc committee	Met	A committee of 5 people met to identify methods of evaluating academic advising. (The data will be provided.)
Implement three tiered system	Met	TU now has a defined three tiered method for providing academic advising with freshman seminar making up the first component. Students who are in transition, need additional support or who are undecided have interim/transitional advisors. All students who are in good academic standing and have declared a major are assigned to faculty in that field.
Distribution of advising loads	Met	<p>A concerted effort has been made to evenly distribute advisees across schools/faculty.</p> <ul style="list-style-type: none"> • Information about loads was not gathered or made available in the past so there are no comparisons to prior years. • School Deans generally have lighter advising loads than school faculty • Faculty with other responsibilities and half-time teaching loads usually have fewer advisees. • New faculty is not assigned advisees during their first or second year. • At the school dean's discretion, specialized majors may be assigned to specific faculty members resulting in an uneven distribution of advisees within a school. • The school with the most majors, CJ, also had the fewest number of faculty members for spring 2009. • Information provided is for traditional undergraduates only and does not reflect official university enrollment or retention numbers. • The number of faculty advisors does not include faculty for whom their primary responsibilities are not for students on the Tiffin Campus. • All numbers are for continuing traditional undergraduates and do not include any incoming first-year students. (Adult students who are advised through the Adult Student Services Office are not included.)

		<p>A total of 53 full-time faculty members and one administrator advising more than 650 students. Out of the 650, 127 students who are in transition, on probation, or undecided and advised by three advisors.</p> <p>School of Arts and Sciences 20 faculty including dean 11 of them are advising students in A&S majors 1 advising transitional students (Chinese) 67 students in majors</p> <p>School of Business 19 faculty including dean 19 are advising students 223 students in majors</p> <p>School of Criminal Justice and Social Sciences 14 faculty including dean 14 advising students in majors 1 advising transitional students 235 students in majors</p> <p>Director of Academic Advising also advises students in transition.</p>
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Section Three: Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

- Continue to work with school deans to more evenly distribute the academic advising load across schools and faculty.
- Provide data regarding the effectiveness of academic advising and involvement of faculty.
- Make all advising information readily available to all advisors by way of various drives and websites.
- Continue to visibly and intentionally link academic advising to other career development services and initiatives.
- Develop workshops for new and experienced academic advisors, both faculty and staff, to help keep them current on the changing facets of academic advising.
- Work with the Registrar's Office to provide academic advising and graduation preparation workshops for Tiffin University Students.

Career Development GAR

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 08/09
Academic Support Programs: Career Development

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

Activity Statement:

- Enhanced and sustain an integrated Career Development System through employer and education partnerships.
- Explored with employers and faculty methods to increase utilization of education and training opportunities.
- Promoted internship awareness among faculty and students.
- Implemented mentoring connections to connect students interested in working in a particular field or industry.
- Implemented an online career management system and interview system to create a seamless image for Tiffin Campus and off-site campuses. This will provide employer/student posting and resume search capability, recruiting, and placement options.
- Became a member school of Education Career Exposition.
- Continued with Employer Advisory Board and include employer and faculty/students panel discussion beginning with Fall Semester meeting.
- Collaborated with the Office of Alumni Relations to re-connect alumni to Tiffin University and call the program "TU Connections".
- Provided Job Shadowing opportunities.
- Worked with consortium members to develop employer recruitment strategies.
- Developed an online survey in collaboration with the Alumni Office to collect and report data about alumni.
- Invited employers (current and new) as well as faculty and students to participate in the employer Advisory Board Fall Semester meeting.

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

Intended Outcome #:

Improve recruitment programs to assist students in preparation for chosen careers.

Assessment Criteria:

Increase activities related to recruitment and evaluate the value to both students and employers.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	Implemented an online career management and interview system to create a seamless image for Tiffin Campus and off-site campuses. This has provided employer/student posting and resume search capability, recruiting, and placement options.
	Met	Developed an online survey in collaboration with the Alumni Office to collect and report data about alumni. The survey was implemented by the Institutional Office of Research.
	Met	Worked with consortium members and developed employer recruitment strategies by offering the Collegiate Employ-Net Virtual Career Fair.

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

Analysis and Action Plans:

2009-2010

- Be student-centered, based on learning activities throughout the undergraduate years.
- Enable students and alumni to plan and pursue a strategic career vision.
- Enable students to select and pursue learning activities within and outside of their formal curricula that would enhance the likelihood of achieving personal and professional goals.
- Be initiated and sustained by student involvement, with assistance from many university resources.
- Be available to students in all majors, in both self-help and brief, staff-assisted modes of intervention.
- Use sophisticated technology available via the internet.
- Provide employers with Tiffin University students and alumni who are ready to make effective contributions in the workplace.
- Promote career preparation throughout students' undergraduate educational experiences.
- Continue to work with faculty and deans to increase the number of internship opportunities.
- Benchmark with colleagues from other schools to identify internship criteria and goals from existing internship centers.

- Continue to establish new employer contact relations and cultivate existing connections.
- Create an Internship Newsletter and distribute via e-mail, Dragon News, send to parents, and post to inter and intranet pages.
- Market Tiffin University to global employers to provide international internship opportunities.
- Host student visits of all majors to corporations and organizations with an emphasis on global/study abroad opportunities.
- Develop an internship committee. Committee members will be represented by faculty, staff, and students. The charge of the committee shall include: review of current internship policies and procedures, design new internship concepts, and enhance internship awareness through mentoring connections to students interested in working in a particular field or industry.
- Create an internship brochure unique to each school to provide information and guideline requirements.
- Request for review and implementation of an internship graduation requirement by each school for bachelor degree candidates of all majors.

Study Abroad GAR

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 08/09
MAJOR/DEPARTMENT: Study Abroad

Section One:

Activity Statement:

- Identify new ways of promoting study abroad and internship opportunities (ongoing).
- Revise and enhance the website to attract more attention (ongoing).
- Promote study abroad opportunities to the parents of traditional students (ongoing).
- Mail letters and information material to parents of students who may be eligible to participate in study abroad.
- Identify and promote opportunities for internships abroad.

Section Two:

Intended Outcome #:

- Increase the number of students who participate in study abroad programs to 8 or 10 per year and maintain that rate.
- Increase visibility of the Study Abroad Program.
- Maintain Website.

Assessment Criteria:

- Number of actual participants.
- Attend new student orientations to expose them and their parents to the opportunities.
- Mailed letter to all students on the dean's list.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/NotMet</u>	<u>Data Details</u>
Increase the # of participants	Partially met	Four students studied abroad fall 2008 and two for summer 2008. Five may study abroad Fall 2009.
Maintain website.	Met	http://www.tiffin.edu/academics/programs/abroad/
Increased visibility of the study abroad program.	Met	A new publication and a study abroad presence at all new student orientations and activities fair for current students. Attendance at new student orientations provides an opportunity to speak with the parents. Almost 300 students and their parents attend.

Section Three:

Analysis and Action Plans:

- Identify additional ways of promoting study abroad and internship opportunities.
- Promote study abroad opportunities to the parents of traditional students through mailings.
- Attend New Student Orientations to promote worldwide educational opportunities to new students and their parents.
- Promote study abroad opportunities to graduate students.
- Promote internship opportunities abroad.
- Mail letters and information material to parents of students who may be eligible to participate in study abroad.
- Research additional program locations for studying or internships.

The Learning Center GAR

**OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 08/09
Academic Support Programs: The Learning Center**

Section One:

Activity Statement:

With the increase in usage of the Learning Center during the fall semester, additional support was needed to make appointments, do computer work, file, and report individual use. The Graduate Assistant previously completed this work and was not able to tutor; therefore, we were not able to fulfill all requests for help. In January, an Assistant Director was hired to ease the work load. With this hire, the following guides have been completed:

- Documentation manual for student use showing both APA/MLA styles
- Training manual for new tutors

Specific times of high use were identified so that adequate tutor coverage could be maintained during these times. The Director and the GA visited all Freshman Seminar classes in order to promote the Center and provide information concerning the services offered. We continue to struggle with the ELAC students who utilize the Center; communication using the English language remains a concern. We continue to monitor the success of the Center through feedback from students and faculty.

Section Two:

Intended Outcome:

- Increase the general use of the Center.
- Provide adequate tutoring options during identified prime use times.
- Communicate the requirements of ELAC assignments in order to provide improved services for these students.

Assessment Criteria:

- The Learning Center will realize a general increase of use by 5%.
- The requests for tutors during high use times will be filled.
- ELAC students will demonstrate improved language skills.
- We will determine the satisfaction of the Center by students and faculty.
- At least 75% of the students will reflect favorable responses concerning Learning Center use.
- At least 75% of the faculty will reflect favorable responses concerning Learning Center services.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	There has been an increase of usage by 5%
	Not Met	High usage time has shifted from PM to AM hours
	Met	ELAC students utilizing the Center demonstrate improved writing and communications skills.
	Met	Student satisfaction surveys show a 90-100% approval in all areas.
	Met	Faculty satisfaction surveys show 90-100% approval in all areas.

Section Three:

Analysis and Action Plan:

The Director will meet with the ELAC faculty to better communicate the specific needs and requirements of incoming students. With revisions to the Supplemental Instructor program, additional math support from the Learning Center will be necessary. The employees: The Director, Assistant Director, Graduate Assistant and tutors will continue to promote the Center to increase usage on a yearly basis.

VI: Athletic Division Assessment

OFFICE OF ASSESSMENT AND ACCREDITATION GOAL ASSESSMENT REPORT: AY 08/09 Athletic Division

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

Activity Statement:

- Community engagement analysis: all teams are required to be involved in the community and a system was implemented to analyze the frequency of participation by students and staff.
- Squad Retention analysis: analysis was implemented via new NCAA software to study athletic team retention rates.
- GPA: An overall athletic GPA goal was established with all teams monitoring progress to meet or exceed the goal.
- Academic Tracking System: utilized a web-based software application developed by the NCAA to enable Division II institutions to monitor the academic performance and outcomes of entering cohorts of student-athletes.
- Academic Performance Census: utilized a research initiative that tracks cohorts of student-athletes creating longitudinal records of academic performance, providing TU with the ability to engage in informed discussions regarding initial and continuing eligibility.
- Continued promotion of study tables and the Learning Center to assist academic progress.
- Continued partnership with faculty to form Faculty Sponsor Programs for all teams to improve communications, to stress academic support services, to enhance overall understanding of student-athlete challenges.

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

Intended Outcome:

Improve student-athlete academic achievement.

Assessment Criteria:

Achieve an overall student-athletes GPA of at least 3.0. Squad size on each team will meet institutional standards. Increase athletic team retention. Increase efficiency in monitoring academic performance and maintaining eligibility standards via NCAA software.

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/Not Met</u>	<u>Data Details</u>
GPA goal	Met	Exceeded student athlete GPA goal of 3.00
Squad sizes	Met	All teams met squad size requirements in 2008-09
Retention	Met	Implemented Academic Performance Census from NCAA
Academic Monitoring	Met	Implemented Academic Tracking System from NCAA to monitor

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

Analysis and Action Plans:

- Athletic department fundraising: Organize and administer various fundraising initiatives to help expedite the construction of the athletic indoor recreation center.
- Community engagement analysis: all teams are required to be involved in the community and a system will be implemented to analyze the frequency of participation by students, staff, and community members as well as the frequency of visits to the TU campus.
- Squad Retention analysis: analysis will be implemented to study athletic team retention rates with intention of improving rates.
- GPA: An overall athletic GPA goal will be established and all teams will work to meet or exceed the goal.
- Continue monitoring using NCAA Best Practices initiatives:
 1. Academic Tracking System-a web-based software application developed by the NCAA to enable Division II institutions to monitor the academic performance and outcomes of entering cohorts of student-athletes and submit information to the NCAA.

2. Academic Performance Census-a research initiative that tracks cohorts of student-athletes creating longitudinal records of academic performance. It provides Division II institutions the ability to engage in informed discussions regarding initial and continuing eligibility.

VII: Student Affairs Assessment

OFFICE OF ASSESSMENT AND ACCREDITATION GOAL ASSESSMENT REPORT: AY 08/09 Student Affairs

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

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

In order to meet the needs of the growing international student population, the Office of Student Affairs hired a full-time Director of International Student Services. The Director of International Student Services maintains student status with the U.S. Customs and Immigration Services, assists with immigration (visas), employment, and tax matters, and plans events that insure the international students are fully integrated into the campus community.

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

The following were co-curricular activities sponsored by the Office of Student Activities:

- Search Engines: The Abuses and Misuses of Google
- RAD (Rape Aggression Defense)
- Making Cents: A Session On Financial Matters
- Nutrition 101
- Dream Analysis Workshop
- Healthy Choices
- Trip to “Lights Before Christmas” at the Toledo Zoo
- Stress Free Zone (2)
- The Naked Truth About STDs
- Alcohol Awareness 101
- Make A Blanket workshop
- Celebration of Life week
- Save A Life Tour (drunk driving simulator)
- Good 2 Go: A Safe Spring Break (display with information)
- Trip to the Capital Building
- Trip to the Charles H. Wright Museum of African American History
- Trip to COSI Columbus
- Trip to Painter’s Pottery

- Trip to the Rock and Roll Hall of Fame Museum
- Trip to Mazza Museum at the University of Findlay

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

- Welcome Back Picnic
- Spiritual Life Fair
- Involvement Fair
- Beyond the Wall Poster Sale
- Family Weekend
- Community Trick or Treat
- Late Night Breakfast
- Iron Chef Challenge
- Student Leadership Award Ceremony
- Blizzard of Bucks game show
- Mind Tripping (hypnotic games)
- Mission Improvable
- Saliesh (hypnotist)
- Justice (musical group)
- Alex McHale (comedian)
- Totally Tattoos
- Funny Tees
- Inflatables & Picture This!
- Wax Hands

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

- Winter Leadership Conference
- Little Sibs Weekend (2)
- Battle of the Dorms
- Glow Bowling (monthly)
- Hall programs

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

- International Flag Ceremony
- Moon Festival
- Spring Festival
- International Dinner

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

Independent research was conducted over the past year to assess the effectiveness of Freshmen Weekend, the Alcohol Diversion Program that TU co-facilitates with Tiffin Municipal Court for first-time underage alcohol offenders, and the Tiffin University Emergency Response Plan.

- The Freshman Weekend Survey was conducted by Lisa M. Kirchner, Dean of Students at Tiffin University, and was completed in April 2009. Those who were current freshmen and seniors were asked to participate.
- For the Emergency Response Plan, the plan was assessed and expanded by members of the Student Affairs Division, several faculty members as well as the senior administration. The plan was sent to the campus community. In addition, another independent analysis of the TU plan was completed by four graduate students in the Bowling Green State University Master's in College Student Personnel program as their final project for their Crisis Management in Student Affairs class.
- The study on the Alcohol Diversion Program was conducted by V. Leilani Kupo, doctoral candidate in the Bowling Green State University Higher Education Administration Program.

Findings and Recommendations:

Freshman Weekend:

- N: 90/52 freshman, 28 seniors/28 males, 62 females
- Generally about 150-175 students participate in Freshman Weekend annually
- Students were asked to participate by responding to an electronic survey hosted by Survey Monkey

Findings:

- high levels of agreement that Freshman Weekend is fulfilling the purpose it was designed to accomplish --help students get to know their new environment, reduce their anxiety about college, provide the opportunity to interact with roommates and hall-mates, and to allow students to confirm their decision to attend college
- perceptions held by students at both freshman level and senior year level and from those who participated in and those that did not participate in Freshman Weekend were extremely positive
- of those who participated, 98.3% said they would recommend participation in Freshman Weekend, and of those who did not participate, 85.7% indicated they would recommend participation in the program
- the levels of agreement offered support that the format being followed by the institution is working extremely well for their incoming students

Emergency Response Plan Review

TU performed various live crisis simulations to test the implementation of their plan.

Recommendations:

Planning

- draft a definition of a crisis, so intentions are clearly explained and should also be specific to the institution and its mission
- put a solid communication process in place
- explore having more regular meetings of the crisis team and include others who might not be on the immediate team, but need to respond during crisis
- maintain and update the plan based on the information learned to help responses in the future

Prevention

- create a behavioral response team to help deter an active shooter scenario from taking place

Response

- improve communication tactics
- update the internal notification trees
- regularly review the trees for accurate information
- create a separate document to clearer describe when to deviate from the current notification tree
- create more general guidelines that encompass numerous situations that may occur providing communication guidelines or general instructions on how someone can properly respond

Recovery

- supplement the Emergency Operations Plan with an emergency recovery plan that addresses the immediate and future needs of the students, faculty, and staff , along with the surrounding community
- emphasize the involvement of internal stakeholders and external entities with respect to determining who will make decisions following a crisis and determine to whom those groups report
- develop a more comprehensive communication response plan to crises
- communicate what initiatives the college is taking to ensure that a crisis of this type or severity never happens again
- consider how to balance their staff's wellness, especially the Student Affairs Staff, following a crisis

Learning

- create an outline or structure to review crisis response and recovery, so the best practices from their actions can be repeated

Diversion Program

- N: 8/4 male,4 female/2 freshman,2 sophomores,2 juniors, 2 seniors, 1 graduate student/1 international, 1 from a U.S. Territory, 6 were U.S. citizens
- Individual interviews were designed to describe the participants' experiences and provide insight into what impact, if any, the alcohol diversion process and program had on their alcohol consumption behaviors

Recommendations:

- develop learning outcomes for the alcohol diversion process
- develop learning outcomes for the alcohol diversion program
- create and implement a pre- and post- interview with all students who have been ticketed for underage possession/ consumption and mandated to appear in court
- mandate an exit interview for all participants who successfully complete diversion
- require participants who are granted diversion to meet with a student affairs officer at least two times during their probation period to increase contact, support, and accountability
- integrate more opportunities for personal story sharing of those who have experienced the alcohol diversion program in small groups for Freshman Weekend to increase contact and awareness
- designate a different time period to explain diversion, expunged, and future ramifications on one's criminal, academic, and employment record
- clarify Ohio and City of Tiffin alcohol laws for the visiting and international student population
- clarify what misdemeanor convictions would mean to Visa status and the ability to stay in the country and complete a degree
- maintain relationship between court officers and University officials
- maintain pre-court advising process
- create an evaluation that will focus directly on evaluating various aspects of the alcohol diversion program and the alcohol diversion process
- create an assessment based on the learning outcomes and assess the impact of the alcohol diversion process

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

Freshman Weekend

- administer the survey to current freshmen mid-term of their first semester of college
- have seniors take the survey earlier in the year than April, and that time has yet to be determined
- run the analysis to include perceptions of those involved in athletics and performing arts

Emergency Response Plan

- review the plan by the TU Campus Security Task Force and implemented according to priority and necessity
- changes in the plan itself will be written by the members of the task force based upon their relevant areas of expertise
- recommendations involving the need for more resources, the task force will prioritize and create an implementation strategy and put forth any necessary proposals

Diversion Program

- develop more formal learning outcomes for the alcohol diversion process
- consider formalizing post-interviews with students who are ticketed and required to appear in court
- create opportunities for students who have completed diversion to develop their leadership skills by discussing their experiences
- implement plans to make international students more aware and educated on alcohol and other drug use during the orientation process and throughout the course of the year
- maintain strong relationships developed with various external constituents
- explore ways of expunging the diversion program from the students' records
- develop literature that we can provide for students after the court process has been completed

Other objectives as part of Office of Student Activities action plan for 2009-2010:

- Keep more detailed records of the sponsored activities.
- Develop a thorough and more useful evaluation form for the activities. Make a better attempt at having participants complete this survey.
- Plan more off campus co-curricular trips.
- Update or re-do co-curricular waiver form to eliminate confusion some students have with the form and its name.
- Sponsor activities or events that have not been seen on campus before or within the last 3 years.
- Sponsor activities on different nights to appeal to a wider audience.
- Sponsor a training session at the beginning of the year for student leaders.
- Increase student participation.

The action plan for the Office of Residence Life includes:

- Improve the quality (not quantity) of programs in the residential units.
- Implement a Resident Assistant class for 1st year RAs to supplement training.
- Continue to educate students on cause and effects of their behavior in the residential units to decrease judiciary meetings.
- Increase moral of residential students

The Office of International Student Services plans are:

- Diversify international student body.
- Plan more activities that help unite international students with traditional American students.
- Develop ways to showcase and exchange the cultural differences of the international community.

VIII: New Program Assessment Plans

School of Arts & Sciences – Assessment Plan Master of Education

School Mission Statement

The School of Arts and Sciences (SAS) engages the University's intellectual community in the full richness and depth of the human experience. SAS provides a common, cohesive understanding of the foundations and 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

The Master of Education Program at Tiffin University is an example of a professionally focused graduate program. In the on-line format, the degree places opportunity to further one's knowledge and abilities in the education field, literally and conveniently, at one's fingertips. Easily accessible, professionally prepared, and expertly supervised, this program helps create better teachers.

Marketing/Recruitment Target Statement

The Master of Education provides an alternative approach to continued learning for the educator, offering graduate study in education for those who seek a Graduate Education Degree and renewal of teaching credentials. The program is designed for educators interested in furthering their professional education by continued intellectual growth or satisfying state recertification requirements. The program of study has a core of education courses requiring candidates to demonstrate high standards of academic excellence and competency in written analysis. The focus of the Master of Education Program is to produce graduates who will maintain and revalidate their skills, certificates, and credentials in the field of education. Further, this graduate program will augment and carry on the standards defined by federal regulations of No Child Left Behind legislation and the minimum requirements established for the Highly Qualified Teacher.

Goals of the Program/Corresponding Classes

The goal of the Master of Education Program is to provide educators with educational opportunities that will enhance the understanding and develop the skills necessary to advance in their profession. This is accomplished by:

- providing a master's level educational program that aligns with nationally recognized standards
- addressing current educational challenges, such as teaching effectively in academically, economically, ethnically, and racially diverse classrooms.

- bestowing learners with practical learning tools such as real classroom video and case studies that allow the development of teaching techniques and problem-solving and decision-making skills.

instilling new teaching and training competencies for immediate application in a professional setting.

Students will demonstrate an understanding of the social, cultural, and legal issues that impact education and develop responsive approaches to such issues.	EDU611 - Psychology & Sociology of Learning EDU615 - Ethical & Legal Issues in Education EDU542 - Multicultural Education
Students will demonstrate an understanding of the latest theories regarding learning, curriculum and instruction; to apply theoretical constructs; and to employ curriculum and teaching strategies that promote learning for all students.	EDU 534 Foundations of Education EDU 536 Philosophy of Education EDU613 - Current Issues in Curriculum & Instruction EDU641 - Educational Research EDU643 - Educational Measurements
Students will use a variety of strategies that incorporate the appropriate use of technology and be able to assess the potential of these resources to address personal, lifelong, and educational (workplace) needs.	EDU538 – Information Literacy for Educators EDU548 - Advanced Technology for Teachers EDU617 - Current Practices in Classroom Behavior & Management

Intended Outcomes/Assessment Criteria

Intended Outcome 1:

To demonstrate an understanding of the social, cultural, and legal issues that impact education and develop responsive approaches to such issues. Courses Involved: EDU542, EDU611, EDU613, and EDU641.

Activity Statement: Using critical analysis approach, students will examine works in educational research. In addition to examining and identifying the essential components of research works, students will apply critical theory to evaluate the work in order to make applications to their own further research efforts. Students will hone and demonstrate graduate-level ability in analytic and evaluative skills.

Assessment Criteria:

75% of Masters of Education candidates will complete evaluative critiques earning a score of at least 90%. Using rubrics, the instructor will assess whether students demonstrate the ability to synthesize knowledge appropriate to teaching position and/or certification.

Intended Outcome 2:

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

promote learning for all students. Courses Involved: EDU534, EDU536, EDU542, EDU611, EDU613, EDU641 and EDU643.

Activity Statement: Students will review and compile data pertaining to educational theory and practice and create a chronologically sequenced project representing major educational benchmarks. Student activity will reflect a coherent, useful synthesis of knowledge by demonstrating familiarity with and knowledge of the educational theories, constructs, and strategies.

Assessment Criteria:

75% of Masters of Education candidates will complete an educational chronology activity with scores of at least 90%.

Intended Outcome 3:

To use a variety of strategies that incorporate the appropriate use of technology and be able to assess the potential of these resources to address personal, lifelong, and educational (workplace) needs. Courses Involved: EDU538, EDU613, EDU617, and EDU630.

Activity Statement: Students will create a class presentation to be used additionally as an individual professional development tool. The presentation will make use of a variety of technologies appropriate for the online platform and will reflect student knowledge through a synthesis of learning practices and behaviors.

Assessment Criteria:

75% of Masters of Education candidates will complete an online class presentation using multi-media formats with scores of at least 90%.

Updated: July 2009

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

Program Rationale / Purpose Statement

The Arts Administration curriculum is designed to provide the diverse skills and competencies appropriate to the business of music and art. Increased economic uncertainty in private and public sectors has resulted in a growing need for skilled individuals who can work effectively in multiple roles and with both artists and business people. For years arts organizations have been flooded with knowledgeable individuals with extensive training in the fine and performing arts, but a minimum amount of training in more broadly marketable entrepreneurial skills. Tiffin University, with its century of training business professionals, is able to offer a program that is unique in the region: an interdisciplinary arts administration program that balances training in the arts with a diverse business and communication curriculum.

Marketing / Recruitment Target Statement

Students with an interest in art or music, but also sensitive to the economic reality of today's society, can work towards a degree that is flexible enough in content and focus to incorporate artistic skills and sensibilities with sound business and communication skills and practices.

Goals of the Program / Corresponding Classes

Develop the students' ability to synthesize and apply ideas through practical applications in a professional setting.	SAS 470 – Internship
Prepare students to function effectively within for-profit and non-profit arts organizations and institutions.	SAS 465 – Managing the Arts

Intended Outcomes / Assessment Criteria

Intended Outcomes 1:

Develop the students' ability to synthesize and apply ideas through practical applications in a professional setting.

Assessment Criteria:

Assessment: a paper for SAS 470 in which students' synthesize ideas from the core courses and discuss the application of those ideas in their internship experience. 80% of majors will be proficient

Intended Outcomes 2:

Prepare students to function effectively within for-profit and non-profit arts organizations and institutions.

Assessment Criteria:

Assessment: a paper in SAS 465 in which students' synthesize ideas from the core courses and discuss the application of those ideas in the arts industry. 80% of majors will be proficient

See: Assessment Plans: BA –Arts Admin Major - Music Industry Concentration

See: Assessment Plans: BA –Arts Admin Major - Visual Arts Concentration

School of Arts & Sciences – Assessment Plan

BA – Communications Major—Electronic Media Concentration

School Of Arts and Sciences Mission Statement

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

The Bachelor of Arts degree in Communications offers students a thorough grounding in communication theory, practice and ethics along with practical knowledge and skills for majors interested in electronic media. Three complimentary interests drive the degree program:

1. To offer communication curricula that is aligned with Tiffin University's mission of offering professional education.
2. To offer major and minor concentrations that give students the professional and technical skills they need for employment opportunities across different communication fields.
3. To develop solid oral, written and electronic communication skills for its majors and students taking communications courses to fulfill university requirements.

Market / Recruitment Target Statement

The communications program seeks to recruit students who want to major in one of the three areas of communication offered at Tiffin while receiving a comprehensive general education in a small university environment. As a professionally focused major, the faculty strives to link communication theory with practice so students will be prepared to enter the field with the knowledge and skills to be successful. The strength of the program is in its ability to offer students individual attention in an atmosphere where they can interact, grow and develop as communicators in a close-knit and dynamic educational community.

Goals of the Program / Corresponding Classes

Students will understand and demonstrate acceptable writing skills appropriate to communicating effectively for electronic media organizations.	COM 218 – News Writing COM 235 – Sport Writing for Marketing and Promotions COM 329 – Writing and Producing for the Electronic Media ENG 262 – Editing
Students will understand and demonstrate acceptable digital and graphic design techniques.	COM 204 – Visual Communication, Graphics and Presentational Strategies

Intended Outcomes / Assessment Criteria

Intended Outcome 1:

Students will understand and demonstrate acceptable writing skills appropriate to communicating effectively for electronic media organizations.

Assessment Criteria:

Students will develop their writing skills for their electronic media foundation courses in COM 218 or COM 235 or COM 329 or ENG 262. This will be demonstrated by 80% of students achieving a “B” or higher on their final project in COM 218 or COM 235 or COM 329 or ENG 262.

Intended Outcome 2:

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

Assessment Criteria:

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

School of Arts and Sciences – Assessment Plan

BA – General Science Major – Behavioral Science Concentration

School Mission Statement

The School of Arts and Sciences (SAS) engages the University's intellectual community in the full richness and depth of the human experience. SAS provides a common, cohesive understanding of the foundations and a direction of human thought as represented in the liberal arts and sciences and develops the skills to form and communicate ideas, beliefs, and knowledge for all Tiffin University students. SAS offers majors, grounded in the arts and sciences, that develop within each student the intellectual skills and abilities required for a successful professional career or admission to graduate school.

Program Rationale/Purpose Statement

The General Science major is designed to provide the student with a broad-based science curriculum with interdisciplinary components for those students seeking, 1) certification to teach science at the middle school level, or 2) a broad base of content knowledge and laboratory skills in each of the major scientific disciplines to pursue a science related career.

Marketing/Recruitment Target Statement

The Bachelor of Arts degree in General Science program is multi-disciplinary (requires basic mastery of several sciences beyond the introductory level) and enables students to develop skills that relate to a wider variety of topics, ideas, and experiences. It can be an appropriate major for students interested in health-related careers, including physical therapy, occupational therapy, and medical technology. Combined with a second major/minor in English, General Science can be excellent preparation for a writing career in science, technology, or natural science. In the business world, General Science students could embark on careers in sales, health care administrators, and production when combined with a major/minor in business management or marketing. In addition, students majoring in General Science will be qualified to teach science at the middle school level with a degree in education provided by Lourdes College.

Goals of the Program/Corresponding Classes

Students will be able to apply science and technology to daily life regarding nutrition, personal health issues, and public health issues.	NAT 310 – Human Anatomy and Physiology NAT 220 – Survey of Health Issues NAT 291 – Drugs and the Body PSY 360 – Intro to Counseling PSY 401 – Biological Foundation Of Behavior SOC 250 – Social Psychology
Students will understand and apply experimental design, solving problems with scientific processing skills and scientific method.	BIO101 – Biology CHM111 – Chemistry
Students will be able to design an investigation or experiment that would test a hypothesis and analyze and interpret data.	MAT 273 – Applied Statistics MAT 275 – Elementary Analysis
Students will be able to analyze and explain patterns and cycles of natural systems and the relationships between segments of a natural system.	NAT105 – Intro to Earth Science NAT114 – Survey of Science NAT201 – Principles of Physical Science NAT215 – Environmental Science

Intended Outcomes/Assessment Criteria

Intended Outcomes 1:

Students will be able to apply science and technology to daily life regarding nutrition, personal health issues, and public health issues.

Assessment Criteria:

Assessment: students will analyze their role in health issues through a group presentation and summary paper. 80% of majors will be proficient or better. (Proficient is defined as a score of 70% or better)

Intended Outcomes 2:

Students will understand and apply experimental design, solving problems with scientific processing skills and scientific method

Assessment Criteria:

Assessment: students will design and implement a scientific experiment to demonstrate their knowledge of the scientific method. 80% of majors will be proficient or better. (Proficient is defined as a score of 70% or better)

Intended Outcomes 3:

Students will be able to design an investigation or experiment that would test a hypothesis and analyze and interpret data.

Assessment Criteria:

Assessment: students will use statistical/mathematical techniques to summarize and analyze data/case study and present conclusions in a written form. 80% of majors will be proficient or better. (Proficient is defined as a score of 70% or better)

Intended Outcome 4:

Students will be able to analyze and explain patterns and cycles of natural systems and the relationships between segments of a natural system

Assessment Criteria:

Students will write a paper that demonstrates their knowledge of a pattern and/or cycle of a natural system and its relationship between segments of a natural system. 80% of majors will be proficient or better. (Proficient is defined as a score of 70% or better)

School of Arts & Sciences – Assessment Plan BA – Professional Studies Major – Degree Completion

School of Arts and Science Mission Statement

The School of Arts and Sciences (SAS) engages the University’s intellectual community in the full richness and depth of the human experience. SAS provides a common, cohesive understanding of the foundations and 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

The Bachelor of Arts in Professional Studies is a new degree addition, a flexible degree designed for those students who have earned an Associate’s Degree in a technical/professional discipline. This is a career oriented degree program built upon the concept of the “inverted degree” which permits the student to complete the degree based on the approved technical or occupational major that the student possesses. To complete the Bachelor of Arts in Professional Studies degree, the student must finish all 54 hours of the program for Tiffin University graduation requirements.

Marketing / Recruitment Target Statement

This degree is a 7-week format in Tiffin University’s Degree Completion Program. This program will attract both non-traditional students who may have jobs and families and traditional students who are coming directly from a technically focused training in two-year colleges. Tiffin University believes that undergraduate education must develop specific intellectual capabilities that are integrated into a coherent educational experience so that students are prepared for positions of leadership in professional, business, and service careers. This degree is appropriate for the following inverted concentrations of study: Business: Management Business and Human Resources. This degree program provides the ability to add concentrations of study as the needs of the students, the availability of concentrations, and the success of the program necessitate.

Outcomes of the Program / Corresponding Classes

List Outcomes of the Program	List Corresponding Courses
1. Students will write with clarity and precision	All writing Intensive Courses as designated in the Academic Bulletin
2. Critical Thinking	CIT 312: Information Systems for Managers PHI 305: Applied Ethics
3. Written and Oral Communication	MGT 301: Organizational Behavior
4. Knowledge of civic duties including ethics, engagement, service, and civic awareness	POL 320: Public Administration SOC 360: Multicultural Issues
5. Knowledge of self and others through interpersonal skills, self-assessment, diversity, global thinking, and multi cultural thoughts	CUL 443: World Mythology PSY 320: Motivational Psychology
6. Knowledge of the physical and natural world	NAT 220: Survey of Health Issues
7. Knowledge of quantitative theory including statistics and consumer savvy	MAT 376: Applied Statistics
8. Demonstration of research skills, evaluation or resources, and library resource strategies	ENG 365: Issues in Literature
9. Students will be exposed to and understand professional practices related to their major field of study.	Major Field classes

Intended Outcomes / Assessment Criteria

Intended Outcomes 1:

Students will write with clarity and precision.

Assessment Criteria:

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

Intended Outcomes 2:

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

Assessment Criteria:

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

Intended Outcomes 3:

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

Assessment Criteria:

Seventy percent of adult learners will obtain a “B” or higher on the graded oral presentation report for MGT 301, as measure on the presentation rubric.

Intended Outcomes 4:

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

Assessment Criteria:

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

Intended Outcomes 5:

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

Assessment Criteria:

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

Intended Outcomes 6:

To demonstrate knowledge of the physical and natural world.

Assessment Criteria:

Seventy percent of the adult learners will obtain a “B” or higher on the summary paper for NAT 220, as measured by the summary paper rubric.

Intended Outcomes 7:

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

Assessment Criteria:

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

Intended Outcomes 8:

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

Assessment Criteria:

Seventy percent of the adult learners will obtain a “B” or higher on the summary paper for ENG 365 as measured by the summary paper rubric.

Intended Outcomes 9:

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

Assessment Criteria:

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

Updated: May 6, 2009

School of Arts and Sciences – Assessment Plan AA – General Studies Major

General Education Mission Statement

The Associate of Arts Degree in General Education is designed to prepare students to move seamlessly into a four-year program of their choice. Each graduate will have completed the courses constituting the General Education Core required by most universities in the United States enabling them to concentrate on their upper level/major courses once they enroll at their chosen university. The degree also allows students to complete their General Education Core if they have already completed courses in a technical or professional field.

Program Rationale/Purpose Statement

The Associate of Arts in General Studies offers a high quality, two-year, online degree program that guides students to success by providing unparalleled mentoring and academic support and direct access to first-rate, four-year institutions. As society continues to place greater emphasis on post secondary education as a prerequisite to employment, there is a need for opportunities to be afforded to the widest possible swath of the population of the United States. Further, as the cost of higher education keeps rising, alternatives to the traditional four- year residency on a campus need to be made available. The on-line, asynchronous format used with the Associate of Arts in General Studies allows students a means to lower the costs of a four-year degree while allowing them to continue with their other responsibilities (work, caring for children, etc.) while completing their first two -years of a baccalaureate degree.

Each student will be assigned a “success coach” to help keep him or her on track. Coaches contact students weekly to discuss assignments and concerns and to set goals. They can talk about academic and personal issues—and offer advice on behaviors that lead to success. These coaches also help students identify a major/program and help with course selection to ensure students maximize transferability of credits to the four-year institution of their choice. When students enroll, they can be rest assured that mentoring and academic support is at the center of their educational experience.

Marketing/Recruitment Target Statement

Many of the students in this program will be those interested in pursuing a four-year degree in a field of their choosing but who are constrained financially or otherwise from going the traditional route. Many of the enrolled students live in remote areas and do not have access to a local Community College. There are also enrolled students who have physical disabilities, which make commuting to a college campus somewhat difficult. There is also a segment of students who are young mothers and need the flexibility of online education to care for their young children while working towards a college degree. Lastly, there are some adult learners who are working adults and parents who need the flexibility of on-line education.

Outcomes of the Program/Corresponding Classes

1. Students will write with clarity and precision.	All Writing Intensive Courses as designated in the Academic Bulletin
2. Students will communicate with clarity and precision.	COM130 or COM241
3. Students will acquire skills in modern information technologies and the ability to think logically about and critically analyze information.	FRE110, PHI 110, PHI 112, ENG141, ENG142, or CIT105
4. Students will work with numbers and understand quantitative methods.	MAT 174
5. Students will apply the scientific method to a general natural science domain.	NAT 105, NAT 110, or NAT 115
6. Students will understand their civic responsibilities as well as current ethical concerns within our world.	HIS 111, HIS 112, SOC 101, POL 101, or FRE 110
7. Students will demonstrate proficiency in critical thinking, reading, writing, and mathematics in the context of humanities, social sciences, and natural sciences.	CUL 220, CUL210, SOC 101, ART 210, or MUS 223

Intended Outcomes/Assessment Criteria

Intended Outcome #1:

Students will write with clarity and precision.

Assessment Criteria:

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

Intended Outcome #2:

Students will communicate with clarity and precision.

Assessment Criteria:

Seventy percent of students will obtain a score of 70% or higher on the graded presentation report for COM 140 or COM 241, as measured by the presentation rubric.

Intended Outcome #3:

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

Assessment Criteria:

Seventy percent of the students in CIT 105 will have a score of 70% or higher on the final project for CIT 105, as measured by the final project rubric.

Intended Outcomes# 4:

Student will be able to work with numbers and understand quantitative methods.

Assessment Criteria:

Seventy percent of students will obtain a score of 70% or higher on the final project for MAT 174, as measured by the math rubric.

Intended Outcome # 5:

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

Assessment Criteria:

Seventy percent of students will obtain a score of 70% or higher on a selected case study in NAT105, NAT110, or NAT115 as measured by the case analysis rubric.

Intended Outcome #6:

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

Assessment Criteria:

Seventy percent of students will obtain a score of 70% on the civic responsibilities and ethical concerns project in POL101.

Intended Outcome #7:

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

Assessment Criteria:

Students will compare favorably to other students taking the Measure of Academic Proficiency and Progress (MAPP) exam provided by ETS. Students will complete the MAPP Online Test in their final term of the program. Ninety percent of graduates will score at Proficient level in Reading/Critical Thinking, Writing Skills, and Mathematics as defined by the Measure of Academic Proficiency and Progress standards.

School of Business – Assessment Plan Master of Business Administration

School Mission Statement

The mission of the Tiffin University School of Business is to prepare men and women for professional, managerial, and leadership positions in both public sector and private sector profit and not-for-profit organizations. Emphasis is placed on development of the communication, technical, analytical, and critical thinking skills needed by successful organizations competing in a global environment. Above all else, we strive to instill in students a lifelong and irrepressible desire to continue to learn and grow in wisdom, knowledge, and ethical practices anchored by integrity.

Program Rational/Purpose Statement

The Tiffin University MBA strives to prepare students for careers in a wide spectrum of business enterprise. The program focuses on the development of managerial competencies related statistics, accounting, economics, finance, computer information, policy, ethics, law, globalization, and marketing. In addition, the program focuses on self-actualization of a higher level of learning.

Marketing/Recruitment Target Statement

Tiffin University’s School of Business has established a global presence in Europe, Asia, and India. The School of Business has been granted discipline accreditation by the Association of Collegiate Business Schools and Programs and the European Council for Business Education. Students are enrolled in seated and/or online degree programs. While the United States is the predominant location for MBA students, there is a growing abundance of students residing in international locations. A majority of MBA students work full-time while taking classes.

Goals of the Programs/Corresponding Classes/Assessment Tool

Outcomes for the Program	Corresponding Classes
MBA students will demonstrate proficiency in understanding business policies and practices related to sub-categories of quantitative and managerial competencies [ethics, government, marketing, globalization, accounting, economics, statistics, finance, and information technology].	Major Field Test
MBA graduates will identify and apply tools and technology to solve quantitative problems and make decisions based on the information they generate.	ACC512
MBA graduates will recognize, interpret, and plan for the challenges of conducting business in local and global environments by applying relevant laws and ethical theories, management functions, policies, and marketing practices.	MGT623

Intended Outcomes/Assessment Criteria

Intended Outcomes #1:

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

Assessment Criteria:

MBA graduates taking the ETS MBA Major Field Test will score in the 50th percentile in the overall score as well as on the sub-scores.

Intended Outcomes #2:

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

Assessment Criteria:

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

Intended Outcomes #3:

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

Assessment Criteria:

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

School of Business – Assessment Plan MBA – General Management Concentration

School Mission Statement

The mission of the Tiffin University School of Business is to prepare men and women for professional, managerial, and leadership positions in both public sector and private sector profit and not-for-profit organizations. Emphasis is placed on development of the communication, technical, analytical, and critical thinking skills needed by successful organizations competing in a global environment. Above all else, we strive to instill in students a lifelong and irrepressible desire to continue to learn and grow in wisdom, knowledge, and ethical practices anchored by integrity.

Program Rational/Purpose Statement

The Tiffin University MBA stresses a balanced program of quantitative and managerial coursework designed to develop competencies for successfully working in the business field. The MBA recognizes the need to develop ethically responsible individuals who are exposed to business practices on the local, regional, national, and international level. Students have the opportunity to practice managerial skills or expand their breadth of management material in an optional internship or special topics course.

Marketing/Recruitment Target Statement

The MBA is designed for a mid-career manager who is interested in moving into general management from functional or operational management. Students in the General Management Concentration have had successful careers in marketing, accounting, human resources, or line operations, but now wish to move into positions of authority that span many different functions. Potential markets are primarily in the US, Europe, and Asia.

Goals of the Programs/Corresponding Classes/Assessment Tool

Outcomes for the Program	Corresponding Classes
Students in the general MBA program will be able to apply managerial judgment in a collaborative environment which assesses business risks and strategy in the creation of a results-oriented action plan for an international company.	MGT624

Intended Outcomes/Assessment Criteria

Intended Outcomes # 1:

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

Assessment Criteria:

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

School of Business – Assessment Plan MBA – Leadership Concentration

School Mission Statement

The mission of the Tiffin University School of Business is to prepare men and women for professional, managerial, and leadership positions in both public sector and private sector profit and not-for-profit organizations. Emphasis is placed on development of the communication, technical, analytical, and critical thinking skills needed by successful organizations competing in a global environment. Above all else, we strive to instill in students a lifelong and irrepressible desire to continue to learn and grow in wisdom, knowledge, and ethical practices anchored by integrity.

Program Rational/Purpose Statement

The Tiffin University Leadership MBA centers upon those characteristics and competencies that develop and promote leadership. Within the leadership framework, the program stresses decision-making and managerial skills. Recognizing the dynamic nature of business, the MBA concentration in leadership helps the student effectively manage the internal and external forces of change.

Marketing/Recruitment Target Statement

The Leadership Concentration is designed for the working professional employed across a range of professions including education, health care, social services, church, government, law enforcement, and business.

Goals of the Programs/Corresponding Classes/Assessment Tool

Outcomes for the Program	Corresponding Classes
Students in the concentration will create and articulate a vision to influence the acceptance of an idea or program to improve a measurable component of an organization.	MGT620

Intended Outcomes/Assessment Criteria

Intended Outcomes #1:

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

Assessment Criteria:

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

**School of Business – Assessment Plan
MBA – Sports Management Concentration**

School Mission Statement

The mission of the Tiffin University School of Business is to prepare men and women for professional, managerial, and leadership positions in both public sector and private sector profit and not-for-profit organizations. Emphasis is placed on development of the communication, technical, analytical, and critical thinking skills needed by successful organizations competing in a global environment. Above all else, we strive to instill in students a lifelong and irrepressible desire to continue to learn and grow in wisdom, knowledge, and ethical practices anchored by integrity.

Program Rational/Purpose Statement

The Tiffin University MBA concentration in Sports Management assists students in enhancing managerial skills while recognizing the unique demands of the sports industry. The primary goal of the concentration is to assist students in reaching personal, educational and professional objectives in a sport-specific environment.

Marketing/Recruitment Target Statement

Many students in the concentration are employed in the sport and recreation industry, however, the program attracts individuals from a variety of backgrounds. Students may be working as graduate assistant coaches having recently graduated with undergraduate degrees. There is also evidence of veteran students who have an interest in a career change. The common theme among students in the concentration is a desire to work in the sports and recreation industry.

Goals of the Programs/Corresponding Classes/Assessment Tool

Outcomes for the Program	Corresponding Classes
Graduates will apply managerial knowledge, ethics, professionalism, and leadership in a meaningful supervised practical experience at a sport organization (broadly interpreted).	MGT570

Intended Outcomes/Assessment Criteria

Intended Outcomes #1:

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

Assessment Criteria:

100% of students in MGT 570 will achieve an above average or outstanding rating from a worksite supervisor on the overall rating of the mentorship evaluation form.

School of Business – Assessment Plan

MBA – Healthcare Administration Concentration

School Mission Statement

The mission of the Tiffin University School of Business is to prepare men and women for professional, managerial, and leadership positions in both public sector and private sector profit and not-for-profit organizations. Emphasis is placed on development of the communication, technical, analytical, and critical thinking skills needed by successful organizations competing in a global environment. Above all else, we strive to instill in students a lifelong and irrepressible desire to continue to learn and grow in wisdom, knowledge, and ethical practices anchored by integrity.

Program Rational/Purpose Statement

Health care in America is a complex, dynamic, rapidly changing industry with the need for trained professionals in the management of systems and operations. The rising cost of services and changes in governmental regulations requires special attention and sound business practices. The MBA Healthcare Administration concentration is a program designed to enhance the management skills necessary for effectively operating within a wide spectrum of health care organizations. The on-line format is attractive for working professionals who can balance the academic rigor of a graduate program and a full-time career. Students will explore patient management systems, decision making tools, new technologies, financial management, the management of information systems, supply chain management, marketing of professional services, referral systems, and current issues in health law and ethics.

Marketing/Recruitment Target Statement

Tiffin University's MBA in healthcare administration attracts a particular sector of clinical and administrative professionals such as RNs, technology specialists, human resource directors, medical technologists, pharmacists, long-term health care facility managers, and other specialists working in the health care industry will desire to expand their potential for promotion and leadership responsibility.

Goals of the Programs/Corresponding Classes/Assessment Tool

Outcomes for the Program	Corresponding Classes
Graduates will demonstrate managerial knowledge of ethics, professionalism, policy, regulatory environments, economics and ethics in the healthcare industry.	MGT642

Intended Outcomes/Assessment Criteria

Intended Outcomes #1:

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

Assessment Criteria:

75% of students in the MGT 642 classes will achieve 90% or higher on the case analysis requirements.

**School of Business – Assessment Plan
MBA – International Business Concentration**

School Mission Statement

The mission of the Tiffin University School of Business is to prepare men and women for professional, managerial, and leadership positions in both public sector and private sector profit and not-for-profit organizations. Emphasis is placed on development of the communication, technical, analytical, and critical thinking skills needed by successful organizations competing in a global environment. Above all else, we strive to instill in students a lifelong and irrepressible desire to continue to learn and grow in wisdom, knowledge, and ethical practices anchored by integrity.

Program Rational/Purpose Statement

The MBA with an International Business concentration enables the student to build upon the solid foundation from the core coursework in the MBA program and provides students with the knowledge and capability necessary to function effectively as managers in today’s competitive and globalized economies. The courses in the IB concentration will give the students an opportunity to learn about the functioning of the international economy and how multinational firms of all sizes – both governmental and non-governmental working in a variety of cultural and political/legal environments - interact with it. The courses allow students to learn about international trade theories and agreements, global financial markets and the financial skills required for effective management of companies engaged in international business with an emphasis on international financial management.

Marketing/Recruitment Target Statement

Tiffin University’s School of Business has established a global presence in Europe, Asia, and India. While the United States is the predominant location for MBA students, there is a growing abundance of students residing in international locations. The international business concentration is ideal for residents outside of the United States to develop greater managerial competencies in global affairs by taking courses online in their home country or on the Tiffin Main campus. Students within the United States may also develop their managerial competencies in global business affairs by selecting an option to study one or more terms in one of the university’s international locations.

Goals of the Programs/Corresponding Classes/Assessment Tool

Outcomes for the Program	Corresponding Classes
Graduates will demonstrate knowledge of political, legal, economic, and cultural environments from a transnational perspective while identifying skills required for effective management of firms engaged in international business.	MKT 628

Intended Outcomes/Assessment Criteria

Intended Outcomes #1:

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

Assessment Criteria:

75% of students in MKT628 will achieve 90% or higher on the term paper.

School of Business – Assessment Plan ABA – Accounting Major

School of Business Mission Statement

The mission of the Tiffin University School of Business is to prepare men and women for professional, managerial, and leadership positions in both public sector and private sector profit and not-for-profit organizations. Emphasis is placed on development of the communication, technical, analytical, and critical thinking skills needed by successful organizations competing in a global environment. Above all else, we strive to instill in students a lifelong and irrepressible desire to continue to learn and grow in wisdom, knowledge, and ethical practices anchored by integrity.

Program Rationale/Purpose Statement

The objective of the Tiffin University Accounting major is to prepare students to enter the profession of accounting as knowledgeable professionals who are able to make meaningful contributions to an organization.

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 work in an entry-level accounting position or enter a Bachelor Program. 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.

Outcomes of the Program/Corresponding Classes

1. Students will write with clarity and precision.	All Writing Intensive Courses as designated in the Academic Bulletin
2. Students will communicate with clarity and precision.	COM130 or COM241
3. Students will acquire skills in modern information technologies and the ability to think logically about and critically analyze information.	FRE110, PHI 110, PHI 112, ENG141, ENG142, or CIT105
4. Students will work with numbers and understand quantitative methods.	MAT 174
5. Students will apply the scientific method to a general natural science domain.	NAT 105, NAT 110, or NAT 115
6. Students will understand their civic responsibilities as well as current ethical concerns within our world.	HIS 111, HIS 112, SOC 101, POL 101, or FRE 110
7. Accounting Systems Knowledge	ACC210, ACC228, ACC304, ACC313, or ACC314

Intended Outcomes/Assessment Criteria

Intended Outcome #1:

Students will write with clarity and precision.

Assessment Criteria:

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

Intended Outcome #2:

Students will communicate with clarity and precision.

Assessment Criteria:

Seventy percent of students will obtain a score of 70% or higher on the graded presentation report for COM 140 or COM 241, as measured by the presentation rubric.

Intended Outcome #3:

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

Assessment Criteria:

Seventy percent of the students in CIT 105 will have a score of 70% or higher on the final project for CIT 105, as measured by the final project rubric.

Intended Outcomes# 4:

Student will be able to work with numbers and understand quantitative methods.

Assessment Criteria:

Seventy percent of students will obtain a score of 70% or higher on the final project for MAT 174, as measured by the math rubric.

Intended Outcome # 5:

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

Assessment Criteria:

Seventy percent of students will obtain a score of 70% or higher on a selected case study in HIS 111, HIS 112, SOC 101, POL 101, or FRE 110, as measured by the case analysis rubric.

Intended Outcome #6:

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

Assessment Criteria:

Seventy percent of students will obtain a score of 70% on the civic responsibilities and ethical concerns project in POL101.

Intended Outcome #7:

Graduates will possess and apply accounting principles correctly in appropriate situations

Assessment Criteria:

Students will take the ETS Major Field Test for Associate Degree in Business core competencies and 90% will receive a score of at least in the 50th percentile in the Accounting Content Area

School of Business – Assessment Plan ABA – Business Major

School of Business Mission Statement

The mission of the Tiffin University School of Business is to prepare men and women for professional, managerial, and leadership positions in both public sector and private sector profit and not-for-profit organizations. Emphasis is placed on development of the communication, technical, analytical, and critical thinking skills needed by successful organizations competing in a global environment. Above all else, we strive to instill in students a lifelong and irrepressible desire to continue to learn and grow in wisdom, knowledge, and ethical practices anchored by integrity.

Program Rationale/Purpose Statement

The objective of the Tiffin University Business major is to prepare students for administrative and supervisory positions as knowledgeable professionals who are able to make meaningful contributions to an organization.

Marketing/Recruitment Target Statement

Tiffin University encourages students, who are interested in any aspect of the business profession, to enroll in this major. The business major will provide the required coursework that provides students with an overall understanding of management tasks, management functions, and organizations. The coursework experience will blend theory and practical applications.

Outcomes of the Program/Corresponding Classes

1. Students will write with clarity and precision.	All Writing Intensive Courses as designated in the Academic Bulletin
2. Students will communicate with clarity and precision.	COM130 or COM241
3. Students will acquire skills in modern information technologies and the ability to think logically about and critically analyze information.	FRE110, PHI 110, PHI 112, ENG141, ENG142, or CIT105
4. Students will work with numbers and understand quantitative methods.	MAT 174
5. Students will apply the scientific method to a general natural science domain.	NAT 105, NAT 110, or NAT 115
6. Students will understand their civic responsibilities as well as current ethical concerns within our world.	HIS 111, HIS 112, SOC 101, POL 101, or FRE 110
7. Management Theory and Application	ACC228, CIT355, or MGT201

Intended Outcomes/Assessment Criteria

Intended Outcome #1:

Students will write with clarity and precision.

Assessment Criteria:

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

Intended Outcome #2:

Students will communicate with clarity and precision.

Assessment Criteria:

Seventy percent of students will obtain a score of 70% or higher on the graded presentation report for COM 140 or COM 241, as measured by the presentation rubric.

Intended Outcome #3:

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

Assessment Criteria:

Seventy percent of the students in CIT 105 will have a score of 70% or higher on the final project for CIT 105, as measured by the final project rubric.

Intended Outcomes# 4:

Student will be able to work with numbers and understand quantitative methods.

Assessment Criteria:

Seventy percent of students will obtain a score of 70% or higher on the final project for MAT 174, as measured by the math rubric.

Intended Outcome # 5:

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

Assessment Criteria:

Seventy percent of students will obtain a score of 70% or higher on a selected case study in NAT105, NAT110, or NAT115 as measured by the case analysis rubric.

Intended Outcome #6:

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

Assessment Criteria:

Seventy percent of students will obtain a score of a on the civic responsibilities and ethical concerns project in POL101.

Intended Outcome #7:

Graduates will possess and apply management theory to appropriate situations

Assessment Criteria:

Students will take the ETS Major Field Test for Associate Degree in Business core competencies and 90% will receive score at or above the 50th percentile in the Management Content Area

School of Business – Assessment Plan

ABA – Computer and Information Technology Major

School of Business Mission Statement

The mission of the Tiffin University School of Business is to prepare men and women for professional, managerial, and leadership positions in both public sector and private sector profit and not-for-profit organizations. Emphasis is placed on development of the communication, technical, analytical, and critical thinking skills needed by successful organizations competing in a global environment. Above all else, we strive to instill in students a lifelong and irrepressible desire to continue to learn and grow in wisdom, knowledge, and ethical practices anchored by integrity.

Program Rationale/Purpose Statement

The objective of the Tiffin University Computer Information Technology major is to prepare students to enter the profession of computer and information technology as knowledgeable professionals who are able to make meaningful contributions to an organization.

Marketing/Recruitment Target Statement

Tiffin University encourages students, who are interested in any aspect of the CIT profession, to enroll in the major. The CIT major will provide the required coursework to equip students with the theory and skills needed for an entry-level IT position. This objective will be accomplished by providing a course of study that includes hardware, software, and systems foundations. The classroom experience will blend theory and practical applications.

Outcomes of the Program/Corresponding Classes

1. Students will write with clarity and precision.	All Writing Intensive Courses as designated in the Academic Bulletin
2. Students will communicate with clarity and precision.	COM130 or COM241
3. Students will acquire skills in modern information technologies and the ability to think logically about and critically analyze information.	FRE110, PHI 110, PHI 112, ENG141, ENG142, or CIT105
4. Students will work with numbers and understand quantitative methods.	MAT 174
5. Students will apply the scientific method to a general natural science domain.	NAT 105, NAT 110, or NAT 115
6. Students will understand their civic responsibilities as well as current ethical concerns within our world.	HIS 111, HIS 112, SOC 101, POL 101, or FRE 110
7. Information Technology Knowledge	CIT155, CIT201, CIT212, CIT255, CIT320, or CIT355

Intended Outcomes/Assessment Criteria

Intended Outcome #1:

Students will write with clarity and precision.

Assessment Criteria:

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

Intended Outcome #2:

Students will communicate with clarity and precision.

Assessment Criteria:

Seventy percent of students will obtain a score of 70% or higher on the graded presentation report for COM 140 or COM 241, as measured by the presentation rubric.

Intended Outcome #4:

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

Assessment Criteria:

Seventy percent of the students in CIT 105 will have a score of 70% or higher on the final project for CIT 105, as measured by the final project rubric.

Intended Outcomes# 3:

Student will be able to work with numbers and understand quantitative methods.

Assessment Criteria:

Seventy percent of students will obtain a score of 70% or higher on the final project for MAT 174, as measured by the math rubric.

Intended Outcome # 5:

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

Assessment Criteria:

Seventy percent of students will obtain a score of 70% or higher on a selected case study in NAT105, NAT110, or NAT115 as measured by the case analysis rubric.

Intended Outcome #6:

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

Assessment Criteria:

Seventy percent of students will obtain a score of 70% on the civic responsibilities and ethical concerns project in POL101.

Intended Outcome #7:

Graduates will possess and apply technology theories and standards correctly in appropriate situations

Assessment Criteria:

In CIT355, 90% of students will achieve a score of 80% or above on the capstone project, using a standard rubric, encompassing the fundamentals of information systems and information system management.

School of Criminal Justice & Social Sciences – Assessment Plan Master of Science in Criminal Justice (MSCJ)

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, Intelligence and International Security, Homeland Security/Terrorism, Human Services, General Psychology, Forensic Psychology, and Forensic Science. Its graduate programs provide additional professional development for successful careers in Justice Administration, Crime Analysis, Homeland Security Administration, 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, national security, forensics, and the social and behavioral sciences as the need arises.

MSCJ Program Mission Statement

The Master of Science in Criminal Justice (MSCJ) program, which includes both seated and online delivery systems, is designed to provide criminal justice professionals with advanced knowledge, skills, philosophy, and perspectives relative to the explanations of crime and the nature of law enforcement, court services, institutional corrections, community corrections, and juvenile justice at the local, state, and federal levels of government.

Program Rationale / Purpose Statement

The aim of each of the 5 majors consisting of Justice Administration, Crime Analysis, Homeland Security, Forensic Psychology, and Criminal Behavior is to prepare direct and indirect service, managerial, and operations professionals to be leaders in their respective specialties who will acquire through graduate study the ability to comprehend, analyze, critique, refresh, and continuously improve the quality of service they render in their respective work venues. The MSCJ recognizes the wisdom passed on by Confucius that what we hear we forget; what we see we remember; and what we do we understand. The program prepares scholar/professionals who will have the ability to recognize and act on their responsibility to keep learning, continuously improve their skills, and dutifully contribute to creating a more effective, efficient, and humane criminal justice system. As frequently as possible and appropriate the courses in the MSCJ program core and majors emphasize doing and creating after the necessary study and reflection.

Marketing / Recruitment Target Statement

The MSCJ program and its 5 majors are designed to attract working criminal justice and related professionals and other highly motivated students who have a degree in a criminal justice, criminology, or a related discipline. Building on the admitted students' professional experience, knowledge, and skills, completion of the core and major area courses will prepare them for positions of greater responsibility as well as supervision, management, and executive leadership in criminal justice and other related human service agencies.

While there are many important performance outcomes in every course in the MSCJ majors' curricula, the focus of the outcomes assessment process will be on preparing students to better perform in these critical roles in their careers: (a) analyst/problem solvers; (b) critical and imaginative thinkers; (c) clear and effective communicators in all media; (d) leaders in the sense of not only inspiring co-workers but also in staying out front in terms of developments to improve criminal justice services to the public.

Outcomes of the Program/Corresponding Classes

List Outcomes of the Program	List Corresponding Courses
1. From a contemporary perspective, graduates will be able to describe the major criminal justice agencies, their agents, and required functions with emphasis on the latest recommended professional practices.	JUS510 or PSY 511 depending on track.
2. Graduates will be able to identify and discuss contemporary problems, issues, and legal requirements that confront executives, managers, and operations level personnel in law enforcement, court, corrections, security, and juvenile justice agencies and propose remedies.	JUS510 or PSY 511 depending on track.
3. Graduates will be able to conduct related research and prepare new or improved models for the delivery of criminal justice services.	JUS515 or PSY 515, depending on track
4. Graduates will be able to comprehend and apply statistical applications to the understanding and resolution of some criminal justice problems in society.	JUS520 or PSY520, depending on track.

Intended Outcomes/Assessment Criteria

Intended Outcomes 1:

From a contemporary perspective, graduates will be able to describe the major criminal justice agencies, their agents, and required functions with emphasis on the latest recommended professional practices.

Assessment Criteria:

85% of students will be able to successfully achieve an A (90%) grade or higher in their presentation of a text and PowerPoint presentations on one of the following segments of the criminal justice system: federal law enforcement; state and local law enforcement; prosecution, courts, and sentencing; institutional corrections, community corrections, juvenile justice. The presentation will cover the overview and structure of the criminal justice segment, problems, issues, and trends and will be measured according to a standardized rubric in either JUS 510 or PSY 511, depending on the track the student is enrolled in.

Intended Outcomes 2:

Graduates will be able to identify and discuss contemporary problems, issues, and legal requirements that confront executives, managers, and operations level personnel in law enforcement, court, corrections, security, and juvenile justice agencies and propose remedies.

Assessment Criteria:

85% of the students will be able to participate at an A (90%) level of performance in at least 8 weeks of discussion on the above listed topics according to a standardized rubric designed to measure successful online discussion thread performance in either JUS 510 or PSY 511, depending on the track the student is enrolled in. Participation in seated discussions, if applicable, will be similarly evaluated using a modified rubric.

Intended Outcomes 3:

Graduates will be able to conduct related research and prepare new or improved models for the delivery of criminal justice services.

Assessment Criteria:

80% of students will achieve a grade of A (90%) in their preparation of a 15-20 page research paper that describes in detail a new or improved model for the delivery of some criminal justice service. This criteria will be measured in either JUS 515 or PSY 515, depending on the track the student is enrolled in.

Intended Outcomes 4:

Graduates will be able to comprehend and apply statistical applications to the understanding and resolution of some criminal justice problems in society.

Assessment Criteria:

80% of students will achieve a grade of A (90%) in their preparation of a 10 page paper that utilizes both descriptive and inferential statistics to demonstrate their understanding of a significant criminal justice concept, problem, or issue in either JUS 520 or PSY 520, depending on the track the student is enrolled in.

Updated: Fall 2009

School of Criminal Justice & Social Sciences Assessment Plan MSCJ - Crime Analysis Concentration

Master of Science in Criminal Justice Mission Statement

The Master of Science in Criminal Justice (MSCJ) program, which includes both seated and online delivery systems, is designed to provide criminal justice professionals with advanced knowledge, skills, philosophy, and perspectives relative to the explanations of crime and the nature of law enforcement, court services, institutional corrections, community corrections, and juvenile justice at the local, state, and federal levels of government.

Program Rationale / Purpose Statement

The Crime Analysis concentration provides students with a theoretical overview of crime analysis, computer applications in crime analysis and investigation, the criminal intelligence process, the use of geographic information systems, statistical applications, and research design.

Marketing / Recruitment Target Statement

The Crime Analysis Concentration within the MSCJ program is designed to attract working criminal justice and related professionals and other highly motivated students who have a degree in a criminal justice, criminology, or a related discipline. Building on the admitted students' professional experience, knowledge, and skills, completion of the core and major area courses will prepare them for positions of greater responsibility as well as supervision, management, and executive leadership in criminal justice and other related human service agencies.

Outcomes of the Program/Corresponding Classes

Outcomes of the Program	Corresponding Classes
Graduates will be able to research, prepare, and present in clear written, oral, and electronic/digital formats the results of their inquiries into a variety of course topics.	ENF622 and ENF 627.

Intended Outcomes/Assessment Criteria

Intended Outcomes 1:

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

Assessment Criteria:

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

School of Criminal Justice & Social Sciences Assessment Plan MSCJ – Criminal Behavior Concentration

Master of Science in Criminal Justice Mission Statement

The Master of Science in Criminal Justice (MSCJ) program, which includes both seated and online delivery systems, is designed to provide criminal justice professionals with advanced knowledge, skills, philosophy, and perspectives relative to the explanations of crime and the nature of law enforcement, court services, institutional corrections, community corrections, and juvenile justice at the local, state, and federal levels of government.

Program Rationale / Purpose Statement

The Criminal Behavior Concentration is designed for students interested in examining the relationship between Psychology and the Criminal Justice system. Students will develop knowledge and expertise in crisis intervention, counseling, psychopathology, personality assessment, and research methods.

Marketing / Recruitment Target Statement

The Criminal Behavior Concentration within the MSCJ program is designed to attract working criminal justice and related professionals and other highly motivated students who have a degree in a criminal justice, criminology, or a related discipline. Building on the admitted students' professional experience, knowledge, and skills, completion of the core and major area courses will prepare them for positions of greater responsibility as well as supervision, management, and executive leadership in criminal justice and other related human service agencies.

MSCJ graduates can also begin careers in either a clinical setting where they work directly with offenders and victims, or in research settings where empirical answers are sought to crucial issues affecting the administration of criminal justice, such as juvenile group homes, domestic violence agencies, immigrant and naturalization services, city police divisions, and in positions such as Psychology Assistant, Court Administrator, Crime Analyst, and for the State Highway Patrol

Outcomes of the Program/Corresponding Classes

Outcomes of the Program	Corresponding Classes
Graduates will be able to research, prepare, and present in clear written, oral, and electronic/digital formats the results of their inquiries into a variety of course topics.	PSY 626 or PSY 636.

Intended Outcomes/Assessment Criteria

Intended Outcomes 1:

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

Assessment Criteria:

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

Updated: Fall 2009

School of Criminal Justice & Social Sciences Assessment Plan MSCJ – Forensic Psychology Concentration

Master of Science in Criminal Justice Mission Statement

The Master of Science in Criminal Justice (MSCJ) program, which includes both seated and online delivery systems, is designed to provide criminal justice professionals with advanced knowledge, skills, philosophy, and perspectives relative to the explanations of crime and the nature of law enforcement, court services, institutional corrections, community corrections, and juvenile justice at the local, state, and federal levels of government.

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 worldwide growth as a field. While forensic psychology can be said to contain the same broad divisions as traditional psychology (clinical, experimental, and applied), it does contain its 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 concentration is to provide students with a broader and more comprehensive understanding of the field, building upon undergraduate education and work experience in the criminal justice field. 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 concentration supports Tiffin University's mission of professional excellence and meets the career goals of students and the needs of employers.

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. All students who wish to concentrate on a particular area of interest can apply the concepts in their present field of employment, or seek to work as interns via the SCJSS internship program. There are a plethora of opportunities for students wishing to hone their skills for further graduate study or a research-oriented career to take a research internship, mentor with a professor on a research project, and become involved in regional and professional meetings of the field. Some of our graduates use their degree for promotion opportunities in their existing law enforcement fields. Other graduates go on to continue their education, earning a Juris Doctorate, Ph.D., or Psy.D. degree.

Outcomes of the Program/Corresponding Classes

Outcomes of the Program	Corresponding Classes
Graduates will be able to research, prepare, and present in clear written, oral, and electronic/digital formats the results of their inquiries into a variety of course topics.	PSY 625

Intended Outcomes/Assessment Criteria

Intended Outcomes #1:

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

Assessment Criteria:

In a paper and/or PowerPoint presentation describing the application of concepts gained through the MSCJ/FP course of study, 80% of students will receive a grade of “A” (90%) on the assignment in PSY 625, evaluated according to a standard rubric.

Updated: Fall 2009

School of Criminal Justice & Social Sciences Assessment Plan

MSCJ – Homeland Security Administration Concentration

Master of Science in Criminal Justice Mission Statement

The Master of Science in Criminal Justice (MSCJ) program, which includes both seated and online delivery systems, is designed to provide criminal justice professionals with advanced knowledge, skills, philosophy, and perspectives relative to the explanations of crime and the nature of law enforcement, court services, institutional corrections, community corrections, and juvenile justice at the local, state, and federal levels of government.

Program Rationale / Purpose Statement

This curriculum is designed to 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. The Homeland Security Administration Concentration 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 concentration supports Tiffin University's mission of professional excellence and meets the career goals of students and the needs of employers.

Marketing / Recruitment Target Statement

The Homeland Security Concentration is designed to attract motivated students who want to make a difference in administrative positions in local, state, and federal public safety forces, in positions that are involved with the security of the United States against foreign and domestic terrorist attacks. Some of our graduates use their degree for promotion opportunities in their existing law enforcement fields. Other graduates go on to continue their education, earning a Juris Doctorate, Ph.D., or Psy.D. degree.

Outcomes of the Program/Corresponding Classes

Outcomes of the Program	Corresponding Classes
Graduates will be able to research, prepare, and present in clear written, oral, and electronic/digital formats the results of their inquiries into a variety of course topics, demonstrating an integration of all core concepts developed through the program.	ENF 645 or ENF 660

Intended Outcomes/Assessment Criteria

Intended Outcomes 1:

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

Assessment Criteria:

In a paper and/or PowerPoint presentation describing the application of geographic information systems in crime analysis, 80% of the students in ENF 645 or ENF 660 will receive a grade of A (90%) on the assignment, evaluated according to a standard rubric.

Updated: Fall 2008

School of Criminal Justice & Social Sciences Assessment Plan MSCJ – Justice Administration Concentration

Master of Science in Criminal Justice Mission Statement

The Master of Science in Criminal Justice (MSCJ) program, which includes both seated and online delivery systems, is designed to provide criminal justice professionals with advanced knowledge, skills, philosophy, and perspectives relative to the explanations of crime and the nature of law enforcement, court services, institutional corrections, community corrections, and juvenile justice at the local, state, and federal levels of government.

Program Rationale / Purpose Statement

This curriculum is designed to 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 criminal justice agencies. The Justice Administration Concentration 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 concentration supports Tiffin University's mission of professional excellence and meets the career goals of students and the needs of employers.

Marketing / Recruitment Target Statement

The Justice Administration Concentration is designed for students, many of whom are already working in the criminal justice field, with specific, practical and comprehensive education in human resource management, statistical applications, as well as contemporary issues in Justice Administration. Some of our graduates use their degree for promotion opportunities in their existing law enforcement fields. Other graduates go on to continue their education, earning a Juris Doctorate, Ph.D., or Psy.D. degree.

Outcomes of the Program/Corresponding Classes

Outcomes of the Program	Corresponding Classes
Graduates will be able to research, prepare, and present in clear written, oral, and electronic/digital formats the results of their inquiries into a variety of course topics.	JUS 610

Intended Outcomes/Assessment Criteria

Intended Outcomes #1:

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

Assessment Criteria:

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

Updated: Fall 2009

School of Criminal Justice and Social Sciences – Assessment Plan ACJ –Law Enforcement Major

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 for entry-level employment in Law Enforcement, Corrections, Intelligence and International Security, Homeland Security/Terrorism, Human Services, General Psychology, Forensic Psychology, and Forensic Science. The School of Criminal Justice and Social Sciences also is committed to encouraging continued education in bachelor programs.

Program Rationale/Purpose Statement

Associate degree graduates in law enforcement must comprehend the mission, structure, goals, and operations of police agencies at the local, state, and federal levels in a democratic society. The prevention, repression, and control of crime in America requires that law enforcement agents appreciate the critical role they play in balancing public order and individual liberty. Present, past, and future law enforcement in the United States confronts some of the most difficult problems and issues that any nation can experience. The associate degree curriculum in Law Enforcement is designed to provide students with the knowledge and skills necessary for contemporary law enforcement and to give them a social understanding of crime and justice in our society.

Marketing/Recruitment Target Statement

Over 800,000 men and women are employed in law enforcement work at the local, state, and federal levels in America. Critical shortages exist at all levels of police service, but perhaps no more dire than in municipal and county law enforcement. Recruiting efforts are underway across the nation that are unmatched in history with many police and sheriffs' agencies conducting nationwide recruiting drives, offering employment signing bonuses, providing attractive educational incentives, assisting with moving expenses, guaranteeing retirement options that rival any other public service, and conducting applicant screening and testing in states other than the location of their department. The International Association of Chiefs of Police estimates that nearly 2/3 of America's police departments have vacancies. Promotional opportunities abound and cities and townships currently search the nation for professional police executives to head their law enforcement departments.

Outcomes of the Program/Corresponding Classes

1. Students will write with clarity and precision	All Writing Intensive Course as designated in the Academic Bulletin
2. Students will communicate with clarity and precision.	ENF 237 – Fundamentals of Criminal Investigation ENF 239 – Applied Criminal Investigation & Criminalistics
3. Students will be able think logically about and critically analyze information.	JUS 110 – Introduction to Criminal Justice ENF 150 - Police & Society
4. Graduates will be able to explain the main components of community policing.	ENF 150 - Police & Society
5. Graduates will be able to describe key ethical and legal dilemmas associated with the police role.	ENF 150 - Police & Society ENF 237 – Fundamentals of Criminal Investigation

Intended Outcomes/Assessment Criteria

Intended Outcome 1:

Students will write with clarity and precision.

Assessment Criteria:

All courses identified as a Writing Intensive Course in the Academic Bulletin will have at least one writing assignment and use the Writing Across the Curriculum grading rubric to assess the writing ability of students. A mean score of 2.5 is expected.

Intended Outcome 2:

Students will communicate with clarity and precision.

Assessment Criteria:

Students will be able to critically evaluate by means of written and oral communication the quality of a major criminal investigation involving crimes against persons, property, technology, and the environment. Seventy percent of students will obtain a score of 80% or higher on the graded presentation report for ENF 237 or ENG 239, as measured by the presentation rubric.

Intended Outcome 3:

Students will be able think logically about and critically analyze information.

Assessment Criteria:

Seventy percent of students will obtain a score of 80% or higher on an graded essay for JUS 110 or ENF 150 that will provide examples of police activity and tasks to one or more of the four major features of the police role in American society, as measured by the developed rubric.

Intended Outcomes 4:

Graduates will be able to explain the main components of community policing. (ENF 150)

Assessment Criteria:

Seventy percent of students will obtain a score of 80% or higher on a graded essay for ENF 150 that will be able to explain the major components of community policing, as measured by the developed rubric.

Intended Outcomes 5:

Graduates will be able to describe key ethical and legal dilemmas associated with the police role.

Assessment Criteria:

Seventy percent of students will obtain a score of 80% or higher on an essay for ENF 150 or ENF 237 that will be discuss 3 major legal and ethical dilemmas associated with the police role, as measured by a developed rubric.