



TIFFIN **UNIVERSITY**

*Office of Outcomes Assessment Summary Report
Academic Year 2011-2012*

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

*Prepared By: Office of Assessment
Professor Rhonda Gilreath, Director of Outcomes Assessment
Ms. Jeanie Fisher, Administrative Assistant*

Table of Contents

I. Executive Summary	5
II. Academic Affairs Division Assessment	11
III. General Education Curriculum Assessment	19
IV. Academic School Assessment.....	24
School of Arts & Sciences Report	28
Master of Education Report.....	32
Master of Humanities Report.....	35
BA - Arts Administration – Music Concentration Report.....	40
BA – Arts Administration – Visual Arts Concentration Report.....	44
BA – Communications – Electronic Media Concentration Report	47
BA – Communications – Journalism Concentration Report	50
BA – Communications – Public Relations Concentration Report.....	53
BA – English Report.....	56
BA – General Science – Behavioral Science Concentration Report	59
BA – General Science – Green Technologies Concentration Report.....	63
BA – History Report	66
BA – Professional Studies Report	69
School of Business Report.....	75
Master of Business Administration Report.....	85
MBA – Finance Report.....	88
MBA – General Management Report.....	90
MBA – Health Care Administration Report.....	92
MBA – Human Resource Management Report.....	94
MBA – International Business Report.....	96
MBA – Leadership Report.....	98
MBA – Marketing Report.....	100
MBA – Sports Management Report	102
BBA – Accounting Report.....	104
BBA – Computer and Information Technology Report	108
BBA - Finance Report	113
BBA – Global Leadership Honors Report.....	118
BBA – Management Report	122
BBA – Management –Equine Business Management Concentration Report	125
BBA – Management –Hospitality and Tourism Management Concentration Report.....	128

BBA – Management – Human Resources Management Concentration Report.....	131
BBA – Management – International Business Concentration Report.....	134
BBA – Management – Managerial Studies Concentration Report.....	137
BBA – Marketing Report.....	140
BBA – Organizational Management Report.....	143
BBA – Sports & Recreation Management Report.....	147
BBA – Sports & Recreation Management – Recreation and Tourism Concentration Report	150
BBA – Sports & Recreation Management – Athletic Administration Concentration Report.....	152
BBA – Sports & Recreation Management – Sports Marketing Concentration Report	154
ABA – Accounting Report	156
ABA – Business Report.....	159
ABA – Computer & Information Technology Report.....	162
ABA – Healthcare Administration Report	165
School of Criminal Justice & Social Sciences Report.....	168
Master of Science in Criminal Justice Report	174
MSCJ – Crime Analysis Concentration Report.....	178
MSCJ – Criminal Behavior Concentration Report.....	180
MSCJ – Forensic Psychology Concentration Report	182
MSCJ – Homeland Security Administration Concentration Report.....	184
MSCJ – Justice Administration Concentration Report.....	186
BA – Government & National Security Report.....	188
BA – Psychology Report	193
BCJ – Corrections Report.....	202
BCJ – Cyber-Defense and Information Security Report	205
BCJ – Emergency Management Report	209
BCJ – Forensic Psychology Report	213
BCJ – Forensic Science Report	218
BCJ – Homeland Security & Terrorism Report	222
BCJ – Justice Administration Report	226
BCJ – Law Enforcement Report.....	231
ACJ – Law Enforcement Report.....	234
Ivy Bridge League of Tiffin University.....	237
V. Academic Support Programs Assessment	240
Academic Advising Report.....	240
Career Development Report	248
English Language & American Culture (ELAC) Program Report.....	253
Study Abroad Report.....	258

Supplemental Instructor Report.....	262
VI: Athletic Division Assessment	265
VII: Enrollment Management Division Assessment	268
Graduate Admissions & Student Services	268
International Admissions	272
Undergraduate Admissions.....	275
VIII: Student Affairs Assessment.....	278

I. Executive Summary

This report presents a summary of Tiffin University's Outcomes Assessment (OA) strategies, data gathered, analysis conducted, and conclusions reached as a result of assessment activities carried out in the Academic Year (AY) 2011-2012. This annual report limits itself to the actual assessment data collected, analyzed and the resulting action plans. For specific data details, contact the Director of Outcomes Assessment at 419-448-3581. Progress toward the strategic goals for the Office of Assessment for the Academic Year 2011-2012 and the goals for Academic Year 2012-2013 are outlined below.

AY 2011/2012 Goals Update

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

Result: Transition successful.

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

Result: The committee viewed that it did not have the authority to make significant changes to help improve the NSSE results. The Vice President of Academic Affairs and the Director of Outcomes Assessment viewed the improvements would be better made within the schools.

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

Result: Completed the MAPP exam.

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

Result: Successful.

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

Result: The new rubric was implemented. The Writing Across the Curriculum Committee wanted to wait for one year for a training session and video.

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

Result: The focus of the student learning outcomes is not implemented very clearly within the current stated learning outcomes which does not allow for successful mapping of student learning

outcomes. There will be an intentional alignment with learning outcomes starting in the fall of 2012 that will allow curriculum mapping.

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

Result: Database has been created and previous years assessment results are being entered into the database.

Academic Year 2012-2013 Goals

- 1.) Coordinate completion of Program Assessment Plans for new programs and continue monitoring of current Outcomes Assessment Plans/Reports.
- 2.) Host the 5th Annual TU Assessment Day.
- 3.) Perform the NSSE Survey. In addition, use prior NSSE data to help faculty be aware of their role(s) in the student's engagement.
- 4.) Continue to work with the Writing Across the Curriculum committee and deans/faculty to help increase the use and consistency the writing intensive rubric.
- 5.) Focus on measuring Civic Responsibility/Ethical Concerns from Tiffin University's Student Learning Outcomes.
- 6.) Continue populating the Outcomes Assessment database. The database was created in the summer of 2011 to have a centralized location for historical data. In addition, the database can be used to run comparative reports.
- 7.) Gain a better understanding of the HLC Accreditation Pathway.
- 8.) Start a process of data artifact collection through the use of eCollege.

Overall Evaluation and Action Plan

- Intentional alignment of learning outcomes will be the focus of a two year project. The alignment of learning outcomes will be based on Tiffin University's Vision, Mission, and Principles of Action. Tiffin University view that the Vision drives the Mission; the Mission drives the Principles of Action; the Principles of Action drives Schools Missions; Schools Missions drive **General Education Learning Outcomes (GELOs), Knowledge Skills Learning Outcomes (KSLOs), Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs).**

Tiffin University's Vision

Tiffin University represents a new kind of institution in America, the professional university, where the career objectives of traditional college-age students and adult students are optimized through professionally-focused undergraduate and graduate programs that have a broad general education foundation.

Tiffin University's Mission Statement

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.

Tiffin University's Principles of Action

#5- Tiffin University will assure academic quality and integrity and will establish and maintain an integrated academic program development and delivery system across all locations and learning modalities by

- Operating as one university with one faculty and a single locus of control for academic program planning and management;
- Developing common curricula that can be effective across the teaching/learning continuum; and
- Continually assessing student learning outcomes and making any changes that may be needed.

#6-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 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**.
- **Understand the contemporary world** and its **historical context**.
(Boldface words reflect gen ed goals)
- The General Education area needs to be evaluated for oversight of student learning outcomes. An ad-hoc committee will be reviewing the general education area in the fall of 2012
- The current learning outcomes do not necessarily allow for curriculum mapping. The mapping of student learning outcomes is critical for evaluation of overall exposure to Tiffin University's stated learning outcomes. Alignment will focus on the following structure that supports the Vision, Mission, and Principles of Action of Tiffin University.

Alignment of Learning Outcomes

- 1) TU Student Learning Outcomes (**SLOs**)
 - A. General Education Outcomes (**GELOs**)
 - B. Knowledge Skills Core (**KSLOs**)
- 2) Program Learning Outcomes (**PLOs**)
- 3) Course Learning Outcomes (**CLOs**) – Carnegie Unit Template detail
The faculty will be requested to review their program learning outcomes. If the current learning outcomes do not align with the overall goal of the program, the learning outcomes will be restated.
 - Mapping of the Learning Outcomes will be based on the General Education Goals:

Gen Ed Goals (passed by the TU faculty at the faculty meeting Sept 2008)

- 1) Critical Thinking
 - Critical inquiry & analysis
 - Evaluation
 - Synthesis
 - Knowledge application
- 2) Communication
 - 2.1 Verbal
 - 2.2 Nonverbal
 - 2.3 Written
 - 2.4 Technology
- 3) Civic Responsibility
 - 3.1 Personal Ethics
 - 3.2 Engagement
 - 3.3 Service/Involvement (i.e. voting)
 - 3.4 Civic awareness
- 4) Knowledge of Self & Others
 - 4.1 Interpersonal Skills
 - 4.2 Self-assessment
 - Leadership
 - Teamwork
 - 4.3 Cultural Sensitivity
 - 4.4 Diversity
 - 4.5 Globalization
 - 4.6 Multi-cultural
 - 4.7 Historical
 - 4.8 Philosophy
 - 4.9 Aesthetics

- 5) Knowledge of Physical & Natural World 5.1 Science
 - 5.2 Technology
 - 6) Quantitative Theory
 - 6.1 Number sets
 - 6.2 Statistics
 - 6.3 Consumer Savvy
 - 7) Information Literacy
 - 7.1 Research Skill
 - 7.2 Evaluation of Resources
 - 7.3 Library Resource Strategies
 - 8) Professionalism
 - 8.1 Professional Field Knowledge
 - 8.2 Professional Ethics
 - 8.3 Career Development
 - 8.4 Real-World Knowledge Application
 - 8.5 Organizational Knowledge
 - 8.6 Goal-Setting
- Tiffin University was accepted into a project offered to select colleges in the United States. The Council for Independent Colleges (CIC) chose Tiffin University to participate in the Degree Qualification Profile (DQP) Project. Tiffin University's DQP project was one of 25 projects selected out of 80 college projects. The DQP project involves the Rhonda Gilreath (the Director of Outcomes Assessment), Jim Padilla (Project Chair), and Lillian Schumacher (School of Business Dean) reviewing the School of Business programs. The two year project will be completed in August 2013. Below is a sample of the School of Business DQP project.

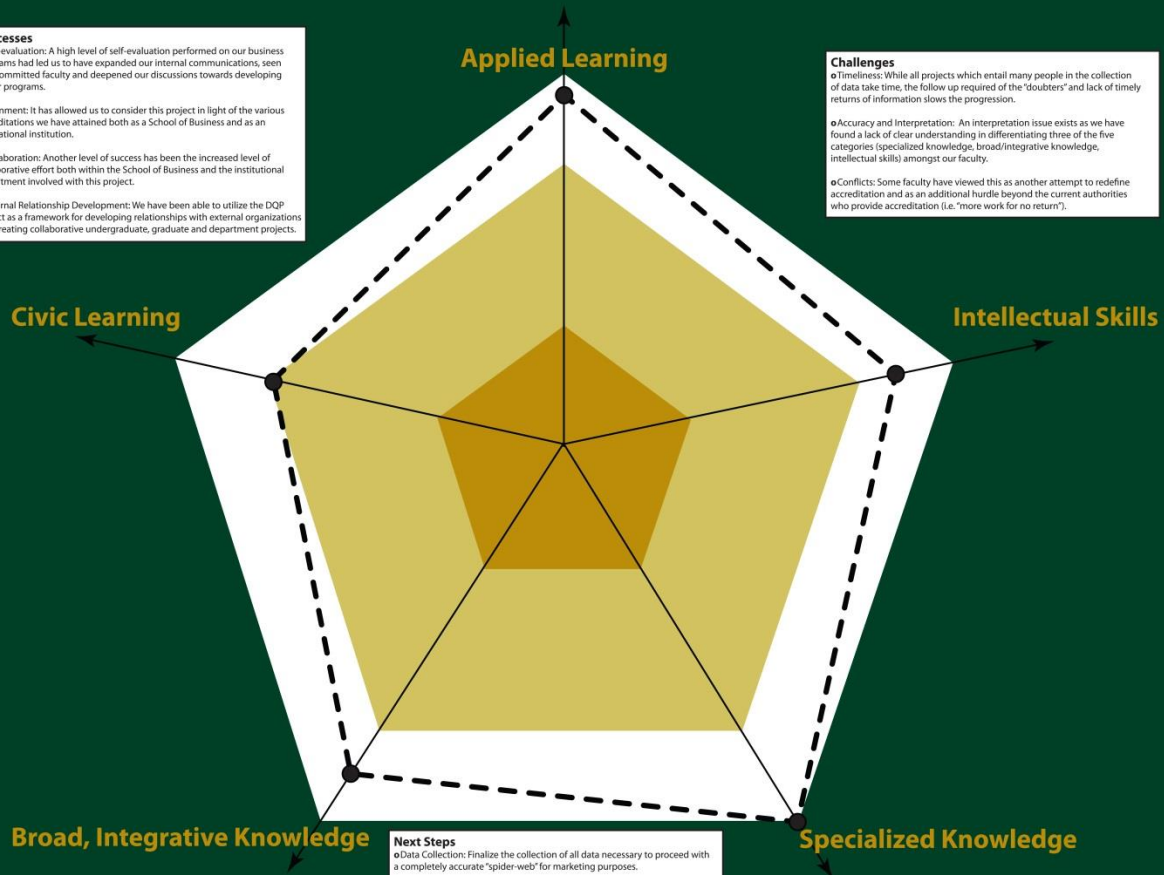
TIFFIN UNIVERSITY DEGREE QUALIFICATION PROFILE

Successes

- Self-evaluation: A high level of self-evaluation performed on our business programs had led us to have expanded our internal communications, seen a re-committed faculty and deepened our discussions towards developing better programs.
- Alignment: It has allowed us to consider this project in light of the various accreditations we have attained both as a School of Business and as an educational institution.
- Collaboration: Another level of success has been the increased level of collaborative effort both within the School of Business and the institutional department involved with this project.
- External Relationship Development: We have been able to utilize the DQP Project as a framework for developing relationships with external organizations and creating collaborative undergraduate, graduate and department projects.

Challenges

- Timeliness: While all projects which entail many people in the collection of data take time, the follow up required of the "doubtters" and lack of timely returns of information slows the progression.
- Accuracy and Interpretation: An interpretation issue exists as we have found a lack of clear understanding in differentiating three of the five categories (specialized knowledge, broad/integrative knowledge, intellectual skills) amongst our faculty.
- Conflicts: Some faculty have viewed this as another attempt to redefine accreditation and as an additional hurdle beyond the current authorities who provide accreditation (i.e. "more work for no return").



Next Steps

- Data Collection: Finalize the collection of all data necessary to proceed with a completely accurate "spider-web" for marketing purposes.
- Spider Web: Develop and implement a DQP model for program operation and development for our business programs.
- Marketing Materials: Collaborate with Enrollment Management to develop marketing materials and begin distribution.
- Evaluative Tools: Develop evaluative tools to measure the success of our marketing.

TIFFIN UNIVERSITY - SCHOOL OF BUSINESS:
DR. LILLIAN SCHUMACHER, DEAN OF THE SCHOOL OF BUSINESS
PROFESSOR RHONDA GILBEATH, DIRECTOR OF OUTCOMES ASSESSMENT
DR. JAMES PADILLA, ASSOCIATE PROFESSOR

COPYRIGHT 2012 / COURTESY OF TIFFIN UNIVERSITY, SCHOOL OF BUSINESS / ARTWORK BY DAVID MARR

PROFESSOR KRISTINA SMART, ASSISTANT PROFESSOR
DR. LISA MAHLE-PIASECKI, ASSISTANT PROFESSOR
DR. SHARON PERRY-NAUSE, ASSISTANT PROFESSOR

FOR MORE INFORMATION, PLEASE CONTACT DR. SCHUMACHER AT SCHUMACHERL@TIFFIN.EDU.



II. Academic Affairs Division Assessment

ACADEMIC AFFAIRS DIVISION PROGRAM ASSESSMENT PLANS & REPORT AY 2011-2012

Academic Affairs Division Mission Statement:

The Division of Academic Affairs is composed of all the academic administrative and instructional units within Tiffin University. It is currently composed of the Vice President for Academic Affairs; the Online Learning Center, The Schools of Arts and Sciences, Business, and Criminal Justice and Social Sciences; The Graduate Studies Office; The Outcomes Assessment Office; Academic Support Programs; The Performing Arts Department; and The Paul F. Pfeiffer Library.

The mission of the Division of Academic Affairs is to ensure that the University's mission and goals are accomplished. We believe in academic excellence, community service, and the core values of higher education. For us, these values include preparing students to communicate effectively, set short and long term goals, think critically, collaborate, behave ethically, embrace diversity, engage the local and global community, and prepare for life and a career. We strongly endorse diversity in our academic and employment policies and practices. We will do this by offering academic and cultural programs of excellence and by fostering an environment conducive to student learning in a context of demographic diversity.

We will further ensure students and faculty collaboration aimed at creating a learning community and by fostering faculty research and creative activity, which will advance knowledge and aesthetic appreciation in our constituencies. We aim to provide the academic, cultural, and social framework that will make this university a model of what higher education can be for now and in the future. The Division of Academic Affairs believes that student learning occurs both inside and outside of the classroom and, therefore, encourages student to participate in extracurricular activities sponsored by their academic departments and by the Office of Student Affairs. We also encourage students to take advantage of the learning opportunities offered through University sponsored study abroad, service-learning, and internships.

Academic Affairs Goal Assessment Plan Overview:

The goal of Academic Affairs is to encourage academic excellence within the university. That goal consists of three distinct measurable outcomes---faculty participation in the learning process, excellence in the classroom, and student success. This includes the depth to which Tiffin Faculty are known and respected by their peers, active in the life of the campus to include membership on Faculty standing committees, and current in the latest literature and research in their academic discipline. Second, academic affairs should measure excellence in the classroom. This should include the amount of active learning that is taking place in the classroom, the relevance and meaningfulness of textbooks that are used, and finally the extent to which the general education outcomes are used and measured in the classroom. Finally, academic affairs should measure the outcomes of our educational process using tools and available both externally and internally.

Goals of the Program:

1. Faculty Participation in the Learning Process:

- Faculty will be involved in the academic governance process.
- Faculty will participate in the activities of their professional discipline.
- Faculty will keep abreast of and conduct research in their chosen academic specialty.
- Adjunct and full time Faculty will be held to the same standards of excellence in the classroom.
- Faculty will obtain terminal qualifications.
- Adjunct faculty will have opportunity to participate in one Faculty Development Program per year.

2. Excellence in the Classroom:

- Students will participate in active learning exercises in the classroom.
- Textbooks, when used, will be current, relevant and used.
- Students will be required to use communication and critical thinking skills in the classroom.

3. Student Success:

- The student will have a positive perception of the worth of a Tiffin education.
- Graduates will obtain employment in their field of study.

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.

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

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

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) (Data pulled from the President's Yearly Committee List. A faculty member is considered participating if they serve on one committee over a four year period).

Section One - Activity Statement:

Of the faculty members serving on committees a few of them are serving on more than one committee.

The following committees were included in the totals:

- Academic Standards and Policies Committee
- Athletic Aid Appeals Committee
- Athletics and Academics Committee
- Co-Curricular Committee
- Diversity Committee
- Faculty Development Committee
- Freshmen Honors Program Committee

Green Committee
 Health Insurance Advisory Committee
 Housing Appeals Committee
 Institutional Review Board
 NSSE Committee
 Outcomes Assessment Advisory Committee
 Pfeiffer Library Committee
 Prior Learning Assessment Committee
 Retention Committee
 Social Networking Committee
 Tree Committee
 Tuition Review Committee
 Undergraduate Admissions Committee
 University Curriculum Committee
 Web Content Committee
 Writing Across the Curriculum Committee

Section Two - Results of Outcome Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	Over a 4 year period 168 faculty members of 284 served on committees.
	Met	2008-2009 – 60 Total Faculty – 46 Faculty members on committees (76%)
	Not Met	2009-2010 - 68 Total Faculty - 27 Faculty members on committees (40%)
	Met	2010 - 2011 - 76 Total Faculty - 52 Faculty members on committees (68%)
	Not Met	2011-2012 – 80 Total Faculty – 43 Faculty members on committees (54%)

Section Three - Analysis and Action Plans:

Continuation of faculty involvement with academic governance.

Intended Outcome 2: (ID–Faculty Development) Tiffin University ranked Faculty will become respected members of their academic discipline.

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

Section One - Activity Statement:

N/A

Section Two - Results of Outcomes Activity:		
<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
78%	Not Met	(76 Faculty Members in 2010-2011 and 80 Faculty Members in 2011-2012 for a two-year calculation of 78%)
86%	Met	67 faculty members attended professional conferences in a two-year period for a total of 86%
22%	Not Met	17 faculty members published in a two-year period for a total of 22%

Section Three - Analysis and Action Plans:

Faculty will be encouraged to attend conferences in their discipline and publish research in their discipline. Faculty development is available at the school level to support professional development.

Intended Outcome 3: Full-time to adjunct teaching ratios will conform to acceptable academic norms

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

Section One - Activity Statement:

Tiffin University converted to a new information management system this year (Power CAMPUS from SunGard Higher Education). This new system does not currently flag whether or not a faculty member holds full-time or part-time status so a field was created by Mr. Brian Smith, Systems Administrator in order for the information to be sorted. The Executive Administration Assistant to the VPAA has begun the process of adding full-time/part-time status which will be completed for the AY 2012-2013. The AY 2011-2012 was extracted from PowerCAMPUS and manually sorted and calculated. Based on that fact, the data associated with this outcomes may be subject to less reliability.

<u>2010-2011</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not Met	43% of Fall 11 classes taught by ranked faculty 52% of Spring 12 courses taught by ranked faculty
Undergraduate Fall 2011		43%: of 422 total undergraduate courses only 183 were taught by ranked faculty.
Graduate Fall 2011		44%: of 162 total graduate courses only 71 were taught by ranked faculty
Undergraduate Spring 2012		60%: of 302 total undergraduate courses only 180 were taught by ranked faculty.

Graduate Spring 2012	38%: of 159 total graduate courses only 60 were taught by ranked faculty
----------------------	---

Section Three - Analysis and Action Plans:

Based on the low percentages of ranked faculty teaching in our campus based undergraduate programs, the VPAA has instituted a temporary three course undergraduate load for all full-time faculty each semester. In addition a Workload and Compensation Committee has been created to review how to bring the number of undergraduate campus-based courses taught by ranked faculty to 75%. While our ranked faculty teaching in our graduate programs may suffer, we will continue to ensure that all of our graduate programs have ranked faculty presence in at least one section of our online graduate programs.

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)

Section One - Activity Statement:

A different “in house” student course evaluation process was used during this academic year 2011-2012.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	<p>1,372 evaluations for Summer 2011, Fall 2011, and Spring 2012 from seated and online courses for undergraduate, graduate, and Degree Completion.</p> <p>Course Scores: Full-time Faculty: 547 evaluations for an average of 88.8% Adjunct Faculty: 825 evaluations for an average of 88.7% Difference of .0091%</p> <p>Instructor Scores: Full-time Faculty: 547 evaluations for an average of 91.1% Adjunct Faculty: 825 evaluations for an average of 92.0% Difference of .0086%</p>

Section Three - Analysis and Action Plans:

A new pilot program for our student evaluation, “The IDEA Center” based out of Manhattan, Kansas, will be used beginning with the Fall Semester 2012 thru Spring 2012. This new programs will assist the university in improving the course evaluation process for both the instructors and the students process.

Intended Outcome 5: (ID–Faculty Development) Adjunct Faculty will be provided orientation opportunities and the opportunity to assimilate into TU culture and professional development opportunities.

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

Section One - Activity Statement:

Tiffin University *did not* offer any orientation or professional training for academic year 2011/2012.

Section Two – Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
N/A	N/A	N/A

Section Three - Analysis and Action Plans:

The Adjunct Instructor Retreat Workshops will be no longer offered.

In summer 2012, the newly developed College of Online Learning will begin offering a FTC101 “Faculty Training Course” for all professors teaching in the online environment. This course is an acclimation to the eCollege platform and runs for three asynchronous weeks. The first week will cover the eCollege platform, second week will cover the university expectations of our professors, and the final week will cover best practices in online teaching.

During the summer of 2012 approximately 100 faculty went through FTC101 with a success rate of 98%. In addition, an Orientation Committee was created to build an orientation course for all full-time and adjunct faculty teaching on the Tiffin campus and in our Centers.

Intended Outcome 6: Active learning will become an integral part of every class taken at Tiffin University.

Assessment Criteria: 70% of all classes taught at Tiffin University will contain at least four active learning exercises per semester.

Section One - Activity Statement:

This Intended Outcomes and Assessment Criteria was added in AY 2009-2010 with the development of the Center for Teaching Excellence but has not been assess as of yet to date. The current “Student Course Evaluations” questions do not ask anything in reference to active learning and the division has not discovered any other instrument used at the university to get the information from.

During the 2012-2013 academic year Academic Affairs is testing course evaluations created by the IDEA Center. These course evaluations align course objective set by faculty with the perceptions by students of what they actually learned.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
------------------	--------------------	---------------------

	N/A	There was nothing assessed this academic year.
--	-----	--

Section Three - Analysis and Action Plans:

The new Student Course Evaluations do not address active learning exercises.

Carnegie Units are being developed for the 2012-2013 academic year for each course and will be reviewed to see if there is a way to use them to assess active learning.

For AY 2012-2014 a new active learning activity will need to be developed or removed from intended outcomes.

Intended Outcome 7: (D–Writing Skills) Students at Tiffin University will improve their writing skills.

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

Section One - Activity Statement:

The Writing Across the Curriculum Committee has developed a rubric that is being integrated into all Writing Intensive courses. We have added several new WICs that will provide a more comprehensive evaluation of the writing skills of our students.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>

Section Three - Analysis and Action Plans:

No data is available for the 2011-2012 academic year.

Intended Outcome 8: Students will have a favorable impression of their educational experience at Tiffin University.

Assessment Criteria: Ninety five percent of all graduating seniors will rate their educational experience at Tiffin as either good or excellent, and 50% will rate their experience as excellent. (NSSE)

Section One - Activity Statement:

This information is pulled from the National Survey of Student Engagement (NSSE) report which is given every other year. The test was not given in academic year 2011-2012.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
		N/A

Section Three - Analysis and Action Plans:

The National Survey of Student Engagement (NSSE) test will be given again in academic year 2012-2013.

Intended Outcome 9: (D-Career Readiness) Tiffin University students will have successful career, including promotions, or raises after graduation.

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

Section One - Activity Statement:

No data was collected for the 2011-2012 academic year. We are still working on capturing a significant set of data to make this assessment meaningful.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>

Section Three - Analysis and Action Plans:

We hope to have the data to assess these criteria to assess this outcome by the 2012-2013 academic year.

NOTE:

Academic Affairs will focus on a two tiered assessment plan for 2012-13 to align learning outcomes with the university’s vision, mission, and principles of action. Specific outcomes will be determined during the next academic year. Previous years assessments and criteria may be retained, eliminated or updated to reflect ability to collect data. The assessment will focus on:

1. **Teaching:** Teaching Effectiveness & Faculty Development
 - A. IDEA Results
 - B. Faculty Development (Scholarship & Professional Activity Report)
 - i. University Involvement
 - ii. Community Involvement
 - iii. Professional Involvement
 - C. Full-time to Adjunct Ratio
 - D. Training Program(s)

2. **Learning:** Student Learning & Student Satisfaction
 - A. Learning outcomes (SLOs, GELOs, KSLOs, PLOs, CLOs)
 - B. Program Review
 - C. IDEA Results
 - D. NSSE Results
 - E. Survey Results

III. General Education Curriculum Assessment

GENERAL EDUCATION CORE PROGRAM ASSESSMENT REPORT: AY 2011-2012

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 2008-2009*:

The GEC program spans the entire-college experiences from the freshman year on, in and out of the classroom, 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, Formal 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)

Marketing / Recruitment Target Statement:

Program Learning Outcomes:

Goals of the Program/Corresponding Classes:

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

Student will be able to work with numbers and understand problem solving methods. - MAT174/181/273

Students will acquire skills in modern information technologies and the ability to think logically about and critically analyze information. - CIT111

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 classes.

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcome 1: (D-Writing Skills) 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.

Section One - Activity Statement:

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
------------------	--------------------	---------------------

Section Three - Analysis and Action Plans:

Intended Outcome 2: (D-Writing Skills) 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.

Section One - Activity Statement:

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
------------------	--------------------	---------------------

Section Three - Analysis and Action Plans:

Intended Outcome 3: (D-Critical Thinking) Student will be able to work with numbers and understand problem solving methods. Classes involved: MAT 174, 181, 281.

Assessment Criteria: Students will have of mean score of 70% or better on a case study using an appropriate rubric.

Section One - Activity Statement:

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
------------------	--------------------	---------------------

Section Three - Analysis and Action Plans:

Intended Outcome 4: (D-Critical Thinking) 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 111 will score at least a 70% on a test(s)/project(s) covering Word, Excel, PowerPoint, and Access skills.

Section One - Activity Statement:

All sections of the CIT111 course used an online Training and Assessment software beginning in Fall of 2011. The training and assessment materials are coordinated with the required course text. In general it was found that students had to learn to be more attentive to detail when submitting exercises but overall exam scores improved. After two semesters, the faculty has determined that the text is an unnecessary expense and the course will be taught with the online training and exercises replacing the text. Lectures will be modified to ensure coverage of any material that may be treated in less detail.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	90.6% of students earned a 70% or better on a comprehensive exam using MCAS learning objectives.

Section Three - Analysis and Action Plans:

The 75% at 70% performance threshold was used in order to parallel the MCAS certification requirements. For AY 2012-2013 the threshold will be raised to 80% will earn a 70% or better.

Intended Outcome 5: (D-National Science Knowledge) 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.

Section One - Activity Statement:

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
------------------	--------------------	---------------------

Section Three - Analysis and Action Plans:

Intended Outcome 6: (D-Critical Thinking/D-Reading Skills/D-Writing Skills) 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.

Section One - Activity Statement:

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
------------------	--------------------	---------------------

Section Three - Analysis and Action Plans:

Intended Outcome 7: (D-Literacy/D-Research Skills) 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.

Section One - Activity Statement:

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
------------------	--------------------	---------------------

Section Three - Analysis and Action Plans:

Intended Outcome 8: (D-Civic Responsibility-Ethical Concerns) 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.

Section One - Activity Statement:

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
------------------	--------------------	---------------------

Section Three - Analysis and Action Plans:

Intended Outcome 9: (D-Career Readiness-Program Specific) Students will be exposed to and understand professional practices related to their major field of study.

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

Section One - Activity Statement:

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
------------------	--------------------	---------------------

Section Three - Analysis and Action Plans:

IV. Academic School Assessment

AY-2011-2012 Summary of Student Learning Outcome Results (results in parenthesis are from AY 2010-2011)	
Direct Measures of learning	
Career Readiness	Met standards on 65% of assessments (77%)
Career Readiness – Program Specific	Met standards on 79% of assessments
Civic Responsibility - Ethical Concerns	Met standards on 70% of assessments (67%)
Communication Skills	Met standards on 74% of assessments (55%)
Critical Thinking	Met standards on 76% of assessments (57%)
Literacy	Not assessed this academic year
Natural Science Knowledge	Met standards on 100% of assessments (100%)
Reading Skills	Not assessed this academic year
Research Skills	Met standards on 78% of assessments (63%)
Technical Proficiency	Met standards on 75% of assessments (100%)
Quantitative Reasoning	Met standards on 0% of assessments (100%)
Writing Skills	Met standards on 77% of assessments (65%)
Indirect Measures	
Enrollment Services	Not assessed this academic year
Faculty Engagement Outside of Classroom	Met the standards in 50% of the assessments (50%)
Faculty Development	Met standards in 40% of assessments
Effectiveness of Academic Advising	Not assessed this academic year
Student Activities	Not assessed this academic year
Student-Athletic Academic Achievement	Met standards on 80% of assessments (75%)
Study Abroad	Not assessed this academic year
Supplemental Instruction	Not assessed this academic year
Tutoring Services	Not assessed this academic year

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

**SCHOOL OF ARTS & SCIENCES
EXECUTIVE SUMMARY 2011-2012**

Introduction

The School of Arts & Sciences experienced a great deal of growth and transition during the 2011-12 year.

Personnel: A new Dean was appointed on May 15, 2011, and a new Program Chair of Humanities was appointed in June 2011. There was also a transition in the Chair of Formal and Natural Sciences at the end of the spring semester, 2012.

On June 1, 2011 a full time an Associate Professor of English submitted her resignation, and a full-time instructor of English informed us he would be leaving at the end of the fall semester. A math instructor also left at the end of the 10-11 year. During fall semester we did an internal search of full-time adjuncts and hired two instructors in English and an instructor in Math. In the spring semester an English instructor submitted her retirement announcement, and another English instructor resigned in order to complete her Ph.D. dissertation. We did a search for an Assistant Professor of English, which was successfully completed in April 2012. A full-time professor of Communication will not return in 12-13, but the School will add a full time coordinator of the undergraduate education program. This will be a joint appointment with Lourdes University. We also hired a new full-time Assistant Professor of Chemistry to support our expanding offerings in this area.

Programs: There was a lot of activity in the A&S programs; the changes in existing programs are summarized below. The School approved a new degree program, a Bachelor of Science in Forensic Science, in cooperation with the School of Criminal Justice. The primary oversight of the program will reside in SCJ, but A&S will supervise a significant number of new lab science courses in biology, chemistry, and physics. This new program is possible because the university completed a new lab facility in early October. We are now able to offer a complete array of lab science courses, and the hiring of a new chemistry professor support our intention to use the lab to its full extent.

ASSOCIATES OF ARTS IN PROFESSIONAL STUDIES

See on-line degree assessment section.

BACHELOR OF ARTS IN PROFESSIONAL STUDIES

In the spring semester the School approved a new concentration in Educational Services (EDS) in this degree. This concentration will be staffed by faculty from Altius Education in Toledo, with whom the university has a unique partnership. For further details on the present BA in PS see the on-line degree assessment section.

ARTS ADMINISTRATION

Visual Arts

Arts administration majors had internships at a photography studio near Columbus, at an art gallery in Akron, doing design work for a regional brewery, and in an arts classroom at a local school.

Arts Admin. brought in Terry Welker, a sculptor focusing on mobiles whose work is included in the collections of the Dayton Visual Arts Center, Nationwide Children's Hospital and the Children's Medical Center. Approximately 15 students attended his lecture, and another 16 participated in mobile-making workshops.

The student art show was expanded to include creative work done by graduate students in the Masters of Humanities program.

Musical Industry & BA in PROFESSIONAL MUSIC

Placed two BA-AA majors and one BA-Professional Music major in positions as background singers with a major label rock artist in performances with the Pittsburgh Symphony Orchestra and the Indianapolis Symphony Orchestra.

Members of the TU Concert Production Team planned and produced a full schedule of on- and off-campus performances, with students handling all aspects of the productions.

Identified and hired a new adjunct instructor for music technology, recording, engineering and production. This instructor has 15+ years of recording and entrepreneurship experience, and is the owner of a very large and successful NW Ohio recording studio. Several students are doing individual study at his studio, and are planning internships there in the coming semesters.

Identified and hired new adjunct private music instructors who have extensive professional playing experience in a variety of popular and contemporary styles

COMMUNICATION

The Communication Program staffed and taught 16 sections of COM 130: Introduction to Speech Communication this year, serving approximately 350 students as part of the university's general education core. The Journalism students, under the supervision of Prof. Vallo, published four editions of *The Tiffin University Times* campus paper.

The Communication Club was active on campus and sponsored a number of activities, including a panel of industry practitioners during fall semester. The club inducted four new members into the National Communication Honor Society of Lambda Pi Eta (LPH) and remained an active student chapter of the Public Relations Student Society of America.

In keeping with developments in the field of communication and the evolution of Internet technologies, a new course in Social Media was created and taught as a special topic Spring semester.

ENGLISH

There was a considerable amount of transition in the English department; nevertheless, the members were able to make some significant improvements. The composition instructors focused on developing some consistent grading patterns. They analyzed some common papers and looked at the differences and similarities in the ways they apply rubrics. They also implemented an online composition program....

GENERAL SCIENCE

The school approved a new concentration in chemistry for the general science majors. Now that there is a fully-functioning lab, we are able to offer sufficient upper-level chemistry classes to provide students with this option. This is a good complement to the Green Technology concentration in this area.

PARALEGAL STUDIES

We offered our first class in this new program. During the course of the year Prof. Hall-Yates continued to recruit students for this major. In the fall these courses will be taught online so that we can increase our recruiting efforts. Resident students will be able to have personal consultations with Prof. Hall-Yates to support their progress.

MASTER OF EDUCATION

The program chair position for the M Ed was open throughout this year as administration studied ways to improve the attractiveness of this program. In the fall a four-person committee analyzed the current state of the program and made some recommendations. During the spring the School approved a proposal that brought the degree down to 30 credit hours from its previous 33. This reorganization also opened two concentrations, one in classroom teaching and another in adaptive learning. The adaptive learning concentration will be staffed by faculty from Altius Education in Toledo.

MASTER OF HUMANITIES

The School approved a major reorganization of the MHUM program. The number of hours was reduced to a total of 30, and the thesis requirement was changed to an option of a capstone project or comprehensive exam. The program will also offer three specific concentrations in English, Art, and Communication. These are focused on helping people get 18-credit hours in a specific area so that they can teach at the college level. Prof. Rovira designed the new structure and will serve as the new Program Chair beginning in the summer of 2012. Enrollment Services has already seen a significant increase in new enrollments based on the anticipation of this new structure.

School of Arts & Sciences Report

SCHOOL OF ARTS & SCIENCES PROGRAM ASSESSMENT REPORT: AY 2011-2012

School of Arts & 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 School of Arts and Sciences plays a vital role at Tiffin University. We are responsible for most of the General Education Core, which is meant to help build social and ethical responsibility and awareness both of and for oneself and others. We provide the opportunity to acquire skills and knowledge expected of every university graduate.

The Arts and Sciences curriculum offers the opportunity to pursue majors in Musical and Visual Arts Administration, in various areas of Communication, in English, in History, and in Law and Society. We also house two education majors: Integrated Language Arts and Integrated Social Sciences.

Program Learning Outcomes:

Marketing / Recruitment Target Statement:

We market to students who are interested in refining their critical thinking, analytical writing, and communication skills. All of our majors have their share of intensive writing courses and promote intellectual growth of the individual. Those who especially want to continue in graduate school in any area of the Humanities will find our majors useful; however, our majors also prepare students for the real world of social service, work in the arts, teaching, public relations and other service oriented careers.

Goals of the Program/Corresponding Classes:

SAS graduates will either be attending graduate school or working in jobs related to their major course of study within three years of graduation. (Career Services Office)

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.

SAS faculty will participate in the Arts and Angles program, which is designed to showcase SAS faculty interests and scholarship and promote interdisciplinary dialogue. (Faculty Activity Report)

SAS will increase regular attendance at Arts and Angles presentations.

SAS faculty will attend one academic conference per year, contingent on funding. (Faculty Activity Report)

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcome 1: (D–Career Readiness) SAS graduates will either be attending graduate school or working in jobs related to their major course of study within three years of graduation.

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

Section One - Activity Statement:

The instrument that collects this data was not sent, so there is no data for this outcome.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not Met	No survey

Section Three - Analysis and Action Plans:

Representatives of the School of A&S will meet with the Dean in the summer of 2012 to reassess this outcome and make appropriate changes. Steps need to be taken to insure the timely administration of the data collection instrument.

Intended Outcome 2: (D–Career Readiness) SAS will increase its focus on preparing students for careers by bringing to campus one professional speaker each year who 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.

Section One - Activity Statement:

Sculptor Terry Welker did a presentation on behalf of the Arts Administration area.

Singer/song writer Bill Mallonee did a workshop and concert in conjunction with the Prof. Music Major

NAT 205 was visited by 3 agents who work with environmental agencies. They presented the substance of their work and explained how students could prepare for similar careers.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	3 different speakers satisfied this outcome

Section Three - Analysis and Action Plans:

We will continue to seek opportunities to bring people to campus who work in areas related to our majors. Public workshops are good ways to make these presentations; class visits are also very effective.

Intended Outcome 3: (I–Faculty Engagement) SAS faculty will participate in the Arts and Angles program, which is designed to showcase SAS faculty interests and scholarship and promote interdisciplinary dialogue.

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

Section One - Activity Statement:

Arts & Angles had one presentation during fall semester; Bill Mallonee, an independent singer/song writer was on campus for a workshop and concert.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not Met	Only one faculty member attended the workshop, and only two were at the concert

Section Three - Analysis and Action Plans:

The A&A program needs some serious attention. The Dean has begun some conversations with several faculty to plan a revised program for the 2012-13 year.

Intended Outcome 4: (D–Career Readiness) SAS will increase regular attendance at Arts and Angles presentations.

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

Section One - Activity Statement:

Only 7 people attended the workshop. There were no more than 30 at the concert.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not Met	

Section Three - Analysis and Action Plans:

The A&A program needs some serious attention. The Dean has begun some conversations with several faculty to plan a revised program for the 2012-13 year.

Intended Outcome 5: (I-Faculty Development) SAS faculty will attend one academic conference per year, contingent on funding.

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

Section One - Activity Statement:

Seventeen of the faculty members attended conferences or professional development activities. This is a good representation.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not Met	17 out of 27 = 63%

Section Three - Analysis and Action Plans:

We will continue to encourage faculty to attend professional conferences and other development activities. This year saw a significant increase in activity over the previous two years (24% - 09/10; 33% - 10/12).

Last Update: July 2009

Master of Education Report

MASTER OF EDUCATION PROGRAM ASSESSMENT REPORT: AY 2011-2012

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. 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.

Program Learning Outcomes:

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. EDU542 /611/615

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. EDU534/536/613/641/643

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. EDU538/548/617

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcome 1: (D–Career Readiness–Program Specific) To demonstrate an understanding of the social, cultural, and legal issues that impact education and develop responsive approaches to such issues. 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.

Section One - Activity Statement:

The M Ed underwent two major transitions in the 11-12 year. There was no chair from July 2011 on. In fall a committee of 4 people reviewed the existing program and made some recommendations. During the spring the Dean of A&S and the Dean of Ivy Bridge worked on a proposal for a program revision. That revision was accepted by the A&S faculty and the full faculty in April 2012. Due to the revisions there was no data collected for the M Ed during this year.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not Met	No data collected

Section Three - Analysis and Action Plans:

As of May 10, 2012 a program chair has been identified. This person will work with the Dean of A&S and the Dean of Online Programs to revise and collect data for the new year.

Intended Outcome 2: (D–Career Readiness–Program Specific) To demonstrate an understanding of the latest theories regarding learning, curriculum and instruction; to apply theoretical constructs; and to employ curriculum and teaching strategies that promote learning for all students. 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%.

Section One - Activity Statement:

See above Outcome #1

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
------------------	--------------------	---------------------

Section Three - Analysis and Action Plans:

Intended Outcome 3: (D–Career Readiness–Program Specific) To use a variety of strategies that incorporate the appropriate use of technology and be able to assess the potential of these resources to address personal, lifelong, and educational (workplace) needs. 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%.

Section One - Activity Statement:

See above Outcome #1

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
------------------	--------------------	---------------------

Section Three - Analysis and Action Plans:

Revised: 1 July 2009 3

Master of Humanities Report

MASTER OF HUMANITIES PROGRAM ASSESSMENT REPORT: AY 2011-2012

Program Rationale/Purpose Statement:

The Master of Arts in Humanities provides an alternative approach to continued learning for the mature student, offering graduate study in liberal arts for those who seek a broad, transdisciplinary approach to knowledge. The program is designed for adults interested in exploring disciplines in the liberal arts, supplementing their professional education by continued intellectual growth, or satisfying their continuing intellectual curiosity and creativity. The integrated program of study has a core of courses with a unified, theoretical perspective requiring students to become critical thinkers with competence in written analysis; yet the program is highly individualized, allowing each student to focus on his/her own area of interest. This combination of core courses and individualized study promotes a unified perspective and gives the student the freedom to explore themes across disciplines.

Program Learning Outcomes:

Marketing / Recruitment Target Statement:

The program offers graduate study in liberal arts for those who seek a broad, interdisciplinary approach to knowledge. It is designed for adults facing career changes who are interested in exploring disciplines in the liberal arts which supply added skills in critical thinking, analytical writing, and communication; for adults desiring promotion and needing to supplement their professional education through continued intellectual growth; and for life-long learners who seek to satisfy their continuing intellectual curiosity and creativity. The integrated program of study has a core of courses with a unified, thematic perspective requiring students to become critical thinkers with competence in written analysis; yet the program is highly individualized, allowing each student to focus on his/her own area of interest. This combination of core courses and individualized study promotes a unified perspective and gives the student the freedom to explore themes across disciplines.

Goals of the Program/Corresponding Classes:

Research and Writing Skills: ART524/525/623 / COM520/630 / CUL511/515/530 / ENG530/541/542/543/583/ HIS521/522/523 / HUM510/550/592/654 / NAT517 / PHI522/570/625

Critical Thought: ART524/525/623 / CUL511/515/530 / COM520/630 / ENG530/541/542/543/583 / HIS521/522/523 / HUM510/550/592/654 / NAT517 / PHI522/570/625

Synthesis of idea field and analysis: ART524/525/623 / COM520/630 / CUL511/515/530 / ENG530/541/542/543/583 / HIS521/522/523 / HUM510/550/592/600/654/680 / NAT 517 / PHI522/570/625

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcome 1: (D–Critical Thinking) Students will develop/further develop the ability to analyze and evaluate works of scholarship or the arts. Courses Involved: ENG530, ART524, and ART623

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

Section One - Activity Statement:

Faculty voted to significantly change the requirements of the Master of Humanities as per the orders of the VPAA to reduce the program to 30 hours and eliminate the need for a thesis. Changes will begin in Fall, 2012.

Following the new program requirements, the new program chair will be Dr. James Rovira, starting summer, 2012.

Hired a Ph.D. in Philosophy as an adjunct to teach PHI522 for summer, 2012, replacing our temporary instructor for the class.

The first Special Topics in a concentration, ENG592: Screenwriting was taught in Spring, 2011. The second Special Topic in a concentration, ART592: The Art & Culture of the Graphic Novel was approved for teaching in Summer, 2012.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
ART524	Met	Out of eleven students, there were four A grades, five B grades, one D, and one F. Therefore, 82% of the students got 80% or better.
ART623	Not Met	Three of the eleven students earned grades below 80%. Four students received A grades, four received B grades, and three students received C grades. Thus, 73% of the students got 80% or better. All students in the class received an 80% or higher in the course for overall grades, however.
ENG530	Met	Out of eight students, four received A grades, four received B grades. Therefore, 100% of the students in ENG530 got 80% or above. One student dropped over the course of the semester.

Section Three - Analysis and Action Plans:

Enrollment dipped in summer, 2011, but with the addition of the concentrations the numbers are rebounding.

Continue development of concentrations in three areas, Art & Visual Culture, Communication, and English started in the fall of 2011.

Faculty voted to significantly change the requirements of the Master of Humanities as per the orders of the VPAA to reduce the program to 30 hours and eliminate the need for a thesis. Changes will begin in Fall, 2012.

Following the new program requirements, the new program chair will be Dr. James Rovira, starting summer, 2012.

Intended Outcome 2: (D–Critical Thinking) Students will develop/further develop the ability to engage in honest, courteous, intelligent, scholarly discourse. Courses Involved: All MA HUM courses.

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

Section One - Activity Statement:

Concentrations in three areas, Art & Visual Culture, Communication, and English were approved and started in the fall of 2011.

Faculty voted to significantly change the requirements of the Master of Humanities as per the orders of the VPAA to reduce the program to 30 hours and eliminate the need for a thesis. Changes will begin in Fall, 2012.

Following the new program requirements, the new program chair will be Dr. James Rovira, starting summer, 2012.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
All classes	Met	All classes reported that at least 80% of the students received 80% or more on threaded discussions. Students who achieved less than 80% were the ones who dropped the courses or who, through failure to participate, achieved an AF for the final course grade.

Section Three - Analysis and Action Plans:

To gather material for an assessment of threaded discussions is too far-reaching and general for future assessment. As students drop due to non-participation, the results will be skewed all in favor of an 80% or higher. This measure is a self-regulating measure. Future assessment of threaded discussions should concentrate on one area represented in a common rubric and select a smaller representation of courses.

Intended Outcome 3: (D–Critical Thinking) Students will learn to create a coherent, useful synthesis of knowledge from different domains by demonstrating familiarity with and knowledge of the fields contained within the Humanities. Courses Involved: ART623, COM520, COM630, CUL530, HUM592, HUM600 and HUM680.

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

Section One - Activity Statement:

Concentrations in three areas, Art & Visual Culture, Communication, and English were approved and started in the fall of 2011.

Faculty voted to significantly change the requirements of the Master of Humanities as per the orders of the VPAA to reduce the program to 30 hours and eliminate the need for a thesis. Changes will begin in Fall, 2012.

Following the new program requirements, the new program chair will be Dr. James Rovira, starting summer, 2012.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
ART623	Not Met	Three of the eleven students earned grades below 80%. Four students received A grades, four received B grades, and three students received C grades. Thus, 73% of the students got 80% or better. All students in the class received an 80% or higher in the course for overall grades, however.
CUL530	Not Met	Out of eighteen students, there were eight A grades, three B grades, four C grades, one D, and F due to not turning in the paper. 61% of the students got a score of 80% or better on that assignment. For overall grades, 17 of 18 received 80% or higher in the course due to other work.
HUM592	Met	Ten of ten students received 90% or better. All students in this class exceeded the minimum estimated.
HUM600	Met	One student took HUM600, and got 100% on her project.
HUM680	Met	All thesis students who defended must pass with a B or better. Over the year, all but one student passed the first time he/she defended. The student did a revision and achieved an 80% or above.

Section Three - Analysis and Action Plans:

The first Special Topics in a concentration, ENG592: Screenwriting was taught in Spring, 2011. The second Special Topic in a concentration, ART592: The Art & Culture of the Graphic Novel was approved for teaching in Summer, 2012.

Hired a Ph.D. in Philosophy as an adjunct to teach PHI522 for summer, 2012, replacing our temporary instructor for the class.

Continue development of concentrations in three areas, Art & Visual Culture, Communication, and English were approved and started in the fall of 2011.

Faculty voted to significantly change the requirements of the Master of Humanities as per the orders of the VPAA to reduce the program to 30 hours and eliminate the need for a thesis. Changes will begin in Fall, 2012.

Following the new program requirements, the new program chair will be Dr. James Rovira, starting summer, 2012.

Updated: November 2011

BA - Arts Administration – Music Concentration Report

BA – ARTS ADMINISTRATION – MUSIC INDUSTRY CONCENTRATION PROGRAM ASSESSMENT REPORT: AY 2011-2012

Program Rationale/Purpose Statement:

The Music Industry concentration combines the study of music performance, music business, music theory and music technology in order to give the student a broad array of valuable skills for today's rapidly evolving music industry. The interdisciplinary nature of the major and the existence of the various specialized music performing, production, and business groups on campus allow students to use their classroom knowledge in real-world applications, enhancing the students' preparation for the musical world in which they might be working.

Program Learning Outcomes:

Marketing / Recruitment Target Statement:

Students with artistic and creative skills, but sensitive to the economic reality of today's society, can work towards a degree that is flexible enough in content and focus to incorporate personal creativity with sound music industry skills and practices.

Goals of the Program/Corresponding Classes:

To develop a foundation in the language and practice of music that will allow students to function intelligently and knowledgeably among musicians and others in the industry. MUS321

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. MUS427

To prepare students for music industry careers by giving them working proficiency in their principal instrument. MUS315/317

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcome 1: (D-Career Readiness–Program Specific) To develop a foundation in the language and practice of music that will allow students to function intelligently and knowledgeably among musicians and others in the industry.

Assessment Criteria: Students will write an arrangement or composition applying the principles of harmony covered in the two-semester music theory sequence, and present their work before a panel of faculty and classmates. 75% of majors will be proficient or better in MUS321.

Section One - Activity Statement:

N/A

MUS 321 was not offered during the 2011-12 academic year. Within the BA-AA-Music curriculum, the course has been replaced by MUP 221, which will run in Spring 2013.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
N/A	N/A	N/A

Section Three - Analysis and Action Plans:

**Effective May 2011, MUS 321 (formerly the second in a two-semester theory sequence was replaced by MUP221, which is the second in a four-semester musicianship sequence. BA-AA-Music majors will still be required to take two theory/musicianship courses (MUP121 and MUP221), while Professional Music majors are required to take the entire four-course sequence (MUP121,221,321,322)

Intended Outcome 2: (D-Career Readiness–Program Specific) 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: Students will complete a capstone music production or performance project that applies the principles covered in the two-semester music business sequence. Assessment based upon an evaluation of their final project by a panel of faculty and classmates. 80% of majors will be proficient or better in MUS427.

Section One - Activity Statement:

One BA-AA major was enrolled in MUS 427, completing her capstone music production project in April 2012. A panel of four individuals was assembled to assess the capstone project – including one faculty member, one music department staff member, one peer BA-AA-Music major, and one graduate who successfully completed a BA-AA-Music degree including an outstanding capstone project. Each member of the panel attended the production, with the peer and alum members both also participating in the execution of the event.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not Met	

Section Three - Analysis and Action Plans:

It was determined that while a failing grade in this course was not warranted, the students did not demonstrate a low level of proficiency in the multiple facets of concert production and project management required of the project. The MUS 427 instructor's assessment of the student's level of preparation throughout the project planning process was barely acceptable.

While assessment criteria were clearly communicated to the student in writing and verbally at the beginning and throughout the capstone project planning process, future students required to execute such an activity will be assessed at the midpoint of the planning process by instructor and one peer. This may limit the ability of the student to procrastinate on tasks within the project management plan in a way that would severely risk the project outcome.

Intended Outcome 3: (D-Career Readiness–Program Specific) To prepare students for music industry careers by giving them working proficiency in their principal instrument.

Assessment Criteria: Demonstrate a basic level of competency on their principal instrument or area of musical performance, based upon an evaluation by a jury of faculty at the completion of the three-semester sequence of private study. 75% of majors will be basic or better in MUS315/317.

Section One - Activity Statement:

Two students were enrolled in MUS317 during Spring 2012, and one was enrolled during Fall 2012. None were enrolled in MUS315 either semester. Each student was assessed by their instructor using a vocal technique and performance rubric at the beginning of the semester. At the end of the semester each student presented an informal juried performance before a panel consisting of three members of the private music faculty. Each member of the panel assessed the student's performance using the same rubric.

Section Two - Results of Outcomes Activity: Both students (100% or 2 of 2) demonstrated the expected basic level of competency on their principal instrument.

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	100% met (2 of 2)	The two students earned the following scores on the pre- and post-test evaluations: Student 1: pretest 72%, posttest 86% Student 2: pretest 87%, posttest 91%

Section Three - Analysis and Action Plans:

Format of evaluation has proven effective. Beginning in Fall 2012 all private music instruction teachers will be given a clearer and detailed set of expected learning outcomes for students on each instrument and at each level of instruction. This is designed to make more consistent the teaching approaches across multiple adjunct private music instructors. End-of-semester juries will also be scheduled further in advance, and adjudicated public recitals may be added for some students in lieu of a private jury.

Updated: November 2009

BA – Arts Administration – Visual Arts Concentration Report

BA – ARTS ADMINISTRATION – VISUAL ARTS CONCENTRATION PROGRAM ASSESSMENT REPORT: AY 2011-2012

Program Rationale/Purpose Statement:

The interdisciplinary nature of the major and the curriculum incorporates areas of study from the Arts, Communications, and Business. The program is designed to balance artistic sensibilities with business, marketing and management skills that will prepare students for the world of work in the public and private sector. Studio and art history courses will use a global thematic approach to develop the student's vocabulary and interpretive skills with an emphasis on contemporary applications and interpretations. Visual applications will originate from a combination of formal art studio courses and digitally based visual communication courses. Business courses will offer a great deal of flexibility in areas such as management and marketing. The program will incorporate four branches of learning: the fine arts, business, research and technology. The program will be flexible enough to allow students to achieve a balance of artistic and managerial concerns, of theory and hands-on experience. The high degree of flexibility allows students to tailor a degree program according to their individual needs and interests. The opening of the Diane Kidd Gallery in the Hayes Art Center gives Tiffin University a much higher profile in the arts, locally and regionally, and it will offer the students a professional arts venue capable of supporting a wide variety of exhibitions on a larger scale. Internships will be required, in galleries and museums in the Toledo/Columbus/Cleveland areas, and may offer students hands-on experience in aspects of gallery management: exhibition development, contract negotiation, marketing and promotion, budget development, design of related publications, cost and program analysis. The Major in Arts Administration also serves students who plan to pursue graduate studies in Arts Administration/Management at a variety of institutions across the country.

Program Learning Outcomes:

Marketing / Recruitment Target Statement:

Students with artistic and creative skills, but sensitive to the economic reality of today's society, can work towards a degree that is flexible enough in content and focus to incorporate personal creativity with sound business skills and practices.

Goals of the Program/Corresponding Classes:

To be knowledgeable in basic principles of exhibition development. ART392

To implement the observational, analytical, research, and interpretive skills necessary for understanding the cultural and stylistic significance of works of art. ART201

To establish artistic and practical skills needed for graduate level studies in this field. ART392

Program Executive Summary:

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.

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

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

Intended Outcome 1: (D–Career Readiness–Program Specific) Knowledgeable in principles of exhibition development.

Assessment Criteria: As part of completing ART392, students will design, publicize and install an exhibit of student work. 80% of majors will be proficient or better.

Section One - Activity Statement:

The student show was expanded to include a special section for Art 392 to design and install their work, and graduate work from the Masters of Humanities program was also shown.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not Met	80% of majors will be proficient or better (mean was 58%).

Section Three - Analysis and Action Plans:

Students did not do any publicity for the student show. An adjunct taught this course, and so I must not have been explicit in my conversations with him about my expectations for this project. Thorough, written assignment instructions would help make sure that the expectations are clear, and provide a full set of data to be assessed.

Intended Outcome 2: (D–Critical Thinking/D–Career Readiness–Program Specific) To implement the observational, analytical, research, and interpretive skills necessary for understanding the cultural and stylistic significance of works of art.

Assessment Criteria: Students will make a final presentation in ART 201 that demonstrates competency in the ability to research, analyze, and interpret the work of a select artist. 75% of majors will be basic or better.

Section One - Activity Statement:

There were several changes to improve student learning in the Visual Arts curriculum. Four new adjuncts were hired; whose skills include both studio art and art history. One of these new adjuncts taught Art 201. The prerequisite for Art 401 was changed, both to attempt to attract more students and to align the course with the revised English curriculum.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	75% of majors will be basic or better (mean average 85%)

Section Three - Analysis and Action Plans:

There were two majors in this course. One student did exceptional work, with thorough research and

well-articulated ideas. The second student did a good job with giving context for the artist's work, but struggled to articulate complex visual and content analysis. This suggests that I need to create more explicit assignment instructions as adjuncts continue to teach this course.

Intended Outcome 3: (D–Career Readiness–Program Specific) To establish intellectual and practical skills needed for graduate level studies in this field.

Assessment Criteria: Students will complete an oral defense of their final portfolio before a panel review as part of completing ART392. 80% of majors will be proficient or better.

Section One - Activity Statement:

We brought in a professional artist to give a lecture and series of workshops, which several majors participated in. This allowed majors (and other students) to both experience that artist's area of expertise and to witness and participate in some professional practices of the field.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	80% of majors will be proficient or better (mean was 90%).

Section Three - Analysis and Action Plans:

While all of the majors were proficient, the adjunct teaching the course (one of the new hires) indicated that many (4 of 6) struggled to articulate their themes, and/or were defensive about criticism or suggestions about their work. This indicates that they have may not experienced the process of critique as it is intended throughout the studio art curriculum. Critiques are difficult conversations for students, as they require the student to allow peers, not just the professor, to assess their work. Critiques are intended to not only allow peer assessment, but also to encourage the students to change and revise work based on those conversations. Greater attention to how the various adjuncts run critiques in their classes, both in this course and in the foundation studio courses, will encourage students to have a foundation of critique skills before taking this demanding course.

BA – Communications – Electronic Media Concentration Report

BA – COMMUNICATION – ELECTRONIC MEDIA CONCENTRATION PROGRAM ASSESSMENT REPORT: AY 2011-2012

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.

Program Learning Outcomes:

Marketing / 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 understand and demonstrate acceptable writing skills appropriate to communicating effectively for electronic media organizations. COM218/235/329 / ENG262

Students understand and demonstrate acceptable digital and graphic design techniques. COM204 / CIT 255

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcome 1: (D-Career Readiness–Program Specific/D–Writing Skills) 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 COM329. This will be demonstrated by 80% of students achieving a “B” or higher on their final project in COM329.

Section One - Activity Statement:

This year the communications program taught 16 sections of COM 130: Introduction to Speech Communication, serving approximately 350 students as part of the university's general education core. Ten other basic and advanced courses were offered as part of communication core and concentrations, including:

COM 134	Digital Photography
COM 212	Intro to Public Relations
COM 218	News Writing
COM 241	Intro to Mass Communication
COM 310	Human, Interpersonal, and Small Group Communication
COM 325	Public Relations Cases, Campaigns, and Non Profits
COM 325	Sports Writing for Marketing and Promotion
COM 318	Feature Writing
COM 330	Video Production
COM 410	Advanced Reporting
COM 438	History and Tradition of American Journalism

In keeping with developments in the field of communication and the evolution of Internet technologies, a new course in social media was created and taught as a special topic Spring semester.
COM 390 Social Media

Extra-Curricular Activities included:

The publication of editions of the Campus Newspaper.

The Communication Club was active on campus and sponsored a number of activities, including a panel of industry practitioners during Fall semester. The club inducted four new members into the National Communication Honor Society of Lambda Pi Eta (LPH) and remained an active student chapter of the Public Relations Student Society of America.

Communication Faculty supervised:

- Three Master of Humanities Thesis Projects
- Four Internships
- Two Independent Studies

The communication major continues to be the second most popular major in the School of Arts and Sciences.

Section Two - Results of Outcomes Activity:		
<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
COM 329	Not Met	Only 44% (8 of 18) students received a “B” or higher on Assignment #10, which was the final assignment. This percentage was skewed by a number of students (graduating seniors) who did not turn in the assignment. Of those who turned in the assignment (8 of 14) 57% scored a “B” or higher.

Section Three - Analysis and Action Plans:

The percentage of students scoring a “B” or higher on the final assignment was not as high as expected. This may have been because the final assignment was not representative of the other assignments in this writing intensive course. Overall, 66% of the students in the course earned a “B” or higher as their final grade.

The deterioration of writing skills among freshmen entering college has been well documented. This year’s assessment may reflect this larger problem. Media courses in the communication program will need to continue to stress the importance of good writing in preparing graduates for careers in the three concentrations.

Intended Outcome 2: (D-Technical Proficiency/D-Career Readiness) Students will understand and demonstrate acceptable digital and graphic design techniques.

Assessment Criteria: Students will develop their digital and graphic design techniques in COM204. This will be demonstrated by 80% of students achieving a “B” or higher on their final project in COM204.

Section One - Activity Statement:
COM 204 Visual Communication, Graphics and Presentation Strategies was not taught last year.

Section Two - Results of Outcomes Activity:		
<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
NA		

Section Three - Analysis and Action Plans:
NA

Updated: November 2011

BA – Communications – Journalism Concentration Report

BA – COMMUNICATION – JOURNALISM CONCENTRATION PROGRAM ASSESSMENT REPORT: AY 2011-2012

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 journalism. 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.

Program Learning Outcomes:

Marketing / 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 contemporary journalism practices. COM218/235/318/410 / ENG262

Students will understand and recognize theories of mass communication. COM300/438/450

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcome 1: (D-Writing Skills/D-Career Readiness) Students will understand and demonstrate acceptable writing skills appropriate to contemporary journalism practices.

Assessment Criteria: Students will develop their writing skills for their professional foundations courses in COM218. This will be demonstrated by 80% of students achieving a “B” or higher on their final project in COM218.

Section One - Activity Statement:

This year the communications program taught 16 sections of COM 130: Introduction to Speech Communication, serving approximately 350 students as part of the university's general education core. Ten other basic and advanced courses were offered as part of communication core and concentrations, including:

COM 134 Digital Photography
COM 212 Intro to Public Relations
COM 218 News Writing
COM 241 Intro to Mass Communication
COM 310 Human, Interpersonal, and Small Group Communication
COM 325 Public Relations Cases, Campaigns, and Non Profits
COM 325 Sports Writing for Marketing and Promotion
COM 318 Feature Writing
COM 330 Video Production
COM 410 Advanced Reporting
COM 438 History and Tradition of American Journalism

In keeping with developments in the field of communication and the evolution of Internet technologies, a new course in social media was created and taught as a special topic Spring semester: COM 390 Social Media

Extra-Curricular Activities included:

The publication of editions of the Campus Newspaper.

The Communication Club was active on campus and sponsored a number of activities, including a panel of industry practitioners during Fall semester. The club inducted four new members into the National Communication Honor Society of Lambda Pi Eta (LPH) and remained an active student chapter of the Public Relations Student Society of America.

Communication Faculty supervised:

- Three Master of Humanities Thesis Projects
- Four Internships
- Two Independent Studies

The communication major continues to be the second most popular major in the School of Arts and Sciences.

Section Two - Results of Outcomes Activity:		
<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	Eighty percent of students achieved a “B” or higher on their final project in COM218.

Section Three - Analysis and Action Plans:

This year’s assessment results focused on the need for students to develop stronger written communication skills for the print journalism media and quantitative reasoning/critical thinking skills. COM 218 is an entry-level journalism course designed to introduce students to basic journalism skills.

The Communication faculty and the School of Arts and Sciences continue to emphasize the importance of oral and written communication skills across the curriculum. The course emphasized writing skills by having students write stories every class meeting as well as attend meetings and other events to develop note-taking and listening skills.

Intended Outcome 2: (D-Quantitative Reasoning/D-Critical Thinking) Students will understand and recognize theories of mass communication.

Assessment Criteria: Students will compare and contrast mass communication theories in COM300. At least 80% of students will receive a “B” or higher on the final project in COM300.

Section One - Activity Statement: See above

Section Two - Results of Outcomes Activity:		
<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not met	Four out of eight students met the criteria for this year’s outcomes activity by receiving a “B” or higher on the final research design project. Three of eight students did not complete the project, and one received a grade of “C”.

Section Three - Analysis and Action Plans:

This was the first year for this assessment, using the Communication department’s new class in communication research methods. The department is contemplating returning to its previous arrangement with the School of Criminal Justice where students took its research methods and design course.

Updated: November 2011

BA – Communications – Public Relations Concentration Report

BA – COMMUNICATION – PUBLIC RELATIONS CONCENTRATION PROGRAM ASSESSMENT REPORT: AY 2011-2012

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 public relations. 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.

Program Learning Outcomes:

Marketing / 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 public relations organizations. COM212 /218/235/329 / ENG262

Students will recognize theories of public relations practices. COM 416 /441

Program Executive Summary:

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.

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

See Below

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

Intended Outcomes/Assessment Criteria:

Intended Outcome 1: (D-Writing Skills/D-Career Readiness) Students will understand and demonstrate acceptable writing skills appropriate to communicating effectively for public relations organizations.

Assessment Criteria: Students will develop their writing skills for their public relations foundation courses in COM212 or COM218. This will be demonstrated by 80% of students achieving a “B” or higher on their final project in COM212.

Section One - Activity Statement:

This year the communications program taught 16 sections of COM 130: Introduction to Speech Communication, serving approximately 350 students as part of the university's general education core. Ten other basic and advanced courses were offered as part of communication core and concentrations, including:

COM 134	Digital Photography
COM 212	Intro to Public Relations
COM 218	News Writing
COM 241	Intro to Mass Communication
COM 310	Human, Interpersonal, and Small Group Communication
COM 325	Public Relations Cases, Campaigns, and Non Profits
COM 325	Sports Writing for Marketing and Promotion
COM 318	Feature Writing
COM 330	Video Production
COM 410	Advanced Reporting
COM 438	History and Tradition of American Journalism

In keeping with developments in the field of communication and the evolution of Internet technologies, a new course in social media was created and taught as a special topic Spring semester.

COM 390	Social	Media
---------	--------	-------

Extra-Curricular Activities included:

The publication of editions of the Campus Newspaper.

The Communication Club was active on campus and sponsored a number of activities, including a panel of industry practitioners during Fall semester. The club inducted four new members into the National Communication Honor Society of Lambda Pi Eta (LPH) and remained an active student chapter of the Public Relations Student Society of America.

Communication Faculty supervised:

- Three Master of Humanities Thesis Projects
- Four Internships
- Two Independent Studies

The communication major continues to be the second most popular major in the School of Arts and Sciences.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
COM 212	Met	87% of the students in Intro to Public Relations scored a “B” or better on their final project.

Section Three - Analysis and Action Plans:

The assessment data shows that students are doing well in this course. We will continue to maintain the quality of the current curriculum.

Intended Outcome 2: (D–Literacy/D-Research Skills/D-Civic Responsibility-Ethical Concerns)
Students will recognize theories of public relations practices.

Assessment Criteria: Students will recognize theories of public relations practices in COM416 or COM441. This will be demonstrated by 80% of students achieving a “B” or higher on their final project in COM416 or COM441.

Section One - Activity Statement:

See Above

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
N/A	N/A	N/A

Section Three - Analysis and Action Plans:

COM 441 was not taught this year. Data was not collected for COM 416.

Updated: November 2011

BA – English Report

BA - ENGLISH PROGRAM ASSESSMENT REPORT: AY 2011-2012

Program Rationale/Purpose Statement:

The study of literature develops students' analytical and critical thinking skills as they engage literature in three areas: the literary canon and extra-canonical works, composition and writing, and literary theory. As a discipline, the study of literature allows students to explore and to synthesize a diverse range of cultural, experiential, and linguistic sources. This study deepens students' perceptions of literature and language as significant cultural phenomena that shape and are shaped by the particular contexts in which they appear. Fluency in writing is emphasized to develop students' abilities to explore, organize, and articulate their ideas through written composition. The BA in English seeks to give students the essential skills for gaining and maintaining successful and lifelong careers as productive citizens and creative professionals of the global community.

Program Learning Outcomes:

Marketing / Recruitment Target Statement:

The English major at Tiffin University prepares students for careers in teaching, writing, or other areas that require critical thinking. Students study literature, composition, and literary theory to be well-rounded in English studies. Our faculty members specialize in areas of literature such as Renaissance literature, Romantic literature and poetry, Modern literature, Gothic fiction, Contemporary literature, Women's literature, and World literature. Other areas of expertise include creative writing, literary theory, film, and drama. Students who major in English at Tiffin University are well prepared for teaching, graduate study, and understanding the world's literary canon.

Goals of the Program/Corresponding Classes:

Students will demonstrate familiarity with the literary canon by meeting or exceeding the national average for the GRE Subject Area Test in English. ENG 291/292/293/294/322/347/360/361/380/381
ART 351/352 / CUL 443/448

Students will understand and apply critical theory. All upper-level literature courses excluding
ENG 223/251-254 /262 /463

Students will demonstrate acceptable composition skills. ENG142/242/291/292/293/294/347/348 360
361/ 380/381 / ART351/352 / ENG322 / CUL443/448

Students will demonstrate acceptable grammar skills. ENG 223/262

Students will create and research an original project. ENG499

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcome 1: (D-Technical Proficiency/D-Writing Skills/D-Career Readiness)

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

Assessment Criteria: 75% of Majors to achieve scores equivalent to or exceeding the national average in the GRE Subject Area Test in English during the semester of ENG499 or internship.

Section One - Activity Statement:

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
------------------	--------------------	---------------------

Section Three - Analysis and Action Plans:

Intended Outcome 2: (D-Critical Thinking) Students will understand and apply critical theory.

Assessment Criteria: 80% of English majors will achieve scores of 3 or higher on the “literary theory” component of the department rubric in ENG463 and all upper-level literature courses. ENG251, ENG252, ENG253, ENG254, ENG223, and ENG262 are excluded as they are not literature courses.

Section One - Activity Statement:

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
------------------	--------------------	---------------------

Section Three - Analysis and Action Plans:

Intended Outcome 3: (D-Technical Proficiency/D-Writing Skills) Students will demonstrate acceptable composition skills.

Assessment Criteria: 80% of English majors will achieve scores of 3 or higher on the “clarity,” “grammar,” and “punctuation” components of the Writing Intensive Course rubric in ENG142, ENG242, ENG291, ENG292, ENG293, ENG294, ENG322, ENG347, ENG348, ENG360, ENG361, ENG380, ENG381, ART351, ART352, CUL280, CUL443, or CUL448.

Section One - Activity Statement:

Section Two - Results of Outcomes Activity:		
<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>

Section Three - Analysis and Action Plans:

Intended Outcome 4: (D-Technical Proficiency/D-Writing Skills) Students will demonstrate acceptable grammar skills.

Assessment Criteria: 85% of English and English Education majors will achieve a score of 80% or higher on the final exam in ENG223 or ENG262. The final exam will contain various types of testing (multiple choice, short answer, matching, etc.).

Section One - Activity Statement:

Section Two - Results of Outcomes Activity:		
<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>

Section Three - Analysis and Action Plans:

Intended Outcome 5: (D-Critical Thinking/D-Literacy/D-Technical Proficiency/D-Career Readiness) Students will create and research an original project.

Assessment Criteria: 90% of majors will achieve 90% on their senior seminars for written interpretation and research for the final project in ENG 499. Projects will be cross-graded by a committee of three members of the English faculty. If the score differs by more than one full grade (10%) after the first two readers, the third reader will also grade the paper to ensure consistency.

Section One - Activity Statement:

Section Two - Results of Outcomes Activity:		
<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>

Section Three - Analysis and Action Plans:

Updated: May 2011

BA – General Science – Behavioral Science Concentration Report

BA – GENERAL SCIENCE – BEHAVIORAL SCIENCE CONCENTRATION PROGRAM ASSESSMENT REPORT: AY 2011-2012

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.

Program Learning Outcomes:

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. NAT310

Students will understand and apply experimental design, solving problems with scientific processing skills and scientific method. BIO101

Students will be able to design an investigation or experiment that would test a hypothesis and analyze and interpret data. MAT273

Students will be able to analyze and explain patterns and cycles of natural systems and the relationships between segments of a natural system. NAT215

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcome 1: (D-Natural Science Knowledge/D-Critical Thinking) Students will be able to apply science and technology to daily life regarding nutrition, personal health issues, and public health issues.

Assessment Criteria: Students will analyze their role in health issues through a group presentation or summary paper in NAT 310 where 80% of majors will be proficient or better. (Proficient is defined as a score of 70% or better).

Section One - Activity Statement:

No majors in course

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>

Section Three - Analysis and Action Plans:

Intended Outcome 2: (D-Critical Thinking) Students will understand and apply experimental design, solving problems with scientific processing skills and scientific method.

Assessment Criteria: Students will design and implement a scientific experiment to demonstrate their knowledge of the scientific method in BIO101 where 80% of majors will be proficient or better. (Proficient is defined as a score of 70% or better).

Section One - Activity Statement:

- Changeover in professors- EK left, Mike stepped in to the CHM
- Added NAT215 to the list of assessed courses for the GEC assessment, adding to the BIO101.
- Built the lab for BIO and CHM
- Developed new concentration in lab science for General Science.
- Developed and are awaiting approval on new FORSCI as a Bachelor of Science degree.
- Developed new courses, and are awaiting approval for FORSCI degree.
- Hired new CHM instructor as John Schupp.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
Fall 2011/ Spring 2012	Met	100% proficient at 70% or better (n = 4)

Section Three - Analysis and Action Plans:

Decided that we have not had the standard for very long so we would like to keep the standard the same. Last year was an in-class assignment; this was a take home and seemed to go better as all of the students in the major were proficient. Discussed adding a line for what major- we would like to add this line to all OA artifacts. Will leave the activity alone for accurate comparison; may be worked on at a later date to make all students proficient towards the GenEd goals.

Intended Outcome 3: (D-Critical Thinking/D-Quantitative Reasoning) Students will be able to design an investigation or experiment that would test a hypothesis and analyze and interpret data.

Assessment Criteria: Students will use statistical/mathematical techniques to summarize and analyze data/case study and present conclusions in a written form during MAT 275 where 80% of majors will be proficient or better. (Proficient is defined as a score of 70% or better).

Section One - Activity Statement:

Class not run

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>

Section Three - Analysis and Action Plans:

Change the assessment plan to reflect MAT 273 instead of MAT 275

Intended Outcome 4: (D-Natural Science Knowledge) 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 in NAT 215 where 80% of majors will be proficient or better. (Proficient is defined as a score of 70% or better).

Section One - Activity Statement:

- Changeover in professors, first time teaching class- no comments for class
- Changeover in professors- EK left, Mike stepped in for NAT215
- Added NAT215 to the list of assessed courses for the GEC assessment, adding to the BIO101. Developed new concentration in lab science for General Science majors.
- Developed new courses, and are awaiting approval for FORSCI degree.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
NAT215	met	n=1 (85%)

Section Three - Analysis and Action Plans:

- Course needs more case studies and in class project to increase student engagement.
- Add a lab science component, but that would increase the credit hour which creates issues, class size for lab issues, and an increase in the number of classes needed and instructors to teach.
- Discussion concerning using this class as part of the Science methods for education majors.

BA – General Science – Green Technologies Concentration Report

BA – GENERAL SCIENCE – GREEN TECHNOLOGIES CONCENTRATION PROGRAM ASSESSMENT REPORT: AY 2011-2012

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.

Program Learning Outcomes:

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. NAT300/310/370/450 /CIT340 / CUL250 / ECO424

Students will be able to design an investigation or experiment that would test a hypothesis and analyze and interpret data. MAT273/275

Students will be able to analyze and explain patterns and cycles of natural systems and the relationships between segments of a natural system. NAT114/201/205/210/215

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcome 1: (D-Natural Science Knowledge) Students will be able to apply science and technology to daily life regarding nutrition, personal health issues, and public health issues.

Assessment Criteria:

Students will analyze their role in health issues through a group presentation and summary paper in NAT450 where 80% of majors will be proficient or better. (Proficient is defined as a score of 70% or better).

Section One - Activity Statement:

No data collected this year.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
------------------	--------------------	---------------------

Section Three - Analysis and Action Plans:

Intended Outcome 2: (D-Critical Thinking/D-Quantitative Reasoning) Students will be able to design an investigation or experiment that would test a hypothesis and analyze and interpret data.

Assessment Criteria: Students will use statistical/mathematical techniques to summarize and analyze data/case study and present conclusions in a written form during MAT273 where 80% of majors will be proficient or better. (Proficient is defined as a score of 70% or better).

Section One - Activity Statement:

No data collected this year.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
------------------	--------------------	---------------------

Section Three - Analysis and Action Plans:

Intended Outcome 3: (D-Natural Science Knowledge) 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 natural system and its relationship between segments of a natural system during NAT210 where 80% of majors will be proficient or better. (Proficient is defined as a score of 70% or better).

Section One - Activity Statement:

No data collected this year.

Section Two - Results of Outcomes Activity:

2011-2012

Met/Not Met

Data Details

Section Three - Analysis and Action Plans:

BA – History Report

BA - HISTORY PROGRAM ASSESSMENT REPORT: AY 2011-2012

Program Rationale/Purpose Statement:

The BA-HIS Program within the School of Arts and Sciences (SAS) is designed to provide students with a comprehensive foundation that will make them well-informed citizens fully prepared to take an active role in their communities' political and civic life. In addition, each will be prepared to succeed in their chosen occupation or excel in graduate-level education. Students will become familiar with a broad range of issues and theories common to the field of history. They will likewise acquire cognitive skills appropriate both to entry-level employment in various historical positions and to the successful pursuit of a graduate degree. The SAS offers this major as part of a continuing effort to:

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

Marketing / Recruitment Target Statement:

The goal of the BA-HIS Program with the SAS is to attract students who seek post-baccalaureate employment in the history field or in editing and research. It is also appropriate for students whose career path is uncertain and seek a liberal arts degree. Finally, it should appeal to students interested in pursuing graduate degrees in history or law.

Program Learning Outcomes:

Goals of the Program/Corresponding Classes:

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

HIS137/211/212/320/425

Students will demonstrate the ability to trace the evolution of historical thought. HIS425

Students will demonstrate writing skills appropriate to history profession with a special emphasis on understanding historical context. HIS211/212/320/425

Students will provide evidence that they possess the research and communications skills expected of a practitioner in the history profession. SAS499

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcome 1: (D-Critical Thinking/D–Literacy/D-Writing Skills) Students were evaluated on their ability to successfully trace and fully explain a chain of linking events that demonstrate the relationship between cause and effect in a historical episode.

Assessment Criteria: All students will write an essay test on a common question in HIS 137. Eighty percent of the majors will achieve ratings of “exceptional” or “good” on their essays, according to the historical causation section of the History Grading Rubric (see attached).

Section One - Activity Statement:

Class did not run.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
------------------	--------------------	---------------------

Section Three - Analysis and Action Plans:

Intended Outcome 2: (D-Critical Thinking/D–Literacy/D-Writing Skills) Students will demonstrate the ability to trace the evolution of historical thought.

Assessment Criteria: Each student in HIS 425 will select a published historian and explain where and how that historian fits into the evolving study of history in a fully developed written exercise. Eighty percent of the majors in HIS 425 will achieve ratings of “exceptional” or “good” on their essays, according to the content comprehension portion of the History Grading Rubric.

Section One - Activity Statement:

Class did not run.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
------------------	--------------------	---------------------

Section Three - Analysis and Action Plans:

Intended Outcome 3: (D-Critical Thinking/D-Writing Skills) Students will demonstrate writing skills appropriate to history profession with a special emphasis on understanding historical content.

Assessment Criteria: Students will write a research paper on a topic of historical content in HIS 211, HIS 212, HIS 320, or HIS 425. Eighty percent of the majors will achieve ratings of “exceptional” or “good” on their essays, according to the content comprehension portion of the History Grading Rubric.

Section One - Activity Statement:

- 1 – The department decided to eliminate HIS 212 and replace it with HIS 137 to avoid duplication.
- 2 – The action above opened up an additional history elective for majors.
- 3 – My participation as a consultant on WGTE’s production “The War of 1812” should add depth to my teaching in HIS 320.
- 4 – I participated as a presenter at the annual meeting of the Association of Great Lakes Maritime History, as well as interacted with a number of my colleagues who attended to conference. These activities will assist me in several of my courses.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
HIS 320	Did not meet	16% met goal (n=6)

Section Three - Analysis and Action Plans:

I plan to review writing expectations more frequently and meet with students during the course of the project to provide more hands-on guidance. I plan to have students submit more short assignments leading up to the major research paper. It would be beneficial for students if we had far more classes designated as writing intensive so our students would become accustomed to a higher level of writing expectations.

Intended Outcome 4: (D-Critical Thinking/D-Literacy/D-Writing Skills) Students will provide evidence that they possess the research and communications skills expected of a practitioner in the history profession.

Assessment Criteria: SAS 499 students will select a topic in their area of interest and prepare written (20-page minimum) and oral (20-minute minimum) presentations of their findings. Both should demonstrate the ability to incorporate the skills associated with professional historical research and communication. 85% of the majors should score at least a B or better on both the paper and the oral presentation.

Section One - Activity Statement:

Did not run.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
------------------	--------------------	---------------------

Section Three - Analysis and Action Plans:

Updated: November 2011

BA – Professional Studies Report

BA – PROFESSIONAL STUDIES (DCP) PROGRAM ASSESSMENT REPORT: AY 2011-2012

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.

Program Learning Outcomes:

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.

Goals of the Program/Corresponding Classes:

For the 2011-2012 assessment period, the BA in Professional Studies program will be focusing on three specific outcomes to better evaluate the intended outcomes in depth. Outcome #1, "Students will write with clarity and precision", will continue to be evaluated as required by the general education outcomes assessment plan on the main campus. In addition, for this reporting period, the BA in Professional Studies program will assess Outcomes #2, #3 and #4, as identified in the plan below.

Students will write with clarity and precision. All Writing Intensive Courses (WIC) as designated in the Academic Bulletin: CUL443 / ENG365 / HIS312 / SOC350

Critical Thinking. PHI305

Written and Oral Communication. COM441

Knowledge of civic duties including ethics, engagement, service, and civic awareness. POL320

Knowledge of self and others through interpersonal skills, self-assessment, diversity, global and multi-cultural thinking. CUL443

Knowledge of the physical and natural world. NAT320

Knowledge of quantitative theory including statistics and consumer savvy. MAT376

Demonstration of research skills, evaluation of resources, and library resource strategies. CIT312

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

Major Field classes

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcome 1: (D–Career Readiness–Program Specific/D–Writing Skills) Students will write with clarity and precision.

Assessment Criteria: All courses identified as Writing Intensive Course in the Academic Bulletin (CUL443 / ENG365 / HIS312 / SOC350) 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.

Section One - Activity Statement:

This information is collected by the OA Office as per college writing intensive goals

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
------------------	--------------------	---------------------

Section Three - Analysis and Action Plans:

The BA of Professional Studies Program will continue to assess writing outcomes through the University’s Outcomes Assessment Office.

Intended Outcome 2: (D–Career Readiness–Program Specific/D–Civic Responsibility/D–Critical Thinking/D–Writing Skills) 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 PHI305, as measured by the summary paper rubric.

Section One - Activity Statement:

The BA in Professional Studies Degree has entered its third year and the structure of the program offering changed during the 2011-2012 academic year. The BA Program began as a cohort program and 3 cohorts have completed the program. Cohort 4 is currently completing the last term. In October 2011, the program converted to an open enrollment model. For outcomes assessment purposes, the 2012-2013 will collect data for the classes that are identified annually.

Due to the restructuring of this program, all writing intensive courses were assessed and delivered directly to the Director of Outcomes Assessment. Outcomes 2, 3, and 4 were assessed during this reporting period. Because of the former cohort model, Outcome 2 (PHI 305) only had two sections completed; Outcome 3 (COM 441) only had one section completed and POL 320 only had one section completed.

For OA purposes, PHI 305 collected data on final summary papers.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	100% of the students met the objective of 80% or more on the final summary paper

Section Three - Analysis and Action Plans:

Due to the restructuring of the course offerings, for the 2012-2013 academic year we will continue to assess this outcome (Outcome #2 - PHI 305).

Intended Outcome 3: (D–Career Readiness–Program Specific/D–Communication Skills) 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 presentation report for COM441, as measure on the presentation rubric.

Section One - Activity Statement:

The BA in Professional Studies Degree has entered its third year and the structure of the program offering changed during the 2011-2012 academic year. The BA Program began as a cohort program and 3 cohorts have completed the program. Cohort 4 is currently completing the last term. In October 2011, the program converted to an open enrollment model. For outcomes assessment purposes, the 2012-2013 will collect data for the classes that are identified annually.

Due to the restructuring of this program, all writing intensive courses were assessed and delivered directly to the Director of Outcomes Assessment. Outcomes 2, 3, and 4 were assessed during this reporting period. Because of the former cohort model, Outcome 3 (COM 441) only had one section completed.

For OA purposes, COM 441 collected data on the final presentation.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	100% of the students met the objective of 80% or more on the final presentation

Section Three - Analysis and Action Plans:

Due to the restructuring of the course offerings, for the 2012-2013 academic year we will continue to assess this outcome (Outcome #3 – COM 441).

Intended Outcome 4: (D–Career Readiness–Program Specific/D–Civic Responsibility–Ethical Concerns/D–Writing Skills) 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 POL320, as measured by the summary paper rubric.

Section One - Activity Statement:

The BA in Professional Studies degree has entered its third year and the structure of the program offering changed during the 2011-2012 academic year. The BA program began as a cohort program and 3 cohorts have completed the program. Cohort 4 is currently completing the last term. In October 2011, the program converted to an open enrollment model. For outcomes assessment purposes, the 2012-2013 will collect data for the classes that are identified annually.

Due to the restructuring of this program, all writing intensive courses were assessed and delivered directly to the Director of Outcomes Assessment. Outcomes 2, 3, and 4 were assessed during this reporting period. Because of the former cohort model, Outcome 4 (POL 320) only had one section completed during this assessment period.

For OA purposes, POL 320 collected data on final summary papers.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not Met	40% of the students met the objective of 70% or more on the final summary paper

Section Three - Analysis and Action Plans:

Due to the restructuring of the course offerings and not meeting this desired outcome during this assessment period, for the 2012-2013 academic year we will continue to assess this outcome (Outcome #3 – POL 320). Review of the final summary project requirements will also be reviewed to ensure they are clearly stated and the grading rubric matches the outcomes.

Intended Outcome 5: (D–Civic Responsibility–Ethical Concerns/D–Writing Skills) 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 CUL443, as measured by the summary paper rubric.

Section One - Activity Statement:

Not assessed during this period.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
N/A		

Section Three - Analysis and Action Plans:

This outcome will be assessed in future years.

Intended Outcome 6: (D–Career Readiness–Program Specific/D–Natural Science Knowledge/D–Writing Skills) 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 NAT320, as measured by the summary paper rubric.

Section One - Activity Statement:

Not assessed during this period.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
N/A		

Section Three - Analysis and Action Plans:

This outcome will be assessed in future years.

Intended Outcome 7: (D–Career Readiness–Program Specific/D–Quantitative Reasoning/D–Writing Skills) 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 MAT376, as measured by the summary paper rubric.

Section One - Activity Statement:

Not assessed during this period.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
N/A		

Section Three - Analysis and Action Plans:

This outcome will be assessed in future years.

Intended Outcome 8: (D–Career Readiness–Program Specific/D–Literacy/D–Research Skills/D–Writing Skills) To demonstrate information literacy such as research skills, evaluation of resources, and library resource strategies.

Assessment Criteria: Seventy percent of the adult learners will obtain a “B” or higher on the summary paper for CIT312, as measured by the summary paper rubric.

Section One - Activity Statement:

Not assessed during this period.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
N/A		

Section Three - Analysis and Action Plans:

This outcome will be assessed in future years.

Intended Outcome 9: (D–Career Readiness) 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.

Section One - Activity Statement:

Not assessed during this period.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
N/A		

Section Three - Analysis and Action Plans:

This outcome will be assessed in future years.

Updated: April 26, 2011

School of Business Report

SCHOOL OF BUSINESS PROGRAM ASSESSMENT PLANS & REPORT: 2011-2012

School of Business Mission Statement:

Preparing men and women for professional, managerial, and leadership positions Student Outcomes:
Faculty and career connections.

Program Rationale/Purpose Statement:

Given the professional focus of the School of Business mission, the rationale behind every program must be to improve the students' skills in areas that lead to enhancement of their ability to gain professional employment. The purpose of the core curriculum of the School of Business undergraduate programs is to begin the process of developing the high-level skills that our faculty members have developed in conjunction with stakeholders: resourceful, articulate, and analytical abilities. Plus, our underlying small school educational philosophy indicates we should be building community through faculty and career connections.

Marketing / Recruitment Target Statement:

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

Program Learning Outcomes:

Goals of the Program/Corresponding Classes:

Student Satisfaction Goals: Enable graduates to find employment in an area related to their academic program within six months after commencement. Increase students' confidence level in their education as they complete for jobs and positions in graduate school.

Program Goals: To prepare for success in upper level classes, students who have completed the School of Business core curriculum will achieve a baseline of requisite knowledge. Graduates will demonstrate their ability to analyze, critically review and communicate their thought using technical skills and other learning from previous courses. ACC210 / ECO222 / LAW211 / FIN301 / MKT151 / MGT495.

Faculty Development Goals: Faculty members will commit to continue developing competence in their academic/professional discipline areas of instruction. These professional/academic connections allow faculty members to be able to link students to their careers. Faculty members will work diligently with students in co-curricular and extra-curricular activities. These serve to build relationships with students and allow students to engage faculty in venues outside the classroom.

School Executive Summary:

The School of Business made adequate progress in assessing outcomes during the 2011-2012 school year. In addition to the data reported below the School added and/or revised several new programs at every level (Associate, Bachelors, Degree Completion and MBA). These included:

- Creation and implementation of School of Business *Guiding Principles*
- Changes in Curriculum/Program Development:
 - Global Business Honors Program kick off
 - Special projects/seminar focus in MKT 353; FIN 301, LAW 211, MGT 390/690, MGT 495, MGT 690 that granted us a \$10k gift from OMIG
 - Creation of online BBA in Organizational Management
 - Addition of a concentration in business management for the BBA-Organizational Management
 - Implementation of the Equine Management Concentration within the Management major
 - Revised/Implementation of new CIS curriculum to include three specializations: Application Specialist, Software Development and System and Network Support
- Enhanced School of Business Advisory Council - including new purpose for the group
- Continuous improvements/updates to SOB Website
- Dean asked to join and now members of the Industrial Manufacturing Council for Seneca county
- Dr. Mansour Javidan, Thunderbird, and Global Mindset Certification for seven of us
- Dr. Bob Hisrich, Thunderbird and extremely successful first annual Summit to Success. Is also now a TU Board member (sponsored by the Diane and George Kidd, Jr. Business Lecture Series)
- Successful hiring of two and 1/2 new faculty, management and organizational behavior
- Search for new faculty in IS still in progress
- Creation of a new division to support faculty teaching and course development as well as online growth (COOP)
- Recipients of CIC DQP grant-one of 25 out of over 80 applicants (2-year project that will align with future accreditation visits)
- Revitalization of the *BSchool Buzz*
- Establishment of several new internship sites
- Reinstatement of Delta Mu Delta Honor Society
- Successfully re-negotiated contracts for Taiwan and Romania, and have experienced large growth in Taiwan program.
- Several speakers in classes/on campus and a part of Business club

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

The report is split into two sections. First is an analysis of what was completed relative to the additional goals first set for the School for the 2011-2012 year. Next is a review of the PARs for the School for the 2012-2013 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 2012-2013 academic year are:

1. School of Business Outcomes Assessment Plan:

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

2. The Assessment Criteria for Intended Outcome #3:

Students will gain a broad base of knowledge concerning the academic disciplines of the core business curriculum, was changed for the upcoming year-2012-2013. Beginning fall 2012, the School voted to replace the Major Field Test from ETS with a pre and posttest from Ivy Software. Data collection will begin this fall with the initial pre-test being administered in MGT 151 and post-test being administered in MGT 495. We do report pre and post test data from the MFT below. We also include data from the previous year administration of the MFT in MGT 495.

In addition, the School faculty will be presented with an opportunity to implement an experiential program into its business core curriculum. The proposal illustrates an experiential opportunity during each academic year, freshmen-senior year, embedding this opportunity in each corresponding core curriculum class (MGT 151, MGT 201, MGT 470/475 and MGT 495).

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.

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

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

Section One - Activity Statement:

This year was another one of changes in the School of Business. What started as an in-depth strategic planning process conducted last summer, with the final outcome as a "fact sheet" of School of Business Guiding Principles to direct the School's decision making process, continues with this summer's session evaluation of how well we met our fact sheet over this last year and what we need to do looking into the upcoming year. In addition, a strategic planning retreat also took place with the students representing the Business Club and several SOB faculty to build on last year's refocusing of the Club's activities for the upcoming year. In addition, the School expanded its operation considerably

in the areas of the MBA, BBA, degree completion and Ivy Bridge. Finally the School made a concerted effort to provide opportunities for our students to connect with business executives through its classroom experiences as well as outside of classroom programs, particularly those sponsored by the Business Club and also by the first annual Diane and George Kidd Jr. Lecture series.

The MBA: With the continuous increasing number of international students, we found that the addition of the ELAC course was not enough; so over the summer, we are developing an intensive ELAC for all international students that will be implemented beginning fall 2012.

The BBA: enhancement of the CIS degree with the addition of three specializations/concentrations (Application Specialist, Software Development and System and Network Support), and Equine Management Concentration; The implementation of the Global Leadership honors major as a Bachelor's degree program and the creation of a full BA online; the BBA in organizational management.

Ivy Bridge: Revisions in CIT Associate's Program

International Programs: Contracts/MOUs for operations in Bucharest, Romania and Taipei, Taiwan were rewritten and strengthened for more oversight/quality control. Both MBA programs are experiencing increasing and in some cases, the best enrollment yet. Last year the EMBA program in Romania was recognized as the number 1 program in the country. This past year, it is still highly ranked at number three.

In addition, due to the efforts of one of our faculty, who also happens to serve as the Director of Outcomes Assessment, TU's SOB was awarded a two-year grant from the Council for Independent Colleges (CIC) to participate in the Degree Qualification Profile (DQP) process, along with 24 other schools nationwide. We are into our first year of the program and will have a report for next year's assessment document.

Two new faculty were hired for the upcoming 2012-2013 year; one started in January 2012 in OB and CIS; one full time in OB and HR and one part-time in HR start in August 2012.

Finally, it is important to note that because TU's SOB is accredited by the Accreditation Council for Business Schools and Programs (ACBSP), we are eligible for a student honorary society chapter called Delta Mu Delta. After three years of inactivity, the chapter is reinstated and had its first induction ceremony in the last three years, in September 2011.

Intended Outcomes/Assessment Criteria:

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

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

Section One - Activity Statement:

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	N/A	<p>Unfortunately we did not collect data for this year's graduating class. However the Dean of the School of Business is currently revising the recent graduate placement survey and will send this out yet this summer. Once data is collected and analyzed it will be shared in this document.</p> <p>For TU graduate programs however, some data was collected due to the efforts of the Dean of Graduate Programs. A survey was administered to approximately 1000 graduate students. A response rate of 23% was evident. Out of the 225 respondents, 126 or 56% were MBA students. A couple of interesting statistics...when asked about the overall quality of our graduate programs, 82% stated it was either extremely valuable or valuable. In addition, 70% of the respondents were gainfully employed in a career of their choice.</p>

Section Three - Analysis and Action Plans:

As stated above, the career placement survey was not sent out to the 2012 graduating class. However, the Dean of the School of Business is currently revising this survey and will be sending it out to our recent graduates yet this summer. The results will be shared in either this year's or next year's assessment report. Additionally, we are working to implement exit interviews next year for all graduating students so that we can gather more accurate data and contact information.

Intended Outcomes 2: (D–Career Readiness) 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)

Section One - Activity Statement:

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not Met	<p>Due to a change in champion to collect this data, the questionnaire was not distributed. The questionnaire will be distributed again beginning spring 2013.</p>

Section Three - Analysis and Action Plans:

The School of Business will continue to assess the relevance of the education students are receiving to their preparation for a career. It will also continue to ask students and employers what additional curricular and co-curricular actions may be taken to improve the quality of students' education. The School will continue to examine specific areas that need to be improved to increase the percentage of those who see their education as doing a good job of preparing them for work and/or graduate school. Recent mandate of internships will hopefully improve this area. In addition, our recent focus on linking business challenges directly in the classroom through real time case studies (through our business partnerships) will hopefully also help improve this area. Also, each faculty is being challenged to bring into the classroom, a high level professional within each respective discipline to speak with students in at least one course each semester. In addition, the faculty is exploring the possibility of implementing an executive mentoring program for select students. Further, with the reactivated Delta Mu Delta Honor Society and the recent induction ceremony of new inductees, it is hoped that this might help participation over time. Finally, the School's Advisory Committee is constantly asked about the relevance of the curriculum to the jobs that each of the committee's members is familiar and this will not only continue but occur regularly every year.

Intended Outcomes 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 multiple choice exam (the MFT) measuring the knowledge gained from each of the five core curriculum courses. Freshman in MKT151 will complete the exam (pretest) and then seniors in MGT 495 will complete the exam (posttest). 90% of all students will score at least 80% on the posttest. 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.

Section One - Activity Statement:

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not Met	2011-2012 Data: MFT=200 total points Freshmen: N=208 Average: 128.9 High Score: 163 Low Score: 120 Seniors: N= 70 Average: 143.7 (72%) High Score: 182 Low Score: 120

Average score increased by 14.8 points (or 10%) between freshmen and senior year. Score of seniors in 2012 graduation class close to score in two years past but score reflects a consistent 70+ score. May need to reevaluate this assessment. Since implementing new assessment in fall, should set baseline at 70% to start (passing C)

2010-2011 Data

Seniors

N=55

Average: 144.98 (73%)

High Score: 172

Low Score: 126

2009-2010 Data

N= 51

Average: 144.73 (72%)

High Score: 173

Low Score: 123

Section Three - Analysis and Action Plans:

The Major Field Test (MFT) was administered to 208 freshmen students and 70 senior students this year. The results indicated average scores of 72% in the senior year, with an average of 10% increase in score from freshmen to senior year. Although the MFT replaced the pre-posttest utilized previously, School faculty is not satisfied with the MFT instrument. In addition, the administrators had a difficult time working with ETS to attain the MFT this past year. Therefore, beginning this fall 2012, a new pre and posttest will be administered to freshmen students in the MKT 151. The results of the fall 2012 test will be compared for statistically significant differences with senior students' scores on the same test take in MGT 495, in order to set an appropriate baseline for subsequent comparison in following year. In addition, the longer term goal is to conduct matched-pairs data collection whereby pre and posttest score are matched and compared for statistically significant differences in pre and post test score for the same student.

Intended Outcomes 4: (D–Critical Thinking/Communication Skills/D–Technical Proficiency) Graduates will demonstrate their ability to analyze, critically review and communicate their thoughts using the technical skills and other learning from previous courses.

Assessment Criteria: 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.”

Section One - Activity Statement:

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not Met	87% (39/45) of SOB students who completed the case study in MGT 495 scored 80% or better on the Capstone Project. The mean for the papers was 2.97/4 with a standard deviation of .24.

Section Three - Analysis and Action Plans:

As noted in the Results of Outcomes Activity above 87% of students earned the 80% or “B” goal. This is consistent with the previous year’s scores of 87% but not as good as the 91% in 2009-2010. Based on a qualitative analysis of the results it appears that students’ writing skills and analysis of the problems presented in the case appear to be getting worse and we as a School (and as a university as a whole) need to address these deficiencies. The School of Arts and Sciences is fully aware of this challenge from a university perspective and is currently restructuring the English department curriculum to address this issue. In fact, beginning this fall as part of the Faculty Workshop, this specific issue is being addressed by all TU faculty.

In addition, during the 2012-2013 academic year the School of Business Faculty will continue to emphasize writing skills in the classroom. Four years ago the Writing across the Curriculum program was implemented across the University, including in the School of Business. The SOB has increased the number of writing intensive courses in its curriculum and will continue to do this as necessary. The School will also work with the English Department to create a professional writing course.

Another point of emphasis again during the 2012-2013 year is analytical and presentational skills. A concerted effort was/is being made by the faculty to add more case studies and other analytical thinking and presentational exercises to the classroom to shore up these deficiencies. Now that we will be entering year two with this, we need to establish an assessment tool to measure the effectiveness of this. Given the proposal to be presented to the SOB Faculty, measureable outcomes should be evident in the upcoming school year.

Intended Outcomes 5: (I–Faculty Development) Faculty will commit to continued development in their academic/professional discipline areas of instruction. These professional/academic connections allow faculty members to be able to link students to their careers.

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

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

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	A total of 20 (74%) of the faculty members engaged in professional activities as defined by the ACBSP criteria in this area.

Section Three - Analysis and Action Plans:

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

Intended Outcomes 6: (I–Faculty Engagement Outside of Classroom) Faculty will be working diligently with students in their various co-curricular and extra-curricular activities. This serves to build relationships with students and allow students to engage faculty in venues outside the classroom.

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

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

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	A total of 27 (100%) of all faculty members engaged with students outside of the classroom as defined by the ACBSP criteria in this area.

Section Three - Analysis and Action Plans:

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

Final Notes/Comments:

With the implementation of the new Global Business Honors program, a pre and posttest will be infused in the program to compare hopeful enhance in students' global mindset as a result of this program. This assessment needs to be added to the School's assessment plan. In addition, the Dean has asked each department to review its program assessment plan and attempt to include a non-grade related assessment in each major as well as a global measure since it is one of our strategic initiatives to become a leader in global business education. Finally, with the hopeful implementation of a portfolio type/experiential learning opportunities infused within the School of Business curriculum, we should be able to collect non graded based assessment data with this. The hope is to have the final artifacts as possible measurable. For example: Freshmen year in MKT 151-Mandatory field trip experience with written journal assessed using a rubric; Sophomore year in MGT 201-Mandatory job shadow experience with writing exercise/journal assessed using a rubric; Junior year in MGT 470/475-

Internship-Mandatory Supervisory Evaluation Form completed and reflection paper completed and both assessed using a rubric and finally, Senior year in MGT 495-Mandatory case study analysis completed using a rubric.

Master of Business Administration Report

MASTER OF BUSINESS ADMINISTRATION PROGRAM ASSESSMENT REPORT: AY 2011-2012

Program Rationale/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.

Program Learning Outcomes:

Goals of 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

Program Executive Summary:

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.

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

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

Section One - Activity Statement:

The School of Business added three new faculty members all of whom are teaching in the MBA. One new member is now leading on pre-req courses and another one took over as the MBA chair. Enrollment has increased in all areas of the program. It was decided due to low enrollment as well as the partnership with Altius Education, to cease enrollment and archive the eldercare mgt concentration. Also due to low enrollment and partner issues, we closed the Prague campus and suspended operations at the Warsaw campus. New contracts were signed for the Romania and Taiwan programs. Enrollment also expanded substantially in the Taiwan program. As part of a quality improvement and control initiative, all foundation courses and at last one course in each concentration underwent an outside review by a consultant who was eventually hired and will start as a staff member in fall 2012. All MBA courses also completed the required HLC Carnegie Unit template.

To improve relationships and retention of our graduate students, students were invited to “An Evening with Graduate Students” which involved a presentation by Dr. Robert Hisrich. MBA students were also invited to participate in grad break activities and the end of the year picnic. The Graduate Studies Office also administered the first ever exit survey and satisfaction survey. Results will be available June 2012.

Intended Outcomes/Assessment Criteria:

Intended Outcome 1: (D–Career Readiness) MBA students will demonstrate proficiency in understanding business policies and practices related to sub-categories of quantitative and managerial competencies [ethics, government, marketing, globalization, accounting, economics, statistics, finance, and information technology].

Assessment Criteria: MBA graduates taking the ETS MBA Major Field Test will score in the 50th percentile in the overall score as well as on the sub-scores.

Section One - Activity Statement:

Dissatisfaction exists over the use of the MFT for the MBA program. A taskforce was initiated to review potential resources and other solutions to allow us to compare ourselves and our graduates to other schools. Given this situation, the MFT was not administered.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	NA	NA

Section Three - Analysis and Action Plans:

After extensive review of this instrument and the amount of students that take our program online, it was decided to use of the Ivy Software business exam which allow us to compare ourselves to other ACBSP institutions. We will pilot this exam in at least several MBA courses to determine is applicability.

Intended Outcome 2: (D–Career Readiness–Program Specific/D–Quantitative Reasoning) MBA graduates will identify and apply tools and technology to solve quantitative problems and make decisions based on the information they generate.

Assessment Criteria: 75% of students will achieve 90% or higher on the Accounting Cost System Exam in ACC512.

Section One - Activity Statement:

No action was taken to alter this assessment or its administration.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not Met	185 students were involved, 133 met the criteria, for a 71.89% pass rate, which is below standard.

Section Three - Analysis and Action Plans:

We will continue to use the same assessment tool and work with faculty to improve overall results. Unfortunately current data does not include any assessments from the international programs. We will work with the Associate Dean of International Business Programs to include these students next year.

Intended Outcome 3: (D–Career Readiness–Program Specific/D–Writing Skills) 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 MGT623.

Section One - Activity Statement:

No changes were made to the assessment instrument.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	Of 126 students 116 passed at 90% or above, giving us a 92% pass rate.

Section Three - Analysis and Action Plans:

The assessment tool will continue to be used. Faculty will work to improve overall results. Data does not exist for any of the international programs. We will work with the Associate Dean of International Programs to include this data for next year.

Updated 2012

MBA – Finance Report

MBA - FINANCE PROGRAM ASSESSMENT REPORT: AY 2011-2012

Program Rationale/Purpose Statement:

The MBA with a finance concentration enables the student to build upon the solid foundation from the core coursework in the MBA program and provides students with greater exposure to economic and financial business practices. The courses in the finance concentration will give the students an opportunity to learn about local, national, and the international economy in cooperating and competing markets. Students will also explore performance of stocks, bonds, commodities, and other types of investments. The program prepares students to work in the field of financial management either independently or with a corporation, bank, securities firm, non-profit organizations, or an investment agency.

Marketing / Recruitment Target Statement:

Finance prepares students for jobs in banking, investments, insurance, corporations, and the government. One needs to have knowledge of finance as most important management decisions are evaluated in terms of their effects on the firm's value. With the many areas of specialization that are available in the finance, students are likely to find something to suit, excite and challenge them.

Program Learning Outcomes:

Goals of the Program/Corresponding Classes:

The objective of this course is to expose students to the legal, ethical, technological, and global issues facing financial managers. FIN 624

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcome 1: Students will apply their financial knowledge, in an ethical and professional way, to an issue currently facing financial managers.

Assessment Criteria: 80% of the students will receive an [A] 90% or higher on their FIN 624 Final Paper.

Section One - Activity Statement:

Students will apply, in their final course paper in FIN 624 Financial Markets and Institutions, their financial knowledge to an issue currently facing financial managers.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
FIN 624	Met	89%

Section Three - Analysis and Action Plans:

Analysis: 89% of the students (8/9) in FIN 624 Financial Markets and Institutions earned a grade of “A” or higher on their final paper.

Action Plan: None as the objective was met.

Created: May 2012

MBA – General Management Report

MBA – GENERAL MANAGEMENT PROGRAM ASSESSMENT REPORT: AY 2011-2012

Program Rationale/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.

Program Learning Outcomes:

Goals of 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

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcome 1: (D–Career Readiness–Program Specific/D–Communication Skills/D–Critical Thinking) Students in the general MBA program will be able to apply managerial judgment in a collaborative environment which assesses business risks and strategy in the creation of a results-oriented action plan for an international company.

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

Section One - Activity Statement:

Enrollment continued to increase in the MBA General Management program. An additional full-time faculty was added in the school of business and will be taking over as lead of the General Management pre-requisite course.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	41 of 49 students achieved a 90% or higher on the presentation

Section Three - Analysis and Action Plans:

This data did not include overseas locations or the one seated section

Updated: December 2009

MBA – Health Care Administration Report

MBA – HEALTHCARE ADMINISTRATION PROGRAM ASSESSMENT REPORT: AY 2011-2012

Program Rationale/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.

Program Learning Outcomes:

Goals of the Program/Corresponding Classes:

Graduates will demonstrate managerial knowledge of ethics, professionalism, policy, regulatory environments, economics and ethics in the healthcare industry. MGT/HCA642

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcome 1: (D–Career Readiness-Program Specific/D–Critical Thinking/D–Writing Skills)
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/HCA 642 classes will achieve 90% or higher on the case analysis requirements.

Section One - Activity Statement:

The course pre-fixes were re-titled to HCA. Enrollment continued to grow in the Healthcare Administration concentration. Two instructors with vast “real-world” experience and less experience in teaching were removed from the program and replaced. One of the courses (Current issues) underwent revisions. An advisory council was formed and met at least once during the academic year to discuss curriculum and the future of a seated program or seminar. One of the concentration courses was taught as a seated Special Topics class.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not Met	15 out of 35 students achieved a 90% or higher

Section Three - Analysis and Action Plans:

Summer 8/10
Fall 7/10

The criteria were not met for the fall semester. In the fall, one student did not receive any grade for the assignment. The grades for spring semester were not available in time for this report.

MBA – Human Resource Management Report

MBA – HUMAN RESOURCE MANAGEMENT PROGRAM ASSESSMENT REPORT: AY 2011-2012

Program Rationale/Purpose Statement:

The MBA with a Human Resource Management concentration enables the student to integrate the knowledge and skills gained from the core coursework in the MBA program in order to address the issues and challenges faced by today's human resource management professional. Students will benefit from exposure to theories and applications involved in acquiring and developing talented employees, managing the ongoing employer/employee relationship, and providing competitive advantages through strategic human resource policies and practices.

Marketing / Recruitment Target Statement:

Students will benefit from exposure to theories and applications involved in acquiring and developing talented employees, managing the ongoing employer/employee relationship, and providing competitive advantages through strategic human resource policies and practices. People likely to be interested in the Human Resource Management concentration include mid-level HR professionals and managers who wish to advance in their professions and become strategic leaders in their organizations.

Program Learning Outcomes:

Goals of the Program/Corresponding Classes:

Learners will gain an understanding of the importance of strategic human resource management; how it is linked to organizational strategies; and contributes to the competitive advantage. Learners will gain a general overview of the means for assessing the external and internal environment, global environment, managing a surplus or shortage of human capital, and identifying human resource metrics for both strategic and operational measures.

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcome 1: (D–Career Readiness–Program Specific) Learners studying in the human resource concentration will be able to summarize organizational theory, discuss and analyze the context of HR and the impact of different organizational forms with specific reference to planning & talent acquisition, strategic management, globalization, talent development & performance management and human resource policies and practices.

Assessment Criteria: 90% of the learners enrolled in the human resource concentration will achieve a 90% or higher on the final case analysis.

Section One - Activity Statement:

Percentages: 100 / 93 / 80 / 88 / 96 / 99 / 86 / 97 / 94 / 100 / 82 / 0 / 83 / 100

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met = 92.85% Standard Met	

Section Three - Analysis and Action Plans:

Several students did not complete the pre-requisite prior to enrolling in the course

Updated: January, 2011

MBA – International Business Report

MBA – INTERNATIONAL BUSINESS PROGRAM ASSESSMENT REPORT: AY 2011-2012

Program Rationale/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.

Program Learning Outcomes:

Goals of 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. MKT628

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

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

Section One - Activity Statement:

All of the concentration courses are developed. The assessment course was taught for the first time in spring 2012 and will continue to be taught each semester pending enrollment.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	5 out of 5 students achieved >90% on the term paper

Section Three - Analysis and Action Plans:

n/a – Criteria met.

Updated: May 2012

MBA – Leadership Report

MBA - LEADERSHIP PROGRAM ASSESSMENT REPORT: AY 2011-2012

Program Rationale/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.

Program Learning Outcomes:

Goals of 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

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcome 1: (D–Communication Skills) 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.

Section One - Activity Statement:

Faculty reviewed the project and decided to run it for another academic year. The same adjunct taught each of the sections offered this academic year which allowed for improved understanding and grading of this project. In addition, the entire concentration's courses were reviewed as part of the required DOE Carnegie Unit template and changes to the assessment plan will be proposed after data collection is completed this year. A new faculty member with a doctorate degree in Leadership was hired to begin in Fall 2012 and will take over lead faculty status for several of the courses in this concentration.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	14 Projects 100% received an above average or excellent Summer 11 - 5 Fall 11 - 5 Sp 12 - 4 100% received AA or Ex (14 out of 14)

Section Three - Analysis and Action Plans:

The current project is not a strong indicator of the breath of learning achieved in this concentration. With the new faculty coming in fall 2012, a complete concentration analysis will be done with changes in the curriculum expected. A revised PAP will be created and a new data plan will at last be piloted for AY 2012-2013.

Updated: December 2009

MBA – Marketing Report

MBA-MARKETING CONCENTRATION PROGRAM ASSESSMENT REPORT: AY 2011-2012

Program Rationale/Purpose Statement:

The MBA with a Marketing concentration enables the student to build upon the solid foundation from the core coursework in the MBA program and provides students with the advanced knowledge in marketing products and services. Students will explore the practices and techniques commonly used to increase exposure and market positions. Challenges and benefits in negotiating sponsorships and endorsement deals allow the students to develop competencies to potentially maximize revenue for organizations and individuals. Students will also be exposed to marketing in an international arena.

Marketing / Recruitment Target Statement:

Marketing is a crucial business function. Marketers create an environment that delivers products and services that are supported through market research, design and maintenance in every aspect of the organization to satisfy a target audience's needs. Marketing continues rank towards the top of lists of careers that will flourish in the future. Marketing combines quantitative skills with an organizational focus plus the human behavioral aspects of the liberal arts.

Program Learning Outcomes:

Goals of the Program/Corresponding Classes:

The objective of this course is to develop analytical skills in the formulation and implementation of market driven strategies for selected products and/or services. MKT630

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcome 1: (D–Career Readiness–Program Specific) Graduates will apply managerial knowledge, ethics, professionalism, and leadership to create a portfolio of their MBA Marketing activities in addition to any professional experience.

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

Section One - Activity Statement:

Two of the Marketing Concentration courses were offered for the first time during the academic year. The lead instructor was changed for the foundation MKT523 course which underwent revisions to the online version. The previous lead was a part time adjunct and the current lead is a full-time faculty member.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
N/A	N/A	N/A

Section Three - Analysis and Action Plans:

The course is taught for the first time in summer 2012 and will be used in outcome assessment for 2012-2013.

Updated: May 2012

MBA – Sports Management Report

MBA – SPORTS MANAGEMENT PROGRAM ASSESSMENT REPORT: AY 2011-2012

Program Rationale/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.

Program Learning Outcomes:

Goals of 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). SRM670

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcome 1: (D–Career Readiness–Program Specific) Graduates will apply managerial knowledge, ethics, professionalism, and leadership in a meaningful supervised practical experience at a sport organization (broadly interpreted).

Assessment Criteria: 100% of students in SRM670 will achieve an above average or outstanding rating from a worksite supervisor on the overall rating of the mentorship evaluation form.

Section One - Activity Statement:

The prefix for sport courses were changed to SRM instead of MGT. In an effort The SRM670 application was converted to an online format and the evaluation will be online in the summer of 2012. A new full-time hire was added with experience teaching and directing sport management curriculum.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	MET!	Summer 2011 = 12/12 / Fall 2011 = 9/9 / Spring 2012 = 14/14 35/35

Section Three - Analysis and Action Plans:

Included in the analysis were only students who did not WD from the course.

Updated: May 2012

BBA – Accounting Report

BBA - ACCOUNTING PROGRAM ASSESSMENT REPORT: AY 2011-2012

Program Rationale/Purpose Statement:

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

Marketing / Recruitment Target Statement:

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

Program Learning Outcomes:

Goals of the Program/Corresponding Classes:

Enhance student presentation skills. ACC 304/403/404

Broaden and deepen student knowledge in preparing and using financial accounting information. ACC210/301/302/403

Broaden and deepen student knowledge of the federal individual income tax system. ACC304

Broaden and deepen student knowledge of various costing systems and their use in financial reporting and decision making. ACC313/314

Introduce students to potential career paths in accounting. ACC201/301/313/403/404

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcome 1: (D–Writing Skills/Communication Skills) Graduates will demonstrate professional written/oral presentation skills.

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

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

Section One - Activity Statement:

Assessment continued as previous year.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	18 of 20 students (90%) achieved an 80% or more a class presentations. One student has not attended class for over a month and is not included in either total. The class average is 87.2

Section Three - Analysis and Action Plans:

The class presentation will continue to be used with the same rubric in order to show consistency over the years.

Intended Outcome 2: (D–Career Readiness–Program Specific) Graduates will demonstrate knowledge of an accounting information system.

Assessment Criteria: A minimum of 85% of students in ACC 403 will achieve an 80% on an accounting system simulation.

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

Section One - Activity Statement:

Continued assessment as in prior years.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	20 out of 21 students received above an 80% or 92.57%

Section Three - Analysis and Action Plans:

ACC403 will have 2 sections next fall. The one section will be a hands on class. The class will be working with a corporation and a non-profit organization to evaluate the organizations accounting information systems. The other section will be expanded to include new technology available in accounting. The assessment will be evaluated in the fall to determine if intended outcomes 2 needs to be revised.

Intended Outcome 3: (D–Career Readiness–Program Specific) Graduates will demonstrate knowledge of individual federal income tax.

Assessment Criteria: A minimum of 85% of students in Acc 304 will achieve an 80% on an income tax return that includes a Schedule A, B, and D.

Measurement: A manual grading process will compare the student answer with the correct answer and allocate points throughout the solution process as indicated on the answer key.

Section One - Activity Statement:

Continued assessment as in prior years.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
72% (26 out of 36) students received an 80% or better	Not Met	The class average for the last tax return prepared during the semester was 84.86%. Two students has stopped coming to their classes at the end of the semester and received 0 on their tax return because they did not turn in the assignment. If those two students were removed from the data, 76.4% (26 out of 34) students received 80% or higher. A third student has a computer failure the last week of class and struggled to complete the return. If that student was also deleted from the data, 78.8% (26 out of 33) students received 80% or higher. Since the three students skewed the data, it is relevant to mention.

Section Three - Analysis and Action Plans:

The tax return assessment will continue because it is the ultimate assessment in the tax class with regards to student learning outcomes from an individual income tax class.

Intended Outcome 4: (D–Career Readiness–Program Specific) Graduates will 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.

Measurement Method: A manual grading process will compare the student answer with the correct answer and allocate points throughout the solution process as indicated on the answer key.

Section One - Activity Statement:

The same criterion and measurement method were used.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
<u>Overall:</u> 80.4%	Not Met	Overall: Not Met since only 180 of 224 test scores or 80.4% met the criterion
<u>Fall '11:</u> 88.5%	Met	Fall 2011: Met ; 92 of 104 test scores or 88.5% met the criterion.
<u>SP '12:</u> 73.3%	Not Met	Spring 2012: Not Met; 88 out of 120 test scores or 73.3% met the criterion.

Section Three - Analysis and Action Plans:

A pre- and post-test will be administered to evaluate the knowledge acquired from the beginning of ACC 313 through the end of ACC 314. Assessment criteria will be determined next year.

Intended Outcome 5: (D–Career Readiness–Program Specific) Graduates will be exposed to a variety of career options.

Assessment Criteria: Students will be invited to hear accounting professionals speak about their careers. Three professionals will be invited to the campus to speak over the academic year and students will be required to attend at least two out of the three engagements. We expect a minimum of 80% attendance, where attendance is defined by a student attending two of the three offerings.

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

Section One - Activity Statement:

Three employees of Marathon Oil came and talked to a room filled with students about Marathon, internships and work. Becker CPA talked before an Intermediate Accounting class. Students were released from class to attend the keynote speech of Robert Hisrich part of the Business Club’s Summit to Success. Co-curricular attendance sheets were kept for these events.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	Definition of the measurement of the criterion is unclear. Events were well attended.

Section Three - Analysis and Action Plans:

Redefine the measurement criterion for this outcome, to more clearly state what we are trying to measure.

Updated: June 2007

Reviewed: December 2009 (No changes made)

BBA – Computer and Information Technology Report

BBA – COMPUTER & INFORMATION TECHNOLOGY PROGRAM ASSESSMENT REPORT: AY 2011-2012

Program Rationale/Purpose Statement:

The Computer and Information Technology (CIT) degree is designed with two intentions. The first (1) is to prepare students with the technical skills necessary to plan, install, manage and support information and communication technologies. The second (2) is to provide the student with the management skills necessary to create, share, use, and store information within business organizations.

Additionally this degree prepares students to use and support users of integrated business applications including database development and administration, and provides the set of understandings and competencies necessary to understand business management. Graduates, who so desire, will be able to assume technical support roles in organizations in areas such as web, database and network administration.

Furthermore, the degree requires the development of sound work habits, the ability to think analytically and critically, the development of planning practices and communication skills. This graduate should be able to distinguish the types, forms and usage of information in the various functions and levels of business.

Finally, graduates should be able to determine appropriate software usage, the professional codes of conduct and ethical issues surrounding the development and use of information technology.

Marketing / Recruitment Target Statement:

This major is intended for students who wish to achieve a business degree and the general understandings necessary for a graduate of a business program, as well as, the set of practical, hands-on skills and understandings necessary to successfully utilize information systems in business operations. This degree is intended to provide students with skills flexible enough to allow for positions in business organizations that require software, data and information intensive interactions or for positions in business organizations that require network, hardware, operations, application, and diagnostic skills.

Program Learning Outcomes:

Goals of the Program/Corresponding Classes:

Business Application Software Proficiency - Assessment 1 - CIT 105/11

Critical Thinking Skills - Assessment 2 - CIT 212

Business Management Skills - Assessment 3 - CIT312/470 / MGT301

Technical Skills (Including hardware, operations and programming skills) - (Assessment 4) –
CIT 155/201/255/315/320/355/361

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcome 1: (D–Technical Proficiency) 75% of our students will demonstrate a proficiency of 70% of Microsoft Certified Application Specialist (MCAS) objectives. MOUS certification, Microsoft Office User Specialist (MOUS) certification is the premier Microsoft desktop certification; a globally recognized standard for demonstrating desktop skills.

Assessment Criteria: At least 75% of CIT graduates' score will be 70% or better on in-class assessment using MCAS learning objectives. See Appendix 1

<http://www.microsoft.com/learning/mcp/OfficeSpecialist/default.aspx>

<http://www.microsoft.com/learning/mcp/msbc/mcas/default.aspx>

<http://www.microsoft.com/learning/mcpexams/prepare/practicetests.aspx>

Section One - Activity Statement:

All sections of the CIT111 course used an online Training and Assessment software beginning in Fall of 2011. The training and assessment materials are coordinated with the required course text. In general it was found that student's had to learn to be more attentive to detail when submitting exercises but overall exam scores improved. After two semesters, the faculty has determined that the text is an unnecessary expense and the course will be taught with the online training and exercises replacing the text. Lectures will be modified to ensure coverage of any material that may be treated in less detail.

Section Two - Results of Outcomes Activity:

2011-2012	Met	90.6% of students earned a 70% or better on a comprehensive exam using MCAS learning objectives.
-----------	-----	--

Section Three - Analysis and Action Plans:

The 75% at 70% performance threshold was used in order to parallel the MCAS certification requirements. For AY 2012-2013 the threshold will be raised to 80% will earn a 70% or better.

Intended Outcome 2: (D–Critical Thinking/D-Research Skills/D-Communication Skills) Make the students think critically by giving students tools to understand and analyze "problems". Incorporate skills and knowledge students have learned from a variety of courses that they have taken across the curriculum during CIT 212. Situations that force the student to determine the actual problem, analyze the scenario(s) presented, develop alternative courses of actions to "solve" the problem, create an appropriate model for the scenario and solution, and create a professional report to present the findings. These cases incorporate many areas of business (ex. Marketing, finance, economics, production etc.), and students are required to use knowledge from these areas in the "solving" of the scenario problem.

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

Section One - Activity Statement:

Moved to an online format for the running case materials. Additionally, the class was offered in a hybrid format. Assignments included written exams and discussion threads for each phase of the SDLC. A guest speaker was utilized to share his experience as a project leader of an enterprise wide conversion/implementation of systems project. Class also took a tour of the speaker's work facility.

Section Two - Results of Outcomes Activity:

2011-2012	Not Met	60% of students earned a B or better on the case analysis.
-----------	---------	--

Section Three - Analysis and Action Plans:

Two nonperformers in a class of 7 students effectively skewed the average. Additionally, this was the first year that the publisher offered the running case materials in an online format in order to simulate a truer work environment. Unfortunately the online material was less complete than the prior print version and students were required to make more assumptions and there was more general confusion. Knowing that the material is less complete, the faculty plans to augment the online material with print material where necessary in future classes.

Intended Outcome 3: (D–Critical Thinking/D–Research Skills/D- Writing Skills) Develop student ability to assess needs, define problems and research the appropriate information systems solutions based being sensitive to organizational structure, users, ethics, culture, and inherent system constraints.

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

Section One - Activity Statement:

The latest version of the course text was adopted and the course was rewritten in keeping with this change. The students participated in the Business School Summit and attended the guest speaker on Business Ethics. All sections were taught as writing intensive courses and were evaluated for the WAC program using the WIC Rubric.

Section Two - Results of Outcomes Activity:

2011-2012	Met	92% of the students scored an 80% or better.
-----------	-----	--

Section Three - Analysis and Action Plans:

Continue using the current text and approach. Also, continuing to use guest speakers from organizations to relate the course material to organizational tasks and employer expectations for Information Systems Fluency and Literacy. Continue to emphasize Cyber Ethics as an important part of professional ethics/applied ethics.

Intended Outcome 4: (D–Career Readiness–Program Specific/D–Technical Proficiency/D–Critical Thinking) Student will demonstrate the ability to design, populate, manage and support a spreadsheet when given a typical business application for spreadsheets. Student will also demonstrate proficiency by completing purposefully vague case based projects.

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

Section One - Activity Statement:

The latest version of the MS Excel text was adopted and appropriate changes were made to the course requirements. Students completed two comprehensive cases during the course of the semester in addition to required exercises, quizzed and discussion threads. The second case was used for OA purposes. Students were encouraged to attend the Business School Summit and guest speakers throughout the term. Additionally, students were given the opportunity to assist in Basic and Intermediate Excel Workshops offered to Faculty and Staff. Those that attended sat with the students and provided one-on-one support for the workshop participants.

Section Two - Results of Outcomes Activity:

2011-2012	Met	95% of students scored an 80% or better on the final case.
-----------	-----	--

Section Three - Analysis and Action Plans:

Planned continued use of weekly threaded discussions to discuss the more abstract nature of decision modeling and spreadsheet use in organizations. Continued use of case analysis for outcome assessment purposes. Additionally, bi-weekly objective test questions will be continued. Assuming the same text is used, the chapter assignments for the fifth and sixth bi-week will be regrouped to more evenly distribute the work over the four week period.

Updated: May 2012

BBA - Finance Report

BBA - FINANCE PROGRAM ASSESSMENT REPORT: AY 2011-2012

Program Rationale/Purpose Statement:

The Finance Major of Tiffin University strives to achieve three objectives. The first is to make students aware of the role of Finance in the modern non-financial corporation, the banking sector and the investment community. The second objective is to broaden student horizons with respect to what finance major prepares the student for and to enlighten students as to the many and varied careers available to the finance professional. Finally, the third objective is to ensure that students are well grounded in the basic tools and concepts that are universally employed by the finance professional.

Marketing / Recruitment Target Statement:

The Finance faculty understands that the typical entering freshmen are not aware of how finance relates to the other business disciplines. A part of the recruiting effort relates to ensuring that potential Finance majors understand how the concepts we teach are utilized throughout the firm. We strongly support the non-Finance major who chooses to minor in Finance and/or opt for finance electives and strive to ensure that our programs support their majors. We strongly encourage Finance majors and minors to seek internships and support their efforts in obtaining them through networking with the business community. And finally, we maintain contact with our graduates and ensure that our students are aware of their successes, either as interns, or as they begin to pursue their professional careers.

Program Learning Outcomes:

Goals of the Program/Corresponding Classes:

Ensure that students are exposed to coursework that requires analytical skills. FIN314/421/426

Ensure that students develop understanding of how financial markets work. FIN314/421/426

Ensure that students develop an understanding of negotiable instruments and the role these instruments play in facilitating transactions in the market place. LAW212

Ensure that students understand how markets function and apply this theory to real world decision making. ECO322

Develop an in depth understanding of the basic characteristics of the US monetary system and financial markets and develop a general understanding of the international financial system economy. ECO420

Ensure students develop an understanding of constrained optimization, marginal analysis, and statistical techniques used in the management profession. ECO422

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcome 1: (D–Critical Thinking) Ensure that all Finance majors are exposed to coursework that require analytical skills.

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

Section One - Activity Statement:

For the first time, the Finance 421 Investments class partnered with a local firm. Students were presented with an issue the firm was facing and asked to come up with a solution. The students worked throughout the semester on the issue and then present their solution to the CEO and other top management during an end of semester presentation.

In addition, students in FIN 314, 421 and 426 were exposed to coursework that required the use of analytical skills.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
FIN 314	Met	63%
FIN 421	Met	60%
FIN 426	Met	63%

Section Three - Analysis and Action Plans:

Analysis: The portion of examinations requiring quantitative skills were FIN314-Risk and Risk Management-63%, FIN421-Investments-60% and FIN 426-International Finance 63%.

Action Plan:

Intended Outcome 2: (D–Career Readiness–Program Specific) Student will develop an understanding of how financial markets work.

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

Section One - Activity Statement:

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

Section Two - Results of Outcomes Activity:		
<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
FIN 314	Met	90%
FIN 421	Met	81%
FIN 426	Met	82%

Section Three - Analysis and Action Plans:

Analysis:

FIN314- Risk Management and Insurance: Results: 90% of the students (18/20) received “B” or better on the final examination quantitative measures involving market equilibrium.

FIN421- Investments 81% of the students (17/21) received “B” or better on the final examination quantitative measures.

FIN426- International Finance 82% of the students received “B” or better on the final examination quantitative measures.

Action Plan:

Intended Outcome 3: (D–Career Readiness–Program Specific) Students will develop an understanding of negotiable instruments and the role these instruments play in facilitating transactions in the market place.

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

Section One - Activity Statement:

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

Section Two - Results of Outcomes Activity:		
<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
LAW 212	Met	87%t

Section Three - Analysis and Action Plans:

Analysis: LAW212-87% of the students, (39 out of 45) enrolled in LAW212 Business Law II during the Spring 2012 semester earned a grade of 70% (C) or better on the negotiable instruments exam administered during the Semester.

Action Plan:

Intended Outcome 4: (D–Critical Thinking) Students will develop an understanding of how markets function and apply this theory to real world business decision-making

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

Section One - Activity Statement:

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

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
ECO 322	Met	84%

Section Three - Analysis and Action Plans:

Analysis: 84% of the students in ECO 322 achieved a “C” or better on their Micro paper.

Action Plan:

Intended Outcome 5: (D–Career Readiness–Program Specific) Students will develop an in-depth understanding of the basic characteristics of the US monetary system and financial markets and develop a general understanding of the international financial system.

Assessment Criteria: 80% of the students in ECO 420 Money and Banking will achieve a score of “C” or better on their investment assignment.

Section One - Activity Statement:

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

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
ECO 420	Met	100%

Section Three - Analysis and Action Plans:

Analysis: 100% of the students (18/18) in ECO 422 Money and Banking achieved a “C” or better.

Action Plan:

Intended Outcome 6: (D–Career Readiness–Program Specific) Students will develop an understanding of constrained optimization, marginal analysis, and statistical techniques used in the management profession.

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

Section One - Activity Statement:

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

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
ECO 422	Met	100%

Section Three - Analysis and Action Plans:

Analysis: 100% students (14/14) received a grade of B or better in the final exam which extensively tested for the above concepts.

Action Plan:

Updated: May 2012

Reviewed: May 1010

BBA – Global Leadership Honors Report

BBA – GLOBAL LEADERSHIP HONORS PROGRAM ASSESSMENT PLANS & REPORT: 2011-2012

Program Rationale/Purpose Statement:

The Global Leadership Honors major is seen by the School of Business as our first program to distinguish us from the offerings of most if not all other business programs. The emphasis on interview admission to the program required study-abroad, or other country internship experience should provide our graduates a competitive advantage in both the workplace and graduate school admissions.

The purpose of the Tiffin University Bachelor of Business Administration Global Leadership Honors major is to offer students a unique, honors-based program in one of the critical management arenas of the 21st Century. The program will have a business base with an interdisciplinary core curriculum and a required minor program to insure that students have both leadership and discipline skill sets sought by employers and graduate schools.

Marketing / Recruitment Target Statement:

Students interested in global business issues as well as those admitted to the GLM program will find the new courses more specific in nature and useful for their academic pursuits.

Program Learning Outcomes:

Goals of the Program/Corresponding Classes:

Demonstrate knowledge of the impact of cultural differences on the practices of multinational corporations. GLM 210H/310H/410H

Understand one's own cultural biases in the decision-making process for problems and situations encountered in other countries. GLM 210H/310H

Show an intermediate to advanced level of leadership practice through student, professional, and personal involvement in organizations and experiences. GLM 205/210H/310H

Show a professional level of oral and written communication in the preparation and presentation of required projects and papers. GLM 210H/310H/410H

Demonstrate initiative and critical thinking skills expected of entry level managerial position candidates. GLM 395H/410H/470H

Demonstrate an understanding of the complexities associated with leadership in a global environment, the conditions under which it occurs, and approaches to leading in those in diverse settings. GLM 205/395H/410H/470H

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcome 1: Demonstrate knowledge of the impact of cultural differences on the practices of multinational corporations.

Assessment Criteria: 85% of the final paper requirements involving cultural differences and managerial decisions will receive an above-average grade of “B” or better for the requirements.

Section One - Activity Statement:

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
------------------	--------------------	---------------------

Section Three - Analysis and Action Plans:

Intended Outcome 2: (D-Critical Thinking) Understand one’s own cultural biases in the decision-making process for problems and situations encountered in other countries.

Assessment Criteria:

85% of the case analysis requirements involving cultural differences and personal decision choices will receive an above-average grade of “B” or better for the requirements.

Section One - Activity Statement:

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
------------------	--------------------	---------------------

Section Three - Analysis and Action Plans:

Intended Outcome 3: Show an intermediate to advanced level of leadership practice through student, professional, and personal involvement in organizations and experiences.

Assessment Criteria: 85% of the students will achieve a “B” or above average on their leadership profile assignment.

Section One - Activity Statement:

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
------------------	--------------------	---------------------

Section Three - Analysis and Action Plans:

Intended Outcome 4: (D-Communication Skills/D-Writing Skills) Show a professional level of oral and written communication in the preparation and presentation of required projects and papers.

Assessment Criteria: 85% of the students will achieve a “B” or above average on their leadership profile assignment.

Section One - Activity Statement:

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
------------------	--------------------	---------------------

Section Three - Analysis and Action Plans:

Intended Outcome 5: (D-Critical Thinking) Demonstrate initiative and critical thinking skills expected of entry level managerial position candidates.

Assessment Criteria: 85% of the students will receive an above-average grade of “B” or better for the case analysis requirements.

Section One - Activity Statement:

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
------------------	--------------------	---------------------

Section Three - Analysis and Action Plans:

Intended Outcome 6: Demonstrate an understanding of the complexities associated with leadership in a global environment, the conditions under which it occurs, and approaches to leading in those in diverse settings.

Assessment Criteria: 85% of the students will achieve a “B” or above average score on their Comparative Leadership Analysis project.

Section One - Activity Statement:

Section Two - Results of Outcomes Activity:

2011-2012

Met/Not Met

Data Details

Section Three - Analysis and Action Plans:

BBA – Management Report

BBA - MANAGEMENT PROGRAM ASSESSMENT REPORT: AY 2011-2012

Program Rationale/Purpose Statement:

The Management major seeks to train the student to be prepared to assume upon graduation a position as a lower or perhaps middle level manager in a for-profit or non-profit organization.

The major allows the student to study generic management, i.e., the Managerial Studies concentration, or to specialize in one of four functions/industries: the Human Resources, Hospitality and Tourism, International Business, or Equine Business Management concentrations.

Marketing / Recruitment Target Statement:

The major portion of the target market for the major is traditional students who seek a position upon graduation as a lower-level manager in an organization. Past graduates have found such positions in the financial services, manufacturing, retail, and other industries. The majority of such students come from Ohio and surrounding home states.

The other portion of the target market for this major is persons who are currently employed as managers or non-managers and seek promotion in their current organization or who may want to look for a better position in another organization. Such students are non-traditional and work in organizations in the north-central Ohio area.

Goals of the Program/Corresponding Classes:

The Management major will be able to understand and use accounting information to make managerial decisions. ACC 228

The Management major will be able to understand how information technology can be used to aid organizational and/or managerial activities. CIT 312

The Management major will be able to understand, diagnose, and recommend appropriate action in a situation involving social behavioral problems in an organization. MGT 301

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcome 1: (D–Career Readiness–Program Specific) The Management major will be able to understand and use accounting information to make managerial decisions.

Assessment Criteria: Student performance from Management majors on the final exam in ACC228 will be that 80% will achieve a grade of “B” or higher.

Section One - Activity Statement:

Final Exam scores (after curve):

102 / 111 / 46 / 41 / 122 / 110 / 117 / 55 / 102 / 56 / 87 / 87 / 93 / 108 / 65 / 75 / 73 / 102

The average score on the exam was 86.2% but only 61.1% received an 80% or better.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
Acct Info	Not Met	Only 61.1% earned an 80% or better

Section Three - Analysis and Action Plans:

This analysis will be removed and replaced due to the impracticability of determining which students in any given section are majoring in Management.

Intended Outcome 2: (D–Research Skills/D–Career Readiness–Program Specific) The Management major will be able to research and articulate the importance of IT applications in business.

Assessment Criteria: Student performance from Management majors on a course project in CIT312 will be that 80% will achieve a grade of “B” or higher.

Section One - Activity Statement:

The latest version of the course text was adopted and the course was rewritten in keeping with this change. The students participated in the Business School Summit and attended the guest speaker on Business Ethics. All sections were taught as writing intensive courses and were evaluated for the WAC program using the WIC Rubric.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
2011-2012	Met	92% of the students scored an 80% or better.

Section Three - Analysis and Action Plans:

The data was collected for all students in the CIT312 course, the vast majority of who are management majors of varying concentrations. Other majors represented include marketing and CIT. This assessment will be discontinued as the outcome is being assessed in other programs.

Intended Outcome 3: (D–Critical Thinking/D–Career Readiness–Program Specific) The Management major will demonstrate the skills of being able to analyze a social behavioral situation in the workplace involving a work group or an individual worker and be able to recommend appropriate managerial action.

Assessment Criteria: Student performance from Management majors on a case analysis or managerial simulation in MGT301 will be that 80% will achieve a grade of “B” or higher.

Section One - Activity Statement:

Final Exam scores:

Fall 2011 01

196 / 196 / 173 / 180 / 196 / 184 / 173 / 188 / 173 / 188 / 180 / 173 / 180 / 183 / 183 / 196 / 196 / 184 / 188 / 196 / 180 / 183 / 184 / 184 / 183 / 183 / 196 / 188 / 184 / 188 / 196 / 196 / 196

100% Standard Met

Spring 2012

187 / 172 / 192 / 187 / 192 / 172 / 187 / 166 / 172 / 166 / 192 / 172 / 172 / 187 / 166 / 166 / 172 / 187 / 166 / 172 / 172 / 192 / 172 / 187 / 0 / 0 / 0

90% Standard Met

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Me</u>	<u>Data Details</u>
Fall 2011 01	Met	100% of students met standard
Spring 2012	Met	90% of students met standard

Section Three - Analysis and Action Plans:

The criteria in ACC 228 and CIT 312 will be reassessed. There is no practical way for the instructors in those two courses to determine which of the enrolled students are Management majors.

BBA – Management –Equine Business Management Concentration Report

BBA – MANAGEMENT – EQUINE MANAGEMENT CONCENTRATION PROGRAM ASSESSMENT REPORT: AY 2011-2012

Program Rationale/Purpose Statement:

Tiffin University's Equine Management program is a unique curriculum combining business management tools and techniques with training in equine science. Because the horse industry has many considerations that may not be common to other small businesses, the curriculum covers the important business knowledge managers and owners need in marketing, management, accounting, and finance.

Marketing / Recruitment Target Statement:

The curriculum focuses on management problems and situations unique to the equine industry. From the classroom instruction to the emphasis on hands on experience, the entire program is dedicated to increasing the student's ability work in the equine or related industries. Core competencies of the School of Business are included in the program.

Program Learning Outcomes:

Goals of the Program/Corresponding Classes:

Student will create a business plan for management of a horse related facility. EQM 412
Students will develop relevant workplace competencies allowing them to be more marketable in their field. Internship
Students will gain a deeper understanding of the equine industry and how it contributes to the greater sports and entertainment industry. MGT 360

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcomes 1: (D–Career Readiness–Program Specific). Student will create a business plan for management of a horse related facility. The plan will determine the feasibility of managing or owning a successful horse related facility, regardless of specific industry.

Assessment Criteria: Ninety percent of the students in EQM 412 will earn a grade of 80% or more on their capstone project which will include a business plan that assesses the feasibility of managing or owning a successful horse related facility, regardless of specific industry. Students will need to support this plan with information gained in EQM 254, EQM 257, EQM 348, MGT 359 and MGT 360.

Section One - Activity Statement:

The equine business management concentration is in its fourth year. Since its inception we have had approximately 6 graduates from the program all successfully employed in a related field. In addition, last fall, the School Dean was able to hire additional support for the program. An equine business management coordinator was hired to assist the School with curriculum enhancements as well as recruitment for the program. This academic year, we revised the curriculum to focus more on business content and revised all syllabi for the program. Course changes include (new or revised courses include descriptions):

*EQM 254 Equine Functional Anatomy (Spring Only)	3 hours
*EQM 257 Equine Nutrition	3 hours
EQM 348 Equine Reproduction	3 hours
MGT 359 Small Business Management	3 hours
MGT 360 Business of Sport	3 hours
*EQM 412 Management of the Equine Environment (Fall Only)	3 hours
*MGT 470 Internship	3 hours
TOTAL.....	21 Hours

***EQM 254 Equine Functional Anatomy**

This course presents a comprehensive overview of the basic design of the horse. Heavy emphasis will be placed on the musculoskeletal and digestive systems as well as common disease processes associated with these systems. Other topics to be covered include the special senses, the skin and endocrine system. At least one laboratory covering the basic physical examination of the horse will be incorporated into the course.

***EQM 257 Equine Nutrition**

This course covers the basics of equine nutrition including the classes of nutrients, nutrient requirements, balancing rations, and the different nutritional needs of equine populations (foals, broodmares, performance horses, etc.). Disease conditions of nutritional origin will be discussed.

EQM 348 Equine Reproduction

Equine reproductive efficiency is generally considered inferior to that of the other livestock species. While not entirely true, certain management practices directly influence the ability to get a mare into foal. This course describes the basic reproductive anatomy and physiology of the mare and stallion. Other topics to be discussed include the estrous cycle and its manipulation, reproductive disorders and foaling.

***EQM 412 Management of the Equine Environment**

From a management perspective, the equine environment is the most challenging of the different livestock species. Horses are moved to and from shows, training barns, sales, and stables which presents unique problems from a herd health standpoint. This course provides an overview of the equine environment with emphasis on how to effectively analyze and manage these types of environments. Prerequisites: EQM 254, EQM 257, EQM 348, MGT 359, MGT 360.

To date no student has graduated under the new curriculum. Under the old curriculum, no data was collected as the curriculum was focused more on the science behind the horse industry (particularly the biological make-up of the horse rather than the business side of the industry).

Once students start in the new curriculum, we will collect data to support the three goals listed above.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
N/A		

Section Three - Analysis and Action Plans:

Up until this past fall, we relied solely on an adjunct, a veterinarian, to teach the EQM classes in this curriculum and whereas the health assessment plan was created by all students in the program, and all passed with at least 90% or higher, we will no longer collect assessment data from the health assessment plan but instead from the business plan for management of a horse related facility that students will complete in EQM 412.

In addition to the intended outcome listed above for EQM, students are expected to attain the three management major outcomes-please refer to the BBA in Management for the three additional major outcomes.

BBA – Management –Hospitality and Tourism Management Concentration Report

BBA – MANAGEMENT – HOSPITALITY & TOURISM MANAGEMENT CONCENTRATION PROGRAM ASSESSMENT REPORT: AY 2011-2012

Program Rationale/Purpose Statement:

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

Marketing / Recruitment Target Statement:

Tiffin University encourages students interested in pursuing a career in the lodging, attractions, gaming entertainment, food and beverage, cruises, events, or other travel related service sectors to enroll in the hospitality and tourism management concentration. Students will focus on the management and marketing of hospitality organizations while also meeting curriculum requirements designed to provide practical work experience. Opportunities for students to network with industry specialists at local/regional/state conference/conventions as well as international conventions (i.e. The 2006 Las Vegas International Hotel and Restaurant Show) have highlighted the program's outreach. In addition to the Hospitality and Tourism Management concentration curriculum, the program includes a strong business management component, providing students with the skills necessary to succeed in the corporate and service areas of this industry. Also, the General Studies core courses; required of all Tiffin University undergraduate students, provide a well-rounded academic foundation.

Program Learning Outcomes:

Goals of the Program/Corresponding Classes:

Support the strategic objectives and directions of the Tiffin University School of Business by providing foundational managerial knowledge in the context of hospitality and tourism management. HOS104/215/280/330

Broaden the knowledge of career opportunities and qualifications for employment in the hospitality and tourism industry. HOS104/475

Demonstrated application of enhanced oral and/or written presentation skills integrating technology for instructional purposes. HOS104/215/330/360

Integrate theoretical information in practical situations associated with segments of the hospitality and tourism industry. HOS280/475

Program Executive Summary:

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.

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

academic year.

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

Intended Outcomes/Assessment Criteria:

Intended Outcomes 1: (D–Career Readiness–Program Specific) Graduates will meet the strategic objectives and directions of the Tiffin University School of Business by providing foundational managerial knowledge in the context of hospitality and tourism management.

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

Section One - Activity Statement:

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

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	11 out of 13 or 84% hospitality students passed and received the Servsafe Certification

Section Three - Analysis and Action Plans:

The Assessment Criteria for Learning Outcome 1 will remain the same for 2012-2013.

Intended Outcomes 2: (D–Communication Skills/ D–Writing Skills) Graduates will demonstrate application of enhanced oral and/or written presentation skills integrating technology for instructional purposes.

Assessment Criteria: A minimum of 90% of students in HOS330 will receive a B or higher on their research project.

Section One - Activity Statement:

A minimum of 90% of students in HOS330 will receive a B or higher on their research project.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	11 out of 13 or 91% hospitality students received a B or higher on the research project (which was the Poster Competition grade and the in-class presentations).

Section Three - Analysis and Action Plans:

The Assessment Criteria for Outcome Assessment 2 will remain the same for 2012-2013

Intended Outcomes 3: (D–Critical Thinking/D–Career Readiness–Program Specific) Graduates will successfully integrate theoretical information in practical situations associated with segments of the hospitality and tourism industry.

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

Section One - Activity Statement:

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

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	6 out of 6 or 100% Hospitality Students were evaluated by their internship supervisor and given an above average or outstanding.

Section Three - Analysis and Action Plans:

The Assessment Criteria for Outcome Assessment 2 will remain the same for 2012-2013.

BBA – Management – Human Resources Management Concentration Report

BBA– MANAGEMENT – HUMAN RESOURCES MANAGMENT PROGRAM ASSESSMENT PLANS & REPORT AY 2011-2012

Program Rationale/Purpose Statement:

The purpose of the Human Resources Management Concentration is to prepare the student for a successful career as a Human Resources Professional. The concentration emphasizes the skills and theories necessary to allow the graduate to become proficient in the technical and theoretical aspects of HRM and to work productively with employees at all levels of an organization. The concentration supports the educational mission of professional excellence by preparing the graduate to obtain the PHR (Professional in Human Resources) certification and by requiring an internship to give the student practical work experience.

Marketing / Recruitment Target Statement:

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

Program Learning Outcomes:

Goals of the Program/Corresponding Classes:

Provide students with the technical knowledge required of the Human Resources Management profession. LAW320 / MGT317/319/367

Prepare students to manage problems and opportunities inherent in a diverse workforce. MGT317/319/351/404

Develop students' analytical skills in the context of human resources management. MGT317/319/351/404

Give students practical experience in the human resources management profession. MGT470

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcomes 1: (D–Career Readiness–Program Specific) Students will demonstrate proficiency with technical knowledge of the Human Resources Management profession.

Assessment Criteria: Student performance on homework assignments in MGT 319 and student performance on homework assignments and simulation in MGT 367. The standard is that 80% of the final homework assignments in MGT 319, 80% of the final homework assignments in MGT 367, and 90% of the simulations in MGT 367 will achieve a grade of “B” or higher.

Section One - Activity Statement:

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	MGT 319-160 homework assignments graded and 152 received a "B" or better- 95%
	Met	MGT 367-9 students in the spring semester. 100% of the simulation grades were 90% and higher. Homework assignments 45 assignments graded 100% were 80% and higher.

Section Three - Analysis and Action Plans:

Intended Outcomes 2: (D–Critical Thinking) Students will demonstrate the ability to manage problems and opportunities related to diverse workforces.

Assessment Criteria: Student performance on case study assignments in MGT 351. 80% of the final case assignments will achieve a grade of “B” or higher.

Section One - Activity Statement:

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
Fall 2011 02	<u>Met</u> 100% Standard Met	100/86/80/87/97/100/96/97/96/93/97/92/96/95/96/91/80/94/91/95/86/88

Section Three - Analysis and Action Plans:

Intended Outcomes 3: (D–Critical Thinking/D– Career Readiness–Program Specific) Students will demonstrate the ability to critically analyze current issues in Human Resources Management.

Assessment Criteria: Student performance on case analysis assignments in MGT 317. 80% of the final case analyses will achieve a grade of “B” or higher.

Section One - Activity Statement:

Section Two - Results of Outcomes Activity:		
<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
Spring 2012	80% Standard Met	94% / 90% / 93% / 91% / 91% / 87% / 77% / 78% / 94% / 91% / 93% / 86% / 94% / 81% / 87 % / 86% / 86% / 77% / 90% / 64%

Section Three - Analysis and Action Plans:

Intended Outcomes 4: (D–Career Readiness–Program Specific) Students will gain practical experience and conduct themselves professionally in a human resources management-related internship.

Assessment Criteria: Onsite supervisor ratings of student performance during the internship. The standard is that at least 80% of internship students will receive an overall performance evaluation of “above average” or “outstanding” from their onsite supervisor. (MGT 470)

Section One - Activity Statement:

Section Two - Results of Outcomes Activity:		
<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>

Section Three - Analysis and Action Plans:

Updated: June 2007
Reviewed: December 2009 (No changes made)

BBA – Management – International Business Concentration Report

BBA – MANAGEMENT – INTERNATIONAL BUSINESS CONCENTRATION PROGRAM ASSESSMENT REPORT: AY 2011-2012

Program Rationale/Purpose Statement:

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

Marketing / Recruitment Target Statement:

The International Business Concentration is targeted to students who intend to work or are currently working in an organization involved in international trade. It is also suitable for persons who plan to become international entrepreneurs, such as an exporter or importer, among other career possibilities.

Program Learning Outcomes:

Goals of the Program/Corresponding Classes:

Demonstrate knowledge of the impact of cultural differences on managerial structures and decision making. MGT411 / MKT404

Develop analytical and decision-making skills in international trade and finance. FIN426 / ECO424

Understand one's own cultural biases in the decision-making process for cross-border problems and situations. Cultural sequence choice: either CUL312 & HIS312 OR CUL313 & HIS 313

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcomes 1: (D–Career Readiness–Program Specific/D–Civic Responsibility–Ethical Concerns/D–Critical Thinking) Demonstrate knowledge of the impact of cultural differences on managerial structures and decision processes.

Assessment Criteria: MGT411 - 85% of the majors completing the case analysis requirements involving cultural differences and managerial decisions will receive a mark of 84% or better on the

university Case Assignment rubric.

MKT404 - 85% of the majors completing the global market analysis researching cultural differences and developing marketing managerial decisions will receive a mark of “80” or better for the requirement.

Section One - Activity Statement:

Prior analysis from 2010 and 2011 also indicated some of the cases in the series should be reviewed and revised. The case assignments were revised prior to the start of Fall 2011.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
MGT411	MET	52 of 53 met the standard across the two semesters
MKT404	MET	22 of 26 met the standard

Section Three - Analysis and Action Plans:

We will maintain the same measures in MGT411 for 2012-2013.

No changes are planned for MKT404 prior to 2014.

We have updated the Assessment criteria above to reflect the rubrics being used.

Intended Outcomes 2: Develop analytical and decision-making skills in international trade and finance.

Assessment Criteria: ECO 424 - 80% of the students in ECO 424 will achieve a grade of “B” or better on their international trade paper.

FIN 426 - 80% of the students in FIN 426 will achieve a grade of “B” or better on their assignments in international finance.

Section One - Activity Statement:

This is the first year we have been able to measure both of these criterion.

We did agree last year to change the benchmark from C to B above

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
ECO424	MET	80% of the students met the requirement
FIN426	MET	80% of the students met the requirement

Section Three - Analysis and Action Plans:

As this was the first year we measured both, we are planning no changes at this time.

Intended Outcomes 3: (D–Career Readiness–Program Specific/D–Civic Responsibility-Ethical Concerns/D–Writing Skills) Understanding one’s own cultural biases in the decision process for cross-border problems and situations.

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

Section One - Activity Statement:

We are continuing the same format as utilized in 2010 and 2011.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
HST312	MET	9 of 10 students met the benchmark = 90%
CUL312	MET	10 of 12 students met the benchmark = 83%

Section Three - Analysis and Action Plans:

No changes planned at this time.

BBA – Management – Managerial Studies Concentration Report

BBA – MANAGEMENT – MANAGERIAL STUDIES PROGRAM ASSESSMENT REPORT: AY 2011-2012

Program Rationale/Purpose Statement:

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

Marketing / Recruitment Target Statement:

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

Program Learning Outcomes:

Goals of the Program/Corresponding Classes:

Provide students with the foundational and generalized knowledge required to be a successful manager. Students will demonstrate the ability to resolve unstructured problems in managerial situations. MGT404

Prepare students for successful management of a diverse work setting. Students will demonstrate knowledge of the impact of diversity on managerial decision-making. MGT351 or MGT411

Develop students' analytical skills in the context of a managerial position. One of the following: MGT317 or MGT351

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcomes 1: (D–Critical Thinking) Provide students with the foundational and generalized knowledge required to be a successful manager. Students will demonstrate the ability to resolve unstructured problems in managerial situations.

Assessment Criteria: Student performance on case analysis papers in MGT 404. 90% of students will achieve an 80% or better on the final case analysis utilizing the university Case Assignment rubric.

Section One - Activity Statement:

Updated the Assessment criteria to include the rubric.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
MGT404	NOT MET	17 of 25 students met the benchmark = 68%

Section Three - Analysis and Action Plans:

Our discussion of the criteria assignments indicate many of the students had difficulty following the directions in addition to inadequate writing skills. It seems that this same group also took no advantage of additional offers for help.

Intended Outcomes 2: (D–Career Readiness–Program Specific) Prepare students for successful management of a diverse work setting. Students will demonstrate knowledge of the impact of diversity on managerial decision-making

Assessment Criteria: Student performance on case analysis papers in MGT 411 - 85% of the majors completing the case analysis requirements involving cultural differences and managerial decisions will receive a mark of 84% or better on the university Case Assignment rubric.

Section One - Activity Statement:

Revised the assessment criteria to include the rubric.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
MGT411	MET	52/53 met the benchmark

Section Three - Analysis and Action Plans:

No changes planned for 2012-2013

Intended Outcomes 3: (D–Critical Thinking) Develop students’ analytical skills in the context of a managerial position.

Assessment Criteria: Student performance on case analysis assignments in MGT 351. 80% of students will earn a “B” or better on final case analysis papers in this course.

Section One - Activity Statement:

Used the Managing Diversity in the Workplace courses as it is more representative of the major.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
------------------	--------------------	---------------------

MGT351	MET	100% of the cases met the benchmark
--------	-----	-------------------------------------

Section Three - Analysis and Action Plans:

No change is planned for 2012-2013.

BBA – Marketing Report

BBA - MARKETING PROGRAM ASSESSMENT REPORT: AY 2011-2012

Program Rationale/Purpose Statement:

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

Marketing / Recruitment Target Statement:

Program Learning Outcomes:

Goals of the Program/Corresponding Classes:

Apply the components of the consumer behavior model to improve the performance of the marketing function in an organization. MKT252

Create and implement a marketing research project; communicate the research results to decision-makers within an organization. MKT353

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcomes 1: (D–Career Readiness–Program Specific) Marketing graduates will explain how organizations can apply the consumer behavior model to improve organizational performance.

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

Section One - Activity Statement:

95% of MKT 252 students in Fall 2011 successfully answered a test question where the graduate listed the steps in the consumer behavior model and explained how organizations apply them in their

marketing activities on a final exam.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	95% of MKT 252 students in Fall 2011 successfully answer a test question where the graduate listed the steps in the consumer behavior model and explained how organizations apply them in their marketing activities.

Section Three - Analysis and Action Plans: The 2011-2012 outcomes activities were met. Future analysis of assessment data for MKT 252 will eliminate non-marketing major student data. The marketing faculty will be reviewing the goal assessment report during the fall of 2012.

Intended Outcomes 2: (D–Career Readiness–Program Specific/D–Research Skills) Marketing graduates will plan, create and present a marketing research project.

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

Section One - Activity Statement:

92% of MKT 353 Marketing graduates planned, created, and presented a marketing research project to Ohio Mutual Insurance group.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	92% of students in MKT 353 planned, created, and presented a marketing research project to Ohio Mutual Insurance Group.

Section Three - Analysis and Action Plans:

The 2011-2012 outcomes activities were met. Future analysis of assessment data for MKT 353 will eliminate non-marketing major student data. The marketing faculty will be reviewing the goal assessment report during the fall of 2012.

Intended Outcomes 3: (D–Career Readiness–Program Specific) Marketing students will preview the environments of business prior to graduation. Internship – students with a “B” or better.

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

Section One - Activity Statement:

100% of Marketing interns passed the internship with a “B” or better. Every marketing intern is required to take MKT 470 to graduate from the program and each student must complete a full 150 hour internship.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met</u>	<u>Data Details</u>
	Met	100% of Marketing interns passed the internship with a “B” or better.

Section Three - Analysis and Action Plans:

The 2011-2012 outcomes activities were met. Future analysis of assessment data for MKT 470 will eliminate non-marketing major student data. The marketing faculty will be reviewing the goal assessment report during the fall of 2012.

Overall Marketing Major Activity Statement:

MKT 253 Ralph’s Joy of Living Project and Poster Competition

All MKT courses received course and rubric revisions

MKT 151 new text book information

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

Marketing student participation in Business Professionals of America.

Marketing student participation in Business Club

MKT 364 students planned, wrote, and presented event plans for local Seneca county businesses.

MKT 353 students conducted, wrote, and presented in depth marketing research plans.

MKT 151 students create and present original marketing plans

Selected marketing students participated in the re-branding for Tiffin University

Marketing students participated in focus groups for Tiffin University website design

MKT 350 classes participated in experiential live action case studies with Lowe’s and Wal-Mart

BBA – Organizational Management Report

BBA – ORGANIZATIONAL MANAGEMENT PROGRAM ASSESSMENT REPORT: AY 2011-2012

Program Rationale/Purpose Statement:

The Organizational Management Major prepares adult learners to manage critical workplace situations. The program emphasizes practical application of academic constructs through applied adult learning theory. Each course is designed to bring the experience of the adult learner into the learning environment. The major supports Tiffin University's mission of professional excellence and meets the business goals of students and employers.

Marketing / Recruitment Target Statement:

The academically rigorous curriculum focuses on "real world" management problems and situations. From the accelerated delivery to the emphasis on collaborative learning, the entire program is dedicated to increasing the adult learner's productivity. Core competencies of the School of Business are included in the program. The major cultivates learning self-sufficiency.

Program Learning Outcomes:

Goals of the Program/Corresponding Classes:

Students will write with clarity and precision. All writing Intensive Courses as designated in the Academic Bulletin

Critical Thinking - CIT312 / MGT 468

Written and Oral Communication - MGT 321/468

Strategic Analysis - MGT468

Demonstration of effective team and individual participation – MKT355

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

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcome 1: (D–Writing Skills) 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.

Section One - Activity Statement:

This is measured by the OA office.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
		This is measured by the OA office.

Section Three - Analysis and Action Plans:

Intended Outcome 2: Students will demonstrate the ability to Critically Think about a topic and discuss it.

Assessment Criteria: Seventy percent of the adult learners will obtain a “B” or higher on the final paper for CIT 312 and on the research project for MGT 468, as measured by the Summary Paper rubric for CIT 312, and on the research project evaluation report for MGT 468.

Section One - Activity Statement:

86% of the students obtained a B or better on the final summary paper for CIT312.
85% of the students obtained a B or higher on the final paper in MGT468

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	86% of the students obtained a B or better on the final summary paper for CIT312. 85% of the students obtained a B or higher on the final paper in MGT468.

Section Three - Analysis and Action Plans:

Change the final paper in CIT 312 to the Case Analysis paper. Leave the percent at 70.

Intended Outcome 3: Adult learners will demonstrate the ability to communicate effectively, both orally and in the written form.

Assessment Criteria:

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

Section One - Activity Statement:

90% of the students obtained a B or higher on the presentation in MGT321.
 80% of the students obtained a B or higher on the summary paper in MGT321.
 77% of the students obtained a B or higher on the presentation in MGT468.
 85% of the students obtained a B or higher on the final paper in MGT468.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	All criteria were met: 90% of the students obtained a B or higher on the presentation in MGT321. 80% of the students obtained a B or higher on the summary paper in MGT321. 77% of the students obtained a B or higher on the presentation in MGT468. 85% of the students obtained a B or higher on the final paper in MGT468.

Section Three - Analysis and Action Plans:

Raise the percentages to 80%

Intended Outcome 4: (D–Critical Thinking) Adult learners will demonstrate the ability to analyze problems and develop effective solutions.

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

Section One - Activity Statement:

85% of the students obtained a B or better on the research project paper.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	85% of the students obtained a B or better on the research project paper.

Section Three - Analysis and Action Plans:

Continue unchanged.

Intended Outcome 5: (D–Career Readiness–Program Specific) Adult learners will demonstrate the ability to work effectively in groups and as individuals.

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

measured by the criteria on the presentation rubric for the oral or PowerPoint presentation.

Section One - Activity Statement:

100% of the students obtained a B or better on the presentation for MKT 355.
100% of the students obtained a B or better on the paper for MKT 355

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	100% of the students obtained a B or better on the presentation for MKT 355.

Section Three - Analysis and Action Plans:

Continue the same for next year. Add a group project to another course for 2013-2014.

Intended Outcome 6: (D–Career Readiness–Program Specific) Students will be exposed to and understand professional practices related to their major field of study.

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

Section One - Activity Statement:

This assessment is completed by OA.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>

Section Three - Analysis and Action Plans:

Updated: May, 2012

BBA – Sports & Recreation Management Report

BBA - SPORTS & RECREATION MANAGEMENT PROGRAM ASSESSMENT REPORT: AY 2011-2012

Program Rationale/Purpose Statement:

The purpose of the Tiffin University Sport and Recreation Management major is to promote, stimulate, and guide study, research, and professional career development in the area of sport and recreation management (broadly interpreted). A primary component of the program is an integration of theory with practical requirements. Upon completion of the program, students will be able to seek employment in a variety of careers with organizations including: professional sports organizations, intercollegiate sports, business, retail and specialty stores, resorts, golf courses, non-profit organizations, marketing agencies, municipalities, and fitness centers.

Marketing / Recruitment Target Statement:

Tiffin University encourages students interested in pursuing a career as a sport manager at the professional or amateur level to enroll in the sport and recreation management major. Students will focus on the management and finance of private and public athletic organizations while also meeting curriculum requirements designed to provide practical experience in a diverse sports industry. Students receive a broad-based, personalized education in sports management. The program, which integrates theory with practical requirements, develops students for the diverse career opportunities available in sports management. Opportunities for students to network with industry specialists and to gain practical experience in event operations at international sporting competitions (i.e. Olympic Games; Continental Cup; Sport Tours) has highlighted the program's global reach and service efforts. In addition to the sport and recreation management curriculum, the program includes a strong business management component, providing students with the skills necessary to succeed in the corporate and service areas of this field. Also, the General Studies core courses; required of all Tiffin University undergraduates, provide a well-rounded academic foundation.

Program Learning Outcomes:

Goals of the Program/Corresponding Classes:

Graduates will successfully prepare a career development plan focusing on securing employment in the field. SRM 160

Graduates will successfully integrate theoretical information in practical situations associated with segments of the sport & recreation industry. MGT/SRM475

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcome 1: (D–Career Readiness–Program Specific) Graduates will successfully integrate theoretical information in practical situations associated with segments of the sport & recreation industry and will create a professional portfolio detailing their experience.

Assessment Criteria: A minimum of 90% of students in MGT/SRM 475 will achieve an above average or outstanding rating from the intern supervisor on question number 6 of the Internship Evaluation form assessing the overall performance of the student intern.

Section One - Activity Statement:

The MGT prefix was changed to SRM. Two field trips were supervised in the Cleveland area in conjunction with Quicken Loans arena (Lake Erie Monsters), the Lake County Speedway, and Lake County Captains. An internship website was created and marketed to students to assist in creating e-portfolios instead of a hard-copy binder. The evaluation is being put online as well. Numerous speakers visited campus and for the first time, on-site interviews were conducted for the Greater Cleveland Sports Commission.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	17 out of 18 or 94.4% of students achieved an above average or outstanding rating.

Section Three - Analysis and Action Plans:

The criterion was met. One student only achieved an “average” rating.

Intended Outcome 2: (D–Career Readiness–Program Specific) Graduates will successfully prepare a career development plan focusing on securing employment in the field.

Assessment Criteria: A minimum of 80% of the students in SRM160 will achieve a B or higher on the Career Development Plan.

Section One - Activity Statement:

There was multiple instructors using variations of the career development plan, but the basic elements were included (resume, cover letter, career and graduate student information).

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	Fall – Section 01(Fantini) 7 of 8 students achieved a B or higher SP – Section 01 (Padilla) 23 of 24 students achieved a B or higher SP – section 02 (Reinhart) 22 of 24 students achieved a B or higher TOTAL: 52 of 56 or 93% achieved a B or higher on the Career Plan

Section Three - Analysis and Action Plans:

Updated: May 2012

BBA – Sports & Recreation Management – Recreation and Tourism Concentration Report

BA – SPORTS & RECREATION MANAGEMENT – RECREATION & TOURISM CONCENTRATION PROGRAM ASSESSMENT REPORT: AY 2011-2012

Program Rationale/Purpose Statement:

The purpose of the Tiffin University Sport and Recreation Management major is to promote, stimulate, and guide study, research, and professional career development in the area of sport and recreation management (broadly interpreted). A primary component of the program is an integration of theory with practical requirements. Upon completion of the program, students will be able to seek employment in a variety of careers with especially private or public recreational facilities.

Marketing / Recruitment Target Statement:

The recreation and tourism concentration at Tiffin University is designed for those with an interest in pursuing a career as a sport manager in the recreation industry. The program is also designed for students interested in sport events and recreation on a local, national, or international level.

Program Learning Outcomes:

Goals of the Program/Corresponding Classes:

Graduates will identify positions in the recreation industry on the local, state, national, and international level. SRM291

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcome 1: (D–Career Readiness–Program Specific) Graduates will identify positions in the recreation industry on the local, state, national, and international level.

Assessment Criteria: A minimum of 90% of students in SRM 291 will achieve a B or higher on the Recreation Job Identification quiz or project.

Section One - Activity Statement:

A number of students attended the Ohio Parks and Recreation student conference at Kalahari resort in Sandusky. An internship website is being created to identify resources and leads in the recreation and tourism industry and a Sport & Recreation day is being created.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
48%	Not Met	11 out of 23 students received a B or higher on the primary project related to recreation careers.

Section Three - Analysis and Action Plans:

The percentage of students actually lowered from the previous year. This course is taught by an adjunct that has many additional roles at the university. The long-term goal of the School Dean is to have more of the sport and recreation management classes taught by a full time faculty member. In the interim, the two qualified full time faculty in the sport management program will meet with the adjunct instructors in the early fall to review the goals of the program and the shared responsibility to assist students in preparing for successful careers in the field.

Updated: AY 2009-2010

BBA – Sports & Recreation Management – Athletic Administration Concentration Report

BBA – SPORTS & RECREATION MANAGEMENT – ATHLETIC ADMINISTRATION CONCENTRATION PROGRAM ASSESSMENT REPORT: AY 2011-2012

Program Rationale/Purpose Statement:

The purpose of the Tiffin University Sport and Recreation Management major is to promote, stimulate, and guide study, research, and professional career development in the area of sport and recreation management (broadly interpreted). A primary component of the program is an integration of theory with practical requirements which emphasizes the authoritative and administrative responsibilities of supervising athletics. Upon completion of the program, students will be able to seek employment in a variety of athletic careers and will have an understanding of the breadth of administrative, support staff, and coaching positions within intercollegiate and interscholastic sports.

Marketing / Recruitment Target Statement:

The athletic administration concentration at Tiffin University is designed for those with an interest in pursuing a career as in athletics as a coach, director, or official. Students who select the concentration may have an interest in working in a university or interscholastic level.

Program Learning Outcomes:

Goals of the Program/Corresponding Classes:

A sport management student specializing in athletic administration will be able to identify legal issues in a fact scenario and have a general knowledge of common legal and risk management concepts within the sports industry. LAW260

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcome 1: (D–Career Readiness–Program Specific) A sport management student specializing in athletic administration will be able to identify legal issues in a fact scenario and have a general knowledge of common legal and risk management concepts within the sports industry.

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

Section One - Activity Statement:

The concentration is identified as Athletic Administration instead of Sport and Athletic Administration. It continues to attract the most students among the three Sport and Recreation Management concentrations. The sport law course (LAW260) is taught by a new full-time faculty who has joined the sport management department.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	25 of 28 or 89 % of students received a B or higher on the sport law case.

Section Three - Analysis and Action Plans:

Updated: AY 2009-2010

BBA – Sports & Recreation Management – Sports Marketing Concentration Report

BBA – SPORTS & RECREATION MANAGEMENT – SPORTS MARKETING CONCENTRATION PROGRAM ASSESSMENT REPORT: AY 2011-2012

Program Rationale/Purpose Statement:

The purpose of the Tiffin University Sport and Recreation Management major is to promote, stimulate, and guide study, research, and professional career development in the area of sport and recreation management (broadly interpreted). A primary component of the program is an integration of theory with practical requirements. Upon completion of the program, students will be able to seek employment in a variety of marketing and promotions related careers for a sport organization or a firm/business with a sports segment.

Marketing / Recruitment Target Statement:

The sports marketing concentration at Tiffin University is designed for those with an interest in pursuing a career in marketing or promotions for a professional team, a corporate entity with a sports division, or an agency. Students who select the concentration may have an interest in continuing with law school or a higher degree related to financial services in order to become a certified sports agent.

Program Learning Outcomes:

Goals of the Program/Corresponding Classes:

Graduates will demonstrate the application of enhanced oral and/or written presentation skills integrating technology for instructional purposes related to the marketing of a sport entity. COM235

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcome 1: (D–Communication Skills/D–Writing Skills/D–Career Readiness–Program Specific) Graduates will demonstrate the application of enhanced oral and/or written presentation skills integrating technology for instructional purposes related to the marketing of a sport entity.

Assessment Criteria: A minimum of 80% percent of the students in COM235 will achieve a B or

higher on the project requiring maintaining a sport blog over a three month period.

Section One - Activity Statement:

Speakers were added to the course pertaining to Sport Marketing and Broadcasting. Over half of the students in the sport writing for marketing and promotions class participated in the Ohio Parks and Recreation annual conference. One student landed a summer internship with ESPN in Cleveland.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not Met	8 students out of 18 achieved a B or higher.

Section Three - Analysis and Action Plans:

Instead of using “Blog Spot” to create a blog, a new “Weekly” program will be used which is much more user-friendly. In addition, there has only been one check in week one before the final evaluation. Having one or two grade-point checks will assist to motivate students to maintain a blog consistently.

Updated: May 2012

ABA – Accounting Report

ABA - ACCOUNTING PROGRAM ASSESSMENT REPORT: AY 2011-2012

Program Rationale/Purpose Statement:

The objective of the Tiffin University Associate Degree in Business - 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, payroll, computerized accounting, taxation, and managerial accounting. The classroom experience will blend theory and practical applications.

Program Learning Outcomes:

Goals of the Program/Corresponding Classes:

Accounting Knowledge. ACC231

School of Business Accounting Programs. Annual Assessment Plan – currently ACC304

General Education. As defined by the GEC outcomes assessment plan

Writing across the curriculum. MGT201

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcome 1: (D–Career Readiness–Program Specific) Students will demonstrate comprehensive knowledge to accounting systems.

Assessment Criteria: A comprehensive final exam will be assessed for accounting majors in ACC 231 Computerized Accounting. Seventy percent of students will obtain a score of 70% or higher.

Section One - Activity Statement:

ACC 231 was developed by a hired SME and focused on the development of computerized accounting, specifically QuickBooks, skills with the culmination of the course being the creation of a new company in a computerized accounting system.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	89% of students earned an 80% or higher on the final course project, please see attached spreadsheet.

Section Three - Analysis and Action Plans:

Continual class content development and assessment of the effectiveness of the course through student and instructor evaluations. Specific plans for improvement include additional practice simulations created in conjunction with the SME and multimedia team coupled with video lectures and simulation lectures for additional practice.

Intended Outcome 2: (D–Career Readiness–Program Specific) Students in the Associate’s degree program in Accounting will be measured following the School of Business’s annual assessment plan in accounting currently ACC 304 Federal Income Tax.

Assessment Criteria: 85% of students will receive 80% or higher on a tax return prepared using tax software.

Section One - Activity Statement:

In the redevelopment of the course through a quality initiative in Spring 2012, the tax return was excluded. Therefore this was not measured.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>

Section Three - Analysis and Action Plans:

Continual class content development and assessment of the effectiveness of the course through student and instructor evaluations. Specific plans for improvement include additional practice simulations created in conjunction with the SME and multimedia team coupled with video lectures and simulation lectures for additional practice. A tax return using industry standard software will be re-integrated into the course.

Intended Outcome 3: Students in the Associate’s degree programs will be measured following the College’s general education outcomes assessment plan #2 through #8.

Assessment Criteria: All assessments will follow the appropriate testing and/or rubrics. General Education plan is attached to this document.

Section One - Activity Statement:

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
------------------	--------------------	---------------------

Section Three - Analysis and Action Plans:

Intended Outcome 4: (D–Writing Skills) All students will meet the writing across the curriculum requirements.

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.

Section One - Activity Statement:

MGT 201 uses the WAC grading rubric for week 6 assignment 2.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	<u>See attached spreadsheet.</u>

Section Three - Analysis and Action Plans:

Continual class content development and assessment of the effectiveness of the course through student and instructor evaluations. Specific plans for improvement include additional practice simulations created in conjunction with the SME and multimedia team coupled with video lectures and simulation lectures for additional practical experience exposure. Additional library integration will also be included to familiarize students with industry research.

Updated: October 2010

ABA – Business Report

ABA - BUSINESS PROGRAM ASSESSMENT REPORT: AY 2011-2012

Program Rationale/Purpose Statement:

The objective of the Tiffin University Associate Degree in Business Administration – 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 to prepare students with an overall understanding of management tasks, management functions, and organizations. The coursework experience will blend theory and practical applications.

Program Learning Outcomes:

Goals of the Program/Corresponding Classes:

Business Knowledge. MGT221

General Education. As defined by the GEC outcomes assessment plan.

Writing across the curriculum. MGT201

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcome 1: (D–Career Readiness–Program Specific) Students will demonstrate comprehensive knowledge of business systems including quality, logistics and materials management.

Assessment Criteria: A comprehensive final exam will be assessed for business majors in MGT 221 Supply Chain Management. Seventy percent of students will obtain a score of 70% or higher.

Section One - Activity Statement:

MGT 201 was redesigned to increase student learning through two original course lectures per week as well as integrated a course project of building a manager's toolkit. In addition to the requirement of the application of course concepts and theories, students were also required to enhance Office skills through applications. This project is also intended to enhance the student's portfolio that can be used upon graduation.

MGT 221 was redesigned to force students to apply course concepts through a course wide project of the analysis that is required of supply chain professionals in a real-world situation.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
		NA – The course focused on a written work demonstrating course competencies as a whole, not a comprehensive final exam.

Section Three - Analysis and Action Plans:

Continual class content development and assessment of the effectiveness of the course through student and instructor evaluations. Specific plans for improvement include additional practice simulations created in conjunction with the SME and multimedia team coupled with video lectures and simulation lectures for additional practical experience exposure. Additional library integration will also be included to familiarize students with industry research.

Intended Outcome 2: Students in the Associate's degree programs will be measured following the College's general education outcomes assessment plan #2 through #8.

Assessment Criteria: All assessments will follow the appropriate testing and/or rubrics. General Education plan is attached to this document.

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

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>

Section Three - Analysis and Action Plans:

Intended Outcome 3: (D-Writing Skills) All students will meet the writing across the curriculum requirements.

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.

Section One - Activity Statement:

MGT 201 uses the WAC grading rubric for week 6 assignment 2.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	<u>See attached spreadsheet.</u>

Section Three - Analysis and Action Plans:

Continual class content development and assessment of the effectiveness of the course through student and instructor evaluations. Specific plans for improvement include additional practice simulations created in conjunction with the SME and multimedia team coupled with video lectures and simulation lectures for additional practical experience exposure. Additional library integration will also be included to familiarize students with industry research.

Updated: October 2010

ABA – Computer & Information Technology Report

ABA – COMPUTER INFORMATION TECHNOLOGY PROGRAM ASSESSMENT REPORT: AY 2011-2012

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.

Program Learning Outcomes:

Goals of the Program/Corresponding Classes:

Computer & Information Technology Knowledge. CIT355

School of Business CIT Programs. Annual Assessment Plan – currently CIT355

General Education. As defined by the GEC outcomes assessment plan

Writing across the curriculum. MGT201

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcome 1: (D–Career Readiness–Program Specific) Students will demonstrate comprehensive knowledge of computer and information technology systems.

Assessment Criteria: 70% of students receive 80% or higher on a case utilizing spreadsheet applications.

Section One - Activity Statement:

Courses were revised to streamline activities, create course-wide projects, and ensure that Carnegie credit unit guidelines were met. Additionally, courses were redesigned in the aspect of added course lectures and real-world course projects. CIT 355 – a course project was added as a comprehensive test of course learning outcomes.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not met	Only 50% of students achieved an 80% or higher on the case, please see spreadsheet.

Section Three - Analysis and Action Plans:

Continual class content development and assessment of the effectiveness of the course through student and instructor evaluations. Specific plans for improvement include additional practice simulations created in conjunction with the SME and multimedia team coupled with video lectures and simulation lectures for additional practical experience exposure. Simulation environments for CIT courses will be created by a newly hired FT CIS professional (replacement position) with multimedia and online course design experience to reduce technology issues associated with individual student computers. Additional library integration will also be included to familiarize students with industry research.

Intended Outcome 2: (D–Career Readiness–Program Specific) Students in the Associate’s degree program in Computer & Information Technology will be measured following the School of Business’s annual assessment plan in computer & information technology currently ACC 355 Spreadsheets Applications for Decision Making.

Assessment Criteria: 100% of students receive a B or higher on cases solving business problems.

Section One - Activity Statement:

A course case was added to ensure student understanding of course concepts as a whole and to demonstrate mastery of spreadsheet skills.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not met	Only 50% of students achieved an 80% or higher on the case, please see spreadsheet.

Section Three - Analysis and Action Plans:

Continual class content development and assessment of the effectiveness of the course through student and instructor evaluations. Specific plans for improvement include additional practice simulations created in conjunction with the SME and multimedia team coupled with video lectures and simulation lectures for additional practical experience exposure. Additional library integration will also be included to familiarize students with industry research.

Intended Outcome 3: Students in the Associate's degree programs will be measured following the College's general education outcomes assessment plan #2 through #8.

Assessment Criteria: All assessments will follow the appropriate testing and/or rubrics. General Education plan is attached to this document.

Section One - Activity Statement:

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
------------------	--------------------	---------------------

Section Three - Analysis and Action Plans:

Intended Outcome 4: (D-Writing Skills) All students will meet the writing across the curriculum requirements.

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.

Section One - Activity Statement:

MGT 201 uses the WAC grading rubric for week 6 assignment 2.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	See attached spreadsheet.

Section Three - Analysis and Action Plans:

Continual class content development and assessment of the effectiveness of the course through student and instructor evaluations. Specific plans for improvement include additional practice simulations created in conjunction with the SME and multimedia team coupled with video lectures and simulation lectures for additional practical experience exposure. Additional library integration will also be included to familiarize students with industry research.

ABA – Healthcare Administration Report

ABA – HEALTHCARE ADMINISTRATION PROGRAM ASSESSMENT REPORT: AY 2011-2012

Program Rationale/Purpose Statement:

The purpose of the Tiffin University Management major with a concentration in Healthcare Administration is to promote, stimulate, and guide study, research, and professional career development in the area of Healthcare Administration. There is an increasing need for healthcare workers and this degree will enable students to be involved in an administrative capacity in any healthcare environment

Marketing / Recruitment Target Statement:

It is clear that there will be an increasing need for healthcare workers and healthcare administrators in the near and distant future. Recent government reports indicate the healthcare will continue to grow as will the need for those who can manage the workers in this field.

Program Learning Outcomes:

Goals of the Program/Corresponding Classes:

Healthcare Administration Knowledge. MGT280

Integrate the healthcare management theories, principles and practices for future application.
MGT240

General Education. As defined by the GEC outcomes assessment plan

Writing across the curriculum. MGT201

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcome 1: (D–Career Readiness–Program Specific) Students will demonstrate comprehensive knowledge of healthcare administration concepts.

Assessment Criteria: A comprehensive final project will be assessed for healthcare administration majors in MGT 280 Special Topics in Healthcare. Seventy percent of students will obtain a score of 70% or higher.

Section One - Activity Statement:

MGT 280 is no longer a part of the HCA curriculum. A new OA plan for the HCA program will be developed along with the re-development of HCA courses to include original lectures and practice environments.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
------------------	--------------------	---------------------

Section Three - Analysis and Action Plans:

A new OA plan for the HCA program will be developed along with the re-development of HCA courses to include original lectures and practice environments.

Intended Outcome 2: (D–Career Readiness–Program Specific) Integrate the healthcare management theories, principles and practices for future application.

Assessment Criteria: A minimum of 80 % of students will achieve an average grade of “B” or better on a healthcare management plan completed in MGT 240 Healthcare Office Management.

Section One - Activity Statement:

A healthcare management plan assignment was integrated in MGT 240.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	85% of students earned a B on the course project, please see attached.

Section Three - Analysis and Action Plans:

The data was skewed in that only 7 students were enrolled in the course this school year. Continual class content development and assessment of the effectiveness of the course through student and instructor evaluations.

Intended Outcome 3: Students in the Associate’s degree programs will be measured following the College’s general education outcomes assessment plan #2 through #8.

Assessment Criteria: All assessments will follow the appropriate testing and/or rubrics. General Education plan is attached to this document.

Section One - Activity Statement:

Specific plans for improvement include additional practice simulations created in conjunction with the SME and multimedia team coupled with video lectures and simulation lectures for additional practical experience exposure. Additional library integration will also be included to familiarize students with industry research.

Section Two - Results of Outcomes Activity:		
<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>

Section Three - Analysis and Action Plans:

Intended Outcome 4: (D–Writing Skills) All students will meet the writing across the curriculum requirements.

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.

Section One - Activity Statement:

MGT 201 uses the WAC grading rubric for week 6 assignment 2.

Section Two - Results of Outcomes Activity:		
<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	Please see attached spreadsheet.

Section Three - Analysis and Action Plans:

Continual class content development and assessment of the effectiveness of the course through student and instructor evaluations. Specific plans for improvement include additional practice simulations created in conjunction with the SME and multimedia team coupled with video lectures and simulation lectures for additional practical experience exposure. Additional library integration will also be included to familiarize students with industry research.

Updated: October 2010

School of Criminal Justice & Social Sciences Report

SCHOOL OF CRIMINAL JUSTICE PROGRAM ASSESSMENT PLANS & REPORT: AY 2011-2012

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.

Program Rationale/Purpose Statement:

The Criminal Justice curricula are designed to help students grasp the fundamental values and purposes of criminal justice in American society. These programs prepare students for entry-level administrative and advocacy positions in criminal justice. The social science majors within the school emphasize the generalist orientation to the fields of psychology, human services, and government and national security. Students are required to take foundational courses so as to be prepared for both entry-level positions as well as graduate studies.

Marketing / Recruitment Target Statement:

With the growth in federal, state and local law enforcement agencies, the criminal justice program positions students to assume these careers upon graduation. Graduates of government and national security major are also poised to join the many agencies fighting the "war on terrorism." The psychology and human services degree graduates are prepared for entry-level non-practitioner careers as well as for entry into graduate studies.

Goals of the Program/Corresponding Classes:

Prepare students for professional expectations within their chosen fields. SCS470

CJ students will comprehend and critically analyze the complexity of the criminal justice field. JUS110/201/202

CJ students will understand and practice ethical decision making skills. JUS361

CJ students' will be able to generate, obtain, analyze and disseminate research data. SCS300

Increase students' opportunities to network with working professionals in their chosen fields of study. Workshops/seminars/extracurricular activities.

Students will understand what careers are available within their chosen fields of study. Advising Process.

Graduates will find employment within their chosen field of study or obtain admissions to a graduate studies program. Career Services Survey.

SCJSS faculty will be current with the latest trends in their academic discipline and in the activities of organizations related to their academic disciplines. Faculty Activities Form.

School Executive Summary:

The current year was one of continued growth in both size and quality. As has been the case in the past several years there was a continued modest growth in the number of incoming freshmen and higher retention rates of upperclassmen in the School of Criminal Justice and Social Sciences.

A new Dean was appointed, effective 1 August 2011, and two full-time faculty were added. The major in Government and National Security studies was revised to provide two concentrations, one in Intelligence and Security Studies, and one in Politics and Government. The Corrections major was overhauled in consultation with senior personnel in the state and federal corrections systems so as to provide a stronger program of instruction. In similar fashion, the major in Forensic Sciences was revised based on recommendations from state crime labs and graduate program chairs at several universities, and the faculty approved a laboratory concentration in Forensic Science that has been submitted to the Ohio Board of Regents and the Higher Learning Commission for approval as a Bachelor of Science in Forensic Sciences. Work was begun to revise and update the curriculum in the Homeland Security/Terrorism major and in the Cyber-Defense and Information Security major, both of which are expected to be submitted for approval to the faculty during the 2012/13 academic year. These revisions reflect a continued commitment on the part of the faculty to quality programming that will serve present and future students.

The internship programs within the School of Criminal Justice and Social Sciences continue to be an essential and extremely valuable component of our curriculum. Our involvement with the Washington Internship Center, led by Dr. Hurwitz, continues to set the standard, not simply for other programs here at TU, but for other universities as well. Dr. Hurwitz will be honored by the Washington Center as their most effective faculty liaison of all their partner institutions across the nation. Our students continue to take advantage of the internship program at the Advanced Technical Intelligence Center for Human Capital Development, located in Dayton OH, and partnership arrangements with the Franklin County Coroner, with the State Homeland Security Fusion Center, and with American University's Washington Semester Program are taking root and providing broader opportunities to our students.

The assessment and evaluation process continues to be a source of active discussion with faculty, and using these tools in a manner that will best facilitate and measure student learning and effective teaching continues to be the focus. I remain pleased that faculty continues to work to improve our Outcomes Assessments process and use this information to improve the curriculum. 2012/13 will see the faculty of the School of Criminal Justice and Social Sciences focusing on the entire OA process, beginning with a wholesale review and updating of Minimum Course Content Guides and subsequent reevaluation and revision to expected learning outcomes and measurement tools. Capstone courses in the Spring Semester included, for the first time, the taking of the Major Field Test in Criminal Justice by all students in the courses (over 60 in all), making this year the highest level of participation in the CJ MFT yet. Faculty has decided to include the completion of an appropriate MFT as a component in all capstone courses, and so 2012/13 will see seniors taking the MFT most appropriate to their specific majors.

In addition to the goals mentioned above for the assessment process, the SCJSS will undertake to accomplish several curriculum-related goals for 2012/13:

- Completion of the revision to the Homeland Security/Terrorism and to the Cyber-Defense/Information Security curricula, and approval of same by faculty;
- Approval by the HLC and OBR of the Bachelor of Science Degree in Forensic Sciences;
- Development of one or more additional Bachelor of Criminal Justice programs for online

delivery; and

- Review and, where appropriate, revision to and improvement of Master's Degree programs and curricula.

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcomes 1: (D–Career Readiness) Prepare students for the professional expectations of their chosen fields.

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 a “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.”

Section One - Activity Statement:

All students intending to graduate with a major in the School of Criminal Justice and Social Sciences engages in an internship program in the junior or senior year. That internship requires assessment of the student “on the job” by a site supervisor and in the final paper by a faculty member.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	MET	All students participating in internships in the 2011-12 academic year received above average or better final ratings and higher than an 85% as a final grade.

Section Three - Analysis and Action Plans:

No change

Intended Outcomes 2: (D–Career Readiness) Students will comprehend the complexity of the criminal justice field.

Assessment Criteria: Students will take a Capstone course (Pro-Seminar or Senior Seminar) which will have as a career placement component. Seniors will also take the ETS Major Field Test in Criminal Justice as an external assessment. Tiffin University students will score at least in the top 50% of students taking the MFT at peer institutions.

Section One - Activity Statement:

Seniors taking a senior capstone course will take the ETS Major Field Test in Criminal Justice as an external assessment. Tiffin University students will score at least in the top 50% of students taking the MFT at peer institutions.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not Met	Only 70% of the graduating seniors took the MFT in 2011/2012. Students scored in the top 60%, based on a review of historic data.

Section Three - Analysis and Action Plans:

No change.

Intended Outcomes 3: (D–Civic Responsibility–Ethical Concerns) CJ students will understand and practice ethical decision making.

Assessment Criteria: To be determined in AY 12/13.

Section One - Activity Statement:

TBD

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>

Section Three - Analysis and Action Plans:

TBD

Intended Outcomes 4: (D–Research Skills) CJ students will be able to generate, obtain, analyze and disseminate research data.

Assessment Criteria: 80% of CJ students in SCS: 300 will receive at least an 80% on their original research project.

Section One - Activity Statement:

All students taking SCS300 completed a research assignment as part of that course.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	80% of the students taking SCS300 (or its equivalent in the DC program) received an 80% or better on the final project

Section Three - Analysis and Action Plans:

No change.

Intended Outcomes 5: (D–Career Readiness) Increase students’ opportunities to network with working professional in their chosen fields of study.

Assessment Criteria: SCJSS will support at least two working professionals to visit campus and present to students/classrooms each semester during the academic year. At least 50% of the school’s majors will attend at least one of the presentations during the academic year.

Section One - Activity Statement:

Several guest speakers and seminars were presented through the course of the year. Faculty either required attendance or offered extra credit for attendance.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	Review of attendance records indicates that 90% of the students in the School of Criminal Justice and Social Sciences attended at least three events over the course of AY2012/13

Section Three - Analysis and Action Plans:

No change.

Intended Outcomes 6: (D–Career Readiness–Program Specific) SCJSS students will understand what careers are available within their chosen fields of study.

Assessment Criteria: 100% of SCJSS students will be advised by faculty familiar with their areas of study. At least once between the sophomore and junior years, advisors will complete a degree audit and inform students of possible career opportunities for all their advisees.

Section One - Activity Statement:

All faculty are assigned students they are to mentor. Faculty and students meet at least once each semester to discuss career plans as a part of the advising/mentoring process.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	All students met at least once in their junior and senior years with their faculty mentor for discussions on career planning.

Section Three - Analysis and Action Plans:

No change.

Intended Outcomes 7: (D–Career Readiness) SCJSS graduates will find employment in their chosen field of study or obtain admission to a graduate studies program.

Assessment Criteria: 80% of SCJSS students will either be employed or attending graduate school within 12 months following graduation.

Section One - Activity Statement:

Not assessed in 2011/12

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	N/A	Not assessed

Section Three - Analysis and Action Plans:

At present, neither the Office of Career Planning nor the Alumni Office can provide data on this outcome measurement. Discussion will take place in AY2012/13 to reconsider this assessment criteria.

Intended Outcomes 8: (I–Faculty Development) SCJSS faculty will be current with the latest trends in their academic discipline and in the activities of organizations related to their academic disciplines.

Assessment Criteria: 100% of the SCJSS faculty will have participated in at least one professional development activity as defined by the Faculty Activity Report.

Section One - Activity Statement:

All SCJSS faculty are advised to participate in at least one professional development activity as defined by the Faculty Activity Report, and are offered reimbursement of expenses up to \$1,000.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	All faculty reported having attended at least one such event in 2011/12.

Section Three - Analysis and Action Plans:

No change.

Master of Science in Criminal Justice Report

MASTER OF SCIENCE IN CRIMINAL JUSTICE PROGRAM ASSESSMENT PLANS & REPORT: AY 2011-2012

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.

Program Learning Outcomes:

Goals of the Program/Corresponding Classes:

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. JU510 or PSY511 depending on track.

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 PSY511 depending on track.

Graduates will be able to conduct related research and prepare new or improved models for the delivery of criminal justice services. JUS515 or PSY515, depending on track

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.

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcomes 1: (D–Career Readiness–Program Specific) 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.

Section One - Activity Statement:

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
------------------	--------------------	---------------------

Section Three - Analysis and Action Plans:

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

Section One - Activity Statement:

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
------------------	--------------------	---------------------

Section Three - Analysis and Action Plans:

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

Section One - Activity Statement:

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
------------------	--------------------	---------------------

Section Three - Analysis and Action Plans:

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

Section One - Activity Statement:

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
------------------	--------------------	---------------------

Section Three - Analysis and Action Plans:

Updated: Fall 2009

MSCJ – Crime Analysis Concentration Report

MSCJ – CRIME ANALYSIS PROGRAM ASSESSMENT REPORT: AY 2011-2012

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. The MSCJ faculty works directly with the board of the International Association of Crime Analysts (IACA) to meet the needs of the profession.

Program Learning Outcomes:

Goals 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 such as ENF622/627. The students use the skills they have learned throughout the program to provide an analysis of an unsolved crime spree of their choosing (with approval from the professor) to prepare them for a career as a crime analyst.

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcome 1: (D–Career Readiness–Program Specific/D–Communication Skills/D–Writing Skills) 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 ENF622 and in a project describing the application of concepts gained through the course of study ENF627, 85% of the students will receive a grade of A (95%) on the assignments, evaluated according in a standard rubric.

Section One - Activity Statement:

The MSCJ CA program faculty provides students with current research, articles and web links so that they understand the direction that the crime analysis profession is trending towards. The faculty are all working analysts or supervising others who work in the field.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	<p>90% of students taking ENF 612 received a grade of 90% or higher on the assigned paper and presentation.</p> <p>95% of the students taking ENF 627 received a grade of 90% or higher on the assigned paper and presentation.</p> <p>Students in ENF 627 are required to research, prepare, and present in clear written and electronic/digital formats the results of a crime spree they investigated, demonstrating how they would approach and solve the crimes. Students can obtain real crime information from the Chicago Police Department with is available online. This real data helps to improve the reality of crime analysis.</p>

Section Three - Analysis and Action Plans:

Students in ENF 622 use real Geographic Information System (GIS) software to analyze crime. This helps reinforce the value of computer software in the analysis of crime and crime trends.

Analysis and Action Plans: As this remains a relatively new online program, which continues to grow, TU continues to hire adjuncts that had a great deal of professional experience with crime analysis. It is important that adjuncts who teach in the program follow the syllabus and CCG's for the course/major. There is good communication between faculty who designed the program and professors teaching in the program. We intend to continue facilitating this communication between the various adjunct faculty in order to improve student learning and to make assessment easier in the future. An attempt will also be made to extend Tiffin University's goal of having a "seamless university" to online students. This will include online student involvement in activities such as CJ honor society, paper presentations at conferences such as the NIJ Mapping and Analysis for Public Safety and one of the International Association of Crime Analysts (IACA) professional conferences. In addition, the faculty will be more stringent alignment with university research requirements.

Updated: Fall 2008

MSCJ – Criminal Behavior Concentration Report

MSCJ – CRIMINAL BEHAVIOR PROGRAM ASSESSMENT REPORT: AY 2011-2012

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

Program Learning Outcomes:

Goals 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. PSY626/636.

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcome 1: (D–Research Skills/D–Communication/ D–Writing Skills) 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 PSY626/636 will receive a grade of A (90%) on the assignment, evaluated according to a standard rubric.

Section One - Activity Statement: A paper presentation was assigned describing the application of assessment tools and standards in evaluating criminal behavior and associated state or local criminal justice programs.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u> MET	<u>Data Details:</u> More than 80% of the students in PSY626/636 received a grade of A (90%) on the assignment, evaluated according to a standard rubric.
------------------	---------------------------	--

Section Three - Analysis and Action Plans:

New plans will be designed during the 2012 fall semester with direct consultation from the director of outcomes assessment, The director has been working in-depth with one school each year and this coming year it will be with the School of Criminal Justice and Social Sciences.

Updated: Fall 2009

MSCJ – Forensic Psychology Concentration Report

MSCJ – FORENSIC PSYCHOLOGY PROGRAM ASSESSMENT REPORT: AY 2011-2012

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.

Program Learning Outcomes:

AREA 3 - Goals 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. PSY625

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcome 1: (D–Research Skills/D– Communication Skills/D–Writing Skills) 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 PSY625, evaluated according to a standard rubric.

Section One - Activity Statement: Students were assigned a paper that was to describe the application of concepts learned in PSY625.

Section Two - Results of Outcomes Activity:

2011-2012	Met/Not Met Met.	Data Details: More than 80% of the students received a grade of A (90%) or higher on a paper describing concepts learned in the course PSY625.
------------------	----------------------------	---

Section Three - Analysis and Action Plans: New plans will be designed during the 2012 fall semester with direct consultation from the director of outcomes assessment, The director has been working in-depth with one school each year and this coming year it will be with the School of Criminal Justice and Social Sciences.

Updated: Fall 2009

MSCJ – Homeland Security Administration Concentration Report

MSCJ – HOMELAND SECURITY ADMINISTRATION CONCENTRATION PROGRAM ASSESSMENT REPORT: AY 2011-2012

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.

Goals 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. ENF645/660

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcome 1: (D–Research Skills/D–Communication Skills/ D–Writing Skills) 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 ENF645/660 will receive a grade of A (90%) on the assignment, evaluated according to a standard rubric.

Section One - Activity Statement: *** The above outcome was not assigned to these courses. It was an administrative error. There will be proper assessment on one or both of these above listed courses during the 2012-2013 academic year. It was a crime analysis goal and not one in Homeland Security.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details:</u>
	Not met.	See section 1 activity statement above.

Section Three - Analysis and Action Plans: New plans will be designed during the 2012 fall semester with direct consultation from the director of outcomes assessment, The director has been working in-depth with one school each year and this coming year it will be with the School of Criminal Justice and Social Sciences.

Updated: Fall 2008

MSCJ – Justice Administration Concentration Report

MSCJ – JUSTICE ADMINISTRATION PROGRAM ASSESSMENT REPORT: AY 2011-2012

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.

Program Learning Outcomes:

Goals 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. JUS510

Program Executive Summary:

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.

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

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

AREA 4 - Intended Outcomes/Assessment Criteria:

Intended Outcome 1: (D–Research Skills/D– Communication Skills/D–Writing Skills) Graduates will be able to research, prepare, and present in clear written, oral, and electronic/digital formats the results of their inquiries into a variety of course topics.

Assessment Criteria: In a paper and/or PowerPoint presentation, 80% of the students in JUS 510 will receive a grade of A (90%) on the assignment, evaluated according to a standard rubric.

Section One - Activity Statement:

All students were assigned to a group who made a test and PowerPoint presentation on some segment of the criminal justice system: federal law enforcement; state and local law enforcement; prosecution, courts, and sentencing; institutional corrections; community corrections; and juvenile justice. ** The course was to JUS 510 and not JUS 610. This was done in error.

Section Two - Results of Outcomes Activity: All outcomes were met.

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details:</u>
	Met	100% of the students received a grade of 90% or higher on the assignment.

Section Three - Analysis and Action Plans:

New plans will be designed during the 2012 fall semester with direct consultation from the director of outcomes assessment, The director has been working in-depth with one school each year and this coming year it will be with the School of Criminal Justice and Social Sciences.

Updated: Fall 2009

BA – Government & National Security Report

BA – GOVERNMENT & NATIONAL SECURITY PROGRAM ASSESSMENT PLANS & REPORT: AY 2011-2012

Program Rationale/Purpose Statement:

College graduates with strong analytic skills, foreign language and area studies expertise, and a solid grasp of national security policy, have been vital to American security interests since the United States emerged on the world stage after 1945. The need for scholars who can provide policy analysis support based on these skill sets is as strong today - if not stronger - as it was fifty years ago, and will, no doubt, be even more imperative fifty years from now.

From 1945 until 1990, the emphasis in foreign affairs was on understanding the Soviet Union, communism, and Russian culture. In the immediate aftermath to the attacks of 9/11, there was a significant focus in expanding the pool of young professionals with a background in intelligence analysis and other skills necessary to national security, as well as a grasp of Arabic language and culture. Today, the demand is more complex, requiring a broader understanding of the history, culture, and politics of the diverse ethnic and religious groups around the world, including those that reside in the Middle East and Central Asia, in China and the Pacific Rim, and in Central and South America. Accordingly, we must continue to educate and graduate scholars possessing an in-depth understanding of the world we live in and a firm grounding in American national security policy. A high quality security studies program containing both of these requirements has the potential to improve the conduct of American foreign policy and make the world a more peaceful and prosperous place.

The US Intelligence Community's Five Year Strategic Human Capital Plan notes the challenges to global peace and security stems from a wide variety of sources; the struggle against terrorism, weapons of mass destruction and proliferation, two-edged technologies with potential for destructive use, globalization and interdependence, emerging regional powers, energy competition and strategy, fragile infrastructure, ad pandemics and epidemics.

Marketing / Recruitment Target Statement:

The uncertainty of world events now and in the future has heightened the potential of a national security studies major to attract quality students in significant numbers. While the focus in recent years has been on the Middle East, the focus of America's national security interests in the future will include North Korea, China, Russia, Pakistan, and India, to name just a few. In any of these scenarios, college graduates with areas studies and national security expertise will be required. Despite a shrinking economy, the federal agencies involved in Homeland Security, National Security and International Affairs continue to add new jobs requiring education in area studies and national security studies. A recent career publication lists over 100 job areas in government and business for students with areas studies and national security degrees. In addition, federal, state, and local government, business, and criminal justice departments have added thousands of additional new jobs in the field of security.

There is a continuing emphasis on improving and expanding the federal national security workforce. The Intelligence Community has instituted several programs targeted at improving the level of education and increasing the number of qualified applicants for entry-level positions in the national security agencies of the United States. Additionally, the U.S. Military continues to be an excellent employer of college graduates interested in careers in law enforcement, homeland security, national security, intelligence and other related fields. Current programs such as the Reserve Officer Training

Corps as well as the availability beginning in August 2009 of expanded veteran's education benefits will make the expense of obtaining college education manageable for tens of thousands of young men and women.

Data from the Tiffin University Admissions Office indicate that each year approximately 85-100 students inquire about a history, political science, or language major. The nature of the degree and the language requirement has the potential to attract the highest caliber of high school graduates.

Program Learning Outcomes:

2011/12: Goals of the Program/Corresponding Classes:

Graduates will understand potential careers and work expectations in the field of national security.
POL151 / SCS470

Graduates will possess a detailed understanding of the political history, political culture, and political processes of the United States. POL101/205/206/207/311

Graduates will possess a detailed understanding of the history and culture of other part of the world.
HIS212/313 / CUL312/313

Graduates will understand the historical context for current international security threats that face the United States at home and abroad, and how the United States uses the tools of state power to protect the vital interests of America. HIS 225/226 / POL350 s/341/411

Graduates will be able to analyze and devise solutions for problems in national security within the framework of our instruments of national power and their use within our political/legal and policy context. POL 312/341/350/411

Graduates will exhibit critical multimodal communication skills. POL491

Graduates will exhibit the ability to write and think critically. POL 151/341/350/411/491

Graduates choosing to minor in cultural studies and language will have an understanding of a culture other than that of the United States and will understand a language other than English. Partnership Courses

Program Executive Summary:

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.

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

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

Section One - Activity Statement:

Efforts this year focused on improving the writing of students in all courses of the major. While not directly relevant to this year's assessment process, a significant revision was made to the curriculum, instituting two tracks (one for Intelligence and Security Studies and one for Government and Politics) that should help attract more students and help students focus their learning on career objectives. New Outcome Criteria will be added to this report for the 2012/13 year in May 2013, following a year of observation under the new curriculum.

Intended Outcomes/Assessment Criteria:

Intended Outcomes 1: (D–Career Readiness – Program Specific/D–Critical Thinking) To be able to analyze, and devise solutions for, problems in national security within the framework of our instruments of national

power and their use within our political/legal and policy context.

Assessment Criteria: A final quiz or examination in POL151 and in POL350 or POL411 designed to measure the following: Eighty percent of students will demonstrate, to a 3 level in the Rubric Rating Scale, a sufficient understanding of the instruments themselves, and of the enabling or limiting effects of political/legal and policy contexts, to devise reasonable and effective solutions to national security problems.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	87% (100 of 115) students in POL 151 were able to demonstrate understanding of the criteria set forth above in the main class project, a national security crisis simulation.

Section Three – Analysis and Action Plans:

Intended Outcomes 2: Graduates will possess a detailed understanding of the history and culture of other parts of the world.

Assessment Criteria: 85% of all students in the program will receive a grade of 80% or better on end of course papers in HIS212 and CUL312, or HIS313 and CUL313.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	n/a	This outcome was not measured in 2012/13

Section Three – Analysis and Action Plans:

Intended Outcomes 3: (Career Readiness – Program Specific) Graduates will understand the historical context for current international security threats that face the United States at home and abroad, and how the United States uses the tools of state power to protect the vital interests of America at home and abroad.

Assessment Criteria: 85% percent of all students will receive a grade of 80% or better on a current security problem with historical antecedent in the final quiz or examination in POL350 or POL411.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	n/a	Not measured this year

Section Three – Analysis and Action Plans:

Intended Outcomes 4: (D – Speaking Abilities) Graduates choosing the language and cultural studies minor option will understand a language other than English.

Assessment Criteria: 80% of all graduates will be able to speak a foreign language at the S-1+ level and read a foreign language at the S-2 level based on scores from the Defense Language Aptitude Test or other standardized language test to be administered during the student's senior year.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	n/a	Not Measured: This Objective has been removed from the OA Plan for this major

Section Three – Analysis and Action Plans:

Intended Outcomes 5: (D – Career Readiness / D – Career Readiness – Program Specific) Graduates will understand potential careers and work expectations in the field of national security.

Assessment Criteria: All students in SCS470 will complete a successful internship with an agency or organization in the national security field, as evidenced by a score of 80% or better on their personal log.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	10 of 10 students graduating in 2012 with this major received a grade meeting this criteria.

Section Three – Analysis and Action Plans:

Intended Outcomes 6: (D – Career Readiness – Program specific / D – Speaking Abilities) Graduates will exhibit critical multimodal communication skills.

Assessment Criteria: 85% of all graduates will receive an 85% or better on presentations for POL491.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	n/a	Not measured in 2012/13

Section Three – Analysis and Action Plans:

Intended Outcomes 7: (D – Career Readiness – Program Specific / D – Critical Thinking / D – Writing Abilities) Graduates will exhibit the ability to write and think critically.

Assessment Criteria: 85% of all graduates will receive a grade of 90% or better on the final research project/paper for POL491.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not Met	8 of 22 students in POL 491 received a 90% or better on the final project.

Section Three – Analysis and Action Plans:

Intended Outcomes 8: (D – Technical Proficiency / D – Critical Thinking / D – Writing Abilities) Graduates will have obtained technical knowledge, critical thinking and analysis, and writing skills necessary for careers or graduate-level education in the field of national security.

Assessment Criteria: 90% of all students engaged in an internship with a government agency or corporate entity involved in homeland security, national security, or a related field will successfully complete the internship with superior evaluations.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	Of the 10 students graduating this year with the GNS major, all but one received an "A-" or better on the internship. One student received a C.

Section Three - Analysis and Action Plans:

The following Goals and Corresponding Classes will be used, beginning in 2012/13:

For all majors:

1. Graduates will understand potential careers and work expectations in the field of national security. POL151 / POL 491/SCS470
2. Graduates will possess a detailed understanding of the political history, political culture, and political processes of the United States. POL101/205/206/207/311
3. Graduates will understand the historical context for current international security threats that face the United States at home and abroad, and how the United States uses the tools of state power to protect the vital interests of America. POL151/350/341/411
4. Graduates will be able to analyze and devise solutions for problems in national security within the framework of our instruments of national power and their use within our political/legal and policy context. POL 312/341/350/411
5. Graduates will exhibit critical multimodal communication skills. POL 151
6. Graduates will exhibit the ability to write and think critically. POL 151/341/350/311/411/491

POL 151, POL350, SCS470, and POL 491 will be the targeted courses for assessing these goals in 2012/13

For the Intelligence & Security Studies Concentration:

Additional Goals:

7. Graduates will have an understanding of the nature of intelligence analysis, processes, and institutions.
8. Graduates will be able to demonstrate critical thinking and problem solving skills through assessment and presentation of contemporary intelligence issues and use of current techniques and support software tools (I-2) to intelligence analysis scenarios.

POL 341 and POL 425 will be the targeted courses for assessing these goals in 2012/13

For the Government and Politics Concentration:

Additional Goals:

9. Graduates will have an understanding of the concepts, institutions, and ideas that develop public policy, and how the formation and management of public policy affects our lives on a daily basis.

POL 101 and POL 310 will be the targeted courses for assessing these goals in 2012/13

Updated: June 2009

BA – Psychology Report

BA - PSYCHOLOGY PROGRAM ASSESSMENT PLANS & REPORT: AY 2011-2012

Program Rationale/Purpose Statement:

Very broadly, psychology is the scientific study of behavior and mental processes. The Psychology Major at Tiffin University provides instruction and experience across a broad range of concepts, issues, and theories emerging from the scientific study of behavior and experience. The program's educational foundation increases student sensitivity to and understanding of biological, social, emotional, and cognitive processes underlying human thoughts and actions. According to the American Psychological Association, psychology is a tremendously varied field. This degree is intended for students with an interest in the helping professions and who wish to develop broad career flexibility and depth in the discipline of psychology. Graduates of this program will be prepared for admission into a wide variety of graduate psychology and psychotherapy programs and will learn practical concepts and skills that may be immediately applied in many professional contexts

The undergraduate program in Psychology is structured with a basic Psychology core course sequence with at least one choice of three concentrations: *Experimental; Human Services; or Addictions Counseling*;

Marketing / Recruitment Target Statement:

Tiffin University encourages students interested in pursuing a career in psychology to enroll in the psychology program with a choice of concentrations in related to short term and long term career goals. Students will focus on a broad overview of the field of psychology while also meeting curriculum requirements designed to provide practical experience in the field of psychology and social services, including but not limited to grounding in research techniques as well as the option of an internship.

Program Learning Outcomes:

Goals of the Program/Corresponding Classes:

Broadly based knowledge of modern: psychological issues and concepts; theories; therapeutic practices; research methods; and ethical issues and practices. PSY101/201/263/265/302/362/445 / SCS300 / SOC250

Students will demonstrate broadly based knowledge of modern psychological issues and concepts. PSY101/201/263/265/302/362/445 / SCS300 / SOC250

Students will demonstrate broadly based knowledge of modern theories. PSY101/201/263/265/302/362/445 SCS 300 / SOC 250

Students will demonstrate broadly based knowledge of modern therapeutic practices. PSY101/201/263/265/302/362/445 / SCS 300 / SOC 250

Students will demonstrate broadly based knowledge of ethical issues and practices. PSY101/201/263/265/302/362/445 / SCS300 / SOC250

Students will demonstrate multicultural awareness, tolerance, and cultural competence. SOC360 / CSL430

Students will complete a capstone experience demonstrating a culminating mastery of their chosen

concentration area, including: discussion of concepts and theories appropriate to their specialty.
SCS491/492/450/470

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcomes 1: (D–Career Readiness–Program Specific) Increasingly coherent understanding of broadly based knowledge of modern:

- a. Psychological Issues and Concepts;
- b. Theories;
- c. Therapeutic Practices;
- d. Research Methods;
- e. Ethical Issues and Practices

Assessment Criteria 1a, 1b, 1c, 1d, 1e:

Method 1: A cross section of psychology students across class ranks will take *the Paired Concepts Survey*. Aggregated student responses (by means) will be calculated and compared across class rank, and to faculty expert responses.

Target Performance: Aggregated student responses are not expected to correlate with faculty responses in the freshman and sophomore years. However, junior and senior responses will correlate positively and significantly with faculty responses @ $p < .05$.

Method 2: Aggregated student responses to test content areas will be analyzed, and weaker areas of student learning will be identified.

Target Performance: All areas identified through this process will result in a plan of action.

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

The ETS Major Field Test for psychology will be administered to all graduating seniors.

Target Performance: the average score of those taking the test will be comparable to the national average for the test. Aggregate respondent scores will consistent with the national average as established by ETS.

Assessment Criteria 1e:

PSY 201, 360, and SCS300 each include instructors' presentations of case studies involving ethical issues and practices, and each requires student analyses of these case studies.

Target Performance: At least 80% of students in each of these courses will score 70% or higher in their analyses of ethical issues and practices in such case studies.

Section One - Activity Statement:

Faculty in the department of Behavioral and Social Sciences have decided to discontinue the use of *the Paired Concepts Survey* as an outcome measure. It was decided that the ETS Major Field Test for psychology or the ETS GRE Psychology Subject Exam would be better standard measurements for outcomes—and one can make comparison to national standards. Likewise it was decided to discontinue presentations of ethical case studies—but to use other measures (e.g. Internship Evaluations to measure this component). Additional discussion will continue as to additional Ethical Issues and Practices measurement(s). The Cultural Competency measure also measures this in part.

Section Two - Results of Outcomes Activity:

<u>2010-2011 Outcome</u>	<u>Met/Not Met</u>	✓ <u>Data Details</u>
<p><u>Intended Outcome # 1</u> <i>Method 1: GRE Psychology Subject Exam</i></p>	<p>Goal was met</p>	<p>For 2011-12 –Students were measured on psychology knowledge and concepts in psychology via a sample psychology subject exam obtained from Educational Testing Service (ETS).</p> <p>The Psychology Test yields two sub scores in addition to the total score. Although the test offers only two sub scores, there are questions in three content categories:</p> <p><i>Experimental or natural science oriented</i> (about 40 percent of the questions), including learning, language, memory, thinking, sensation and perception, and physiological psychology/behavioral neuroscience. They contribute to the experimental psychology sub score and the total score.</p> <p><i>Social or social science oriented</i> (about 43 percent of the questions). These questions are distributed among the fields of clinical and abnormal lifespan development, personality and social psychology. They contribute to the social sub score and the total score.</p>

<p>Method 2: Internship Evaluation</p>	<p>Goal was met</p>	<p><i>General</i> (about 17 percent of the questions), including the history of psychology, applied psychology, psychometrics, research design and statistics. They contribute only to the total score.</p> <p>The score on the test range from 200 to 880, although 90% of test-takers score between 440 and 760, with 50th percentile around 615. The 99th percentile on this test starts at 770; a score of 340 is in the first percentile. The average score on Psychology subject test is 577 at Master's level and 633 at Doctoral level (Norcross et al., 2006).</p> <p>Overall (N=5) psychology majors who took the test scored at or around the average (50th) percentile (mean 567).</p> <p>The subject one sub score results indicate the Experimental or natural science oriented areas appears to be lower (39th percentile)—as our students still seem to do well in the Social or social science oriented areas (as reflected in their sub-scores) which fall well above the above the 50th percentile (mean 60th percentile) .</p> <p>100% of the students received a grade of 80% or better in internships of students in the applied Human Services and/or Addictions concentrations</p>
---	---------------------	--

Section Three - Analysis and Action Plans:

Measurements of students in the psychology major demonstrate students seem to be achieving success in ethical practice (as measured by internship supervisor's response evaluation).

As recommended last year a discussion did occur as to whether Biological Psychology should be placed into the Psychology core (as opposed to a suggested elective) based on prior years' outcome evaluation--the course PSY 410 Biological Basis of Behavior was placed in the Psychology core (replacing Psychometrics-which will still be offered as an elective).

It has also been discussed that perhaps a sample GRE exam for psychology major may be used as an outcome measure --which was given this year. But it is worth noting that the GRE psychology subject exam only has two subscale categories (*Experimental or natural science* and the *Social or social science*)—while The Educational Testing Service (ETS) Psychology major field exam has the following content areas:

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

It still is a goal to use one of these exams (Field Exam or GRE subject exam) to monitor and compare students to national standards. It is worth noting that the higher than normal scoring of psychology students in the social and practice aspects of psychology (vs. the experimental-biological aspects) reflect the nature of the program and the student interest at Tiffin University. Tiffin University is more practitioner oriented professional school—so the program reflects this aspect (e.g. internship and applied concentrations). But the psychology does have an experimental track (in which further research replaces internship). Faculty still felt it was important to target the biological and experimental nature of the field and discussed ways to address this emphasis. Certainly having a Biological Psychology as a required core class is a good step—and students will be also advised to take a natural science requirement in biology and/or physiology to stress this importance and keep up with this goal. Future outcomes measurements will assess success of this plan.

Intended Outcomes 2: (D–Career Readiness–Program Specific/D–Civic Responsibility–Ethical Concerns) Multicultural awareness, tolerance, and cultural competence.

Assessment Criteria:

Students across class rank will have a test administration of the California Brief Multicultural Competence Scale (CBMC). The CBMC identifies the following components of Cultural Competence:

- a. The Multicultural Knowledge
- b. The Awareness of Cultural Barriers
- c. The Sensitivity to Consumers.
- d. The Non-Ethnic Ability

All weak areas identified through this process will result in a plan of action.

Target Performance: 100% of the students will score in at least the 50th percentile standardized norming group. As class rank increases, so should aggregate scores.

Section One - Activity Statement:

Students (N =63) in Psychology courses took the test measure of the California Brief Multicultural Competence Scale (CBMC) (Gamst, Dana, Der-Karabetian, Aragon, Arellano, Morrow & Martenson, 1994). The CBMCS is a 21-item scale developed to measure self-report multicultural competence of providers of mental health services using items from four existing measures of cultural competence: The CCCI-R, MAKSS, MCAS-B, and MCCTS. Participants in the normative sample were 1244 providers in the State of California. The scale is composed of 4 factors: Multicultural Knowledge (5-items), Awareness Cultural Barriers (6-items), Sensitivity to Consumers (3-items), and Non-Ethnic Ability (7-items).

Section Two	<u>Met/Not Met</u>	<u>Data Details</u>
<p><u>2011-2012 Outcome</u> Method 1</p>	<p>Goal was met</p>	<p>✓ <i>Target was met for 2011-12, with freshman and senior psychology students) taking the CBMC being normed for comparison scores. Overall the student sample scored in the 53th percentile, indicating a moderate to level of cultural competence as compared to established professionals, and an increase as compared to the 38th percentile obtained last year (but lower than the 78th percentile of three years ago). But this again appears to be due to the inclusion of the more various majors who took the assessment as part of Introduction to Psychology course when controlled for senior major Psychology majors scored in the 66th percentile respectfully. These students are taking and/or taking an additional cultural competence class which appears to be impacting the students positively. High scoring in the “Multi-cultural Knowledge” and the “Awareness of Barriers” sub-scales were again particularly high for the Addictions and Applied-Human Service concentrations. Non-Ethnic Ability scores indicate this may be an area that needs address in the program.</i></p>

Section Three - Analysis and Action Plans:

Psychology student measurement of cultural competence was again within moderate ranges, and it continues to rise as targeted by increasing coursework requirements in the cultural area, particularly for the applied concentrations in psychology. Increases in overall student percentile scores should continue as a goal, as well as measurements of cultural competence comparison among the different concentrations. Non-Ethnic Ability scores may need improvement. This area reflects diversity issues in regards to persons and psychological sciences that are outside of race (e.g. gender, age, sexual identity, etc.). Faculty will review content of courses and make suggestions on how to address a wider range of diversity issues within existing courses.

Intended Outcomes 3: (D–Career Readiness–Program Specific) Students will complete a capstone experience demonstrating mastery of their chosen concentration area, including: discussion of concepts and theories appropriate to their specialty.

Assessment Criteria 3a:

Students in the Experimental Concentration will demonstrate skills necessary for the completion of an original project within a psychological domain of personal interest, including:

- Thorough description of the problem under investigation;
- Discussion of concepts and theories appropriate to the problem;
- Application of methodology appropriate to the problem;
- Evaluation and discussion of investigational outcomes;

- Writing style and organizational format consistent with current American Psychological Association standards;
- Speaking skills sufficient to the coherent presentation of investigational outcomes

Target Performance: 90% of the students in the Experimental Concentration will achieve an 80% or better total assessment standard for their final Senior Seminar project grade (SCS 491).

Assessment Criteria 3b:

Students in the Applied-Human Services Concentration will demonstrate knowledge and skills necessary for entry level work in the social services field.

Target Performance:

- (1) 90% of the internship evaluations by site supervisors will rate the student above average (SCS 470).
- (2) 90% of the students in the Applied-Human Services Concentration will achieve an 80% or better total assessment standard for their final internship evaluation.

Assessment Criteria 3c:

Students in the Addictions Concentration will demonstrate skills necessary for entry level work in addictions field:

Students will demonstrate beginning proficiency in twelve core functions of the alcohol and other drug abuse counselor as defined by the Ohio Credential Board for Chemical Dependency Counselor and the International Certification and Reciprocity Consortium/Alcohol and Other Drug Abuse.

Target Performance: 90% of the students in the Addictions Concentration will achieve:

- (1) 80% or better total assessment standard for their final internship evaluation.
- (2) 90% of the internship evaluations by site supervisors will rate the student above average in all areas included in a formal assessment in the 12 Core Functions of a substance abuse counselor (SCS 470).

Section One - Activity Statement:

Students were measured for impact/standards related to knowledge and skills necessary for entry level work in the social services field.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
<u>Outcome</u> Method 1 (Experimental)	Met	✓ 100% of Students (N=2) in the Experimental Concentration did demonstrate skills necessary for the completion of an original project within a psychological domain of personal interest, including: <ul style="list-style-type: none"> • Thorough description of the problem under investigation; • Discussion of concepts and theories appropriate to the problem;

Method (Applied Human Services)	2	Met	<ul style="list-style-type: none"> • Application of methodology appropriate to the problem; • Evaluation and discussion of investigational outcomes; • Writing style and organizational format consistent with current American Psychological Association standards; • Speaking skills sufficient to the coherent presentation of investigational outcomes <p>✓ 100% of the internship evaluations by site supervisors did rate the student above average (SCS 470).</p> <p>✓ 100% of the students in the Applied-Human Services Concentration did achieve an 80% or better total assessment standard for their final internship evaluation.</p>
Method (Addictions)	3	Partially Met	<p>✓ 100% of the students in the Addictions Concentration did achieve: 80% or better total assessment standard for their final internship evaluation.</p> <p>The second aspect of goal was not measured:</p> <p>➤ Target: 90% of the internship evaluations by site supervisors will rate the student above average in all areas included in a formal assessment in the 12 Core Functions of a substance abuse counselor (SCS 470).</p>

Section Three - Analysis and Action Plans:

Students continue to do very well at internship and most/all appear ready for entry level work in the social service field. The 12 core function measure was not given to student supervisor due to logistics and tracking issues (e.g. knowing which students were doing an “addiction internship”). Faculty discussed ideas related to better tracking and measurement of this goal. Internship evaluation (by supervisor) may be revised to include the “12 Core Functions of a substance abuse counselor” on all psychology students’ evaluations—with “NA” being noted for students not doing an “addictions” internship. Faculty also discussed that the measurement student’s readiness—and/or placement in graduate school after the program may be an important outcome measure to consider in the future. Faculty agreed better tracking of students after graduation is an outcome measure that the university should be pursuing.

Additional Assessment:

The measurement of Civic Responsibility (The Civic Responsibility Scale -CRS) for students across majors in the Introduction of Psychology course was piloted last year (which also can be applied to a General Education Outcome requirement) but was not collected this year (due to the volume of data already being collected and compiled). It still needs to be decided who and when/if this will be collected in the future and who would be in the best position to collect this data—as it is a general education outcome and not a psychology degree outcome. Discussion did occur as to whether this could be collapsed into the psychology (and social science) outcome targets. Additional outside help to do this will be explored within the next school year.

Data gathered and report completed by Dr. Jonathan Appel

Updated: Spring 2012

BCJ – Corrections Report

BCJ - CORRECTIONS PROGRAM ASSESSMENT PLANS & REPORT: AY 2011-2012

Program Rationale/Purpose Statement:

College graduates with a major in corrections will be the backbone of the American Justice System. Individuals in this major are equipped to handle the dynamic nature of the largest facet of the criminal justice system. In addition to theory, correctional standards have become an integral part of the field. These standards represent an effort to professionalize the field of corrections, thus, it is imperative that graduates entering the field have a thorough understanding of theory and practice.

Marketing / Recruitment Target Statement:

According to the Bureau of Justice Statistics Probation and Parole statistics, at yearend 2005, over 7 million adult men and women were incarcerated or under Federal, State, or local probation or parole jurisdiction. (Available: <http://www.ojp.usdoj.gov/bjs/correct.htm>), Of that, over 2.3 million offenders were incarcerated in jails and prisons in the United States. With that in mind, the market for graduates with a Bachelor of Arts in Corrections is vast. Virtually all entry level probation and parole employment opportunities require a college degree for consideration. The vast majority of upper-level employment opportunities in prisons and jails require a college degree as well.

Program Learning Outcomes:

Goals of the Program/Corresponding Classes:

Graduates will understand the four main theories of corrections. COR220

Graduates will understand the major constitutional issues of offender supervision. COR436

Students will demonstrate effective written and oral communication skills. COR220/230

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcomes 1: (D-Career Readiness–Program Specific) Graduates will understand the four main theories of corrections. (COR220)

Assessment Criteria: Students will complete a paper on the four theories and score an 80% or higher based on the rubric.

Section One - Activity Statement:

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

Section Two - Results of Outcomes Activity: NO DATA RECEIVED.

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	NOT MET	NO DATA RECEIVED.

Section Three - Analysis and Action Plans:

New plans will be designed during the 2012 fall semester with direct consultation from the director of outcomes assessment, The director has been working in-depth with one school each year and this coming year it will be with the School of Criminal Justice and Social Sciences.

Intended Outcomes 2: (D-Career Readiness–Program Specific) Graduates will understand the major constitutional issues of offender supervision. (COR436)

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

Section One - Activity Statement:

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

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	MET	84 % RECEIVED A GRADE OF 80 OR HIGHER ON THE OUTLINE ASSIGNMENT.

Section Three - Analysis and Action Plans:

New plans will be designed during the 2012 fall semester with direct consultation from the director of outcomes assessment, The director has been working in-depth with one school each year and this coming year it will be with the School of Criminal Justice and Social Sciences.

Intended Outcomes 3: (D–Communication/D–Writing Skills) Students will demonstrate effective written and oral communication skills. (COR220 & COR230)

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

Section One - Activity Statement:

Students will receive an 80% or greater on written and oral presentations, based on the rubric in all of the writing assignments and oral presentations in the course that were evaluated.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	MET	88 % OF THE STUDENTS RECEIVED A GRADE OF 80% OR HIGHER ON THEIR WRITTEN AND ORAL PRESENTATIONS.

Section Three - Analysis and Action Plans:

New plans will be designed during the 2012 fall semester with direct consultation from the director of outcomes assessment, The director has been working in-depth with one school each year and this coming year it will be with the School of Criminal Justice and Social Sciences.

Updated: June 2007

BCJ – Cyber-Defense and Information Security Report

BCJ – CYBER DEFENSE & INFORMATION SECURITY PROGRAM ASSESSMENT PLANS & REPORT: AY 2011-2012

Program Rationale/Purpose Statement:

Cyber Defense can be defined as safeguarding computer networks, communication networks, and information systems from penetration, theft, and damage or disruption. Since the use of the aforementioned networks has become a major element in governmental and business activities, tampering with these networks can have serious security and economic consequences.

In 2005, the Department of Defense implemented DoD 8570, which is entitled the “Information Assurance Workforce Improvement Program”. The program provides guidance and procedures for the training, certification, and management of all government employees who conduct information assurance functions in assigned duty positions. It requires any full or part-time military service member, contractor, or local nationals with privileged access to a DoD information system performing information assurance or security functions (regardless of job or occupational series) to carry an approved certification for their particular job classification. Global Information Assurance Certifications (GIAC) is required for Technical, Management, CND, and IASAE classifications. This DoD Directive requires 100% of the Information Assurance (IA) professionals in DoD and DoD contractors to be certified within the next 3 years, with 40% certified by the end of 2008. It also created the classification of ‘Technical’ and ‘Management’ Level I, II, or III. In short, this creates an exceptional opportunity for TU to leverage its expertise and unique partnership-forming ability to capture a market share of this initiative.

Marketing / Recruitment Target Statement:

Tiffin University, School of Criminal Justice and Social Services has developed a curriculum that will provide students’ knowledge of the U. S. criminal justice system, knowledge of information assurance strategies, information security strategies, and practical application of tools designed to detect, investigate, and mitigate cyber-attacks. The specific students this program targets are those students interested in pursuing a career in government or private sector cyber security and network defense.

Program Learning Outcomes:

Goals of the Program/Corresponding Classes:

Develop critical thinking and analytical skills of students as they apply to research and practical application of knowledge. JUS461 / SCS300

Identify the Seven Layers of OSI.
ENF 344

Graduates will be proficient in applying computer forensic tools to computer file systems for forensic analysis. ENF 341

Students will demonstrate the ability to critically analyze information security network vulnerabilities and develop strategic solutions. ENF 348

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcomes 1: (D-Career Readiness–Program Specific) Identify the Seven Layers of OSI.

Assessment Criteria: Activity within course(s) to measure goal: (provide activity details): final quiz/exam designed to measure the following: All students will score 100% on quiz over OSI Layers.

Section One - Activity Statement:

ALL STUDENTS WERE GIVEN A QUIZ ON THE SEVEN LAYERS OF OSI IN ENF 344.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	MET	100% OF THE STUDENTS RECEIVED A GRADE OF 100%.

Section Three - Analysis and Action Plans:

New plans will be designed during the 2012 fall semester with direct consultation from the director of outcomes assessment, The director has been working in-depth with one school each year and this coming year it will be with the School of Criminal Justice and Social Sciences.

Intended Outcomes 2: (D-Career Readiness–Program Specific) Graduates will be proficient in applying computer forensic tools to computer file systems for forensic analysis.

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

Section One - Activity Statement:

NO DATA WAS COLLECTED FOR THIS CRITERION. Review of the Assessment Criteria by faculty resulted in a finding that the existing criteria lacked reliability. A full review and revision of assessment criteria is considered necessary.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	N/A	

Section Three - Analysis and Action Plans:

New plans will be designed during the 2012 fall semester with direct consultation from the director of outcomes assessment, The director has been working in-depth with one school each year and this coming year it will be with the School of Criminal Justice and Social Sciences.

Intended Outcomes 3: (D-Critical Thinking/D-Career Readiness–Program Specific) Students will demonstrate the ability to critically analyze information security network vulnerabilities and develop strategic solutions.

Assessment Criteria: Activity within course(s) to measure goal: (provide activity details): final quiz/exam designed to measure the following:

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

Section One - Activity Statement:

NO DATA WAS COLLECTED FOR THIS CRITERION. Review of the Assessment Criteria by faculty resulted in a finding that the existing criteria lacked reliability. A full review and revision of assessment criteria is considered necessary.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	N/A	

Section Three - Analysis and Action Plans:

New plans will be designed during the 2012 fall semester with direct consultation from the director of outcomes assessment, The director has been working in-depth with one school each year and this coming year it will be with the School of Criminal Justice and Social Sciences.

Intended Outcomes 4: (D-Critical Thinking/D-Career Readiness–Program Specific) Students will develop their critical thinking and analytical skills through courses which enable them to do academic and criminal justice research, participate in practicum's, and participate in discussions with criminal justice professionals.

Assessment Criteria: Seventy percent of students will have a “75%” or better grade on final quiz/exam that requires critical thinking and analytical skills as they apply to research and application of knowledge: SCS 300; JUS 461; and SCS 470.

Section One - Activity Statement:

FINAL EXAMINATIONS WERE GIVEN AS SET FORTH ABOVE IN THE LISTED CLASSES.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	MET.	100 % GOT A SCORE OF 75% OR HIGHER IN SCS 300. 95 % GOT A SCORE OF 75% OR HIGHER IN JUS 461.

Section Three - Analysis and Action Plans:

New plans will be designed during the 2012 fall semester with direct consultation from the director of outcomes assessment, The director has been working in-depth with one school each year and this coming year it will be with the School of Criminal Justice and Social Sciences.

Updated: September 2012

BCJ – Emergency Management Report

BCJ – EMERGENCY MANAGEMENT PROGRAM ASSESSMENT REPORT: AY 2011-2012

Program Rationale/Purpose Statement:

The Emergency Management Major prepares adult learners to manage critical workplace situations. The program emphasizes practical application of academic constructs through applied adult learning theory. Each course is designed to bring the experience of the adult learner into the learning environment. The major supports Tiffin University's mission of professional excellence and meets the career goals of students and the needs of employers.

Marketing / Recruitment Target Statement:

The academically rigorous curriculum focuses on "real world" problems and situations. From the accelerated theory to the emphasis on collaborative learning, the entire program is dedicated to increasing the adult learner's effectiveness. Each course in the program supplements the knowledge and skills the adult learner already possesses. The major cultivates learning self-sufficiency.

Program Learning Outcomes:

Goals of the Program/Corresponding Classes:

Students will write with clarity and precision. All writing Intensive Courses as designated in the Academic Bulletin

Critical thinking - JUS463 / ENF450

Oral and written communication - JUS463 / ENF345

Analysis and solution development of problems. JUS463 / ENF400

Demonstration of effective team and individual participation. JUS463 / ENF441

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

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcome 1: (D–Writing Skills) 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.

Section One - Activity Statement:

In 2011-2012 AY, no data was collected. There are currently no Emergency Management cohorts.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
		No data collected.

Section Three - Analysis and Action Plans:

In 2012-2013, the Outcomes Assessment Department will assess Writing Intensive Courses with the Writing Across the Curriculum grading rubric. A mean score of 3.5 will be expected.

Intended Outcome 2: (D–Critical Thinking) Adult learners will demonstrate the ability to think critically.

Assessment Criteria: Seventy percent of adult learners will achieve a “B” or higher on the final research project for JUS463and ENF450 as measured by the corresponding grading rubric.

Section One - Activity Statement:

In 2011-2012 AY, no data was collected. There are currently no Emergency Management cohorts.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
		No data collected.

Section Three - Analysis and Action Plans:

In 2012-2013 AY, we will begin to collect critical thinking skills data for JUS463 and ENF450 at 70% measured by the corresponding grading rubric.

Intended Outcome 3: (D–Communication Skills/D–Writing Skills) Adult learners will demonstrate the ability to communicate effectively, both orally and in written form.

Assessment Criteria: Seventy percent of adult learners will obtain a “B” or higher on the graded oral presentation report for JUS463 and ENF345. For the same courses, seventy percent of adult learners will obtain a “B” or higher on the final paper, as measured by the criteria on the writing ability and quality of documentation criteria on the final evaluation report for JUS463.

Section One - Activity Statement:

In 2011-2012 AY, no data was collected. There are currently no Emergency Management cohorts.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
		No data collected.

Section Three - Analysis and Action Plans:

In 2012-2013 AY, we will begin to collect speaking abilities skills data for JUS463 at 70% and ENF345 at 70% measured by the oral/online presentation report.

In 2012-2013 AY, we will begin to collect writing abilities skills data for JUS463 at 70% measured by the final research project report.

In 2012-2013 AY, we will begin to collect writing abilities skills data for ENF345 at 70% measured by the final evaluation report.

Intended Outcome 4: (D–Critical Thinking) Adult learners will demonstrate the ability to analyze a contemporary problem and develop an effective solution.

Assessment Criteria: Seventy percent of adult learners will obtain a “B” or higher on the final paper for ENF400 and on the research project for JUS463, as measured by the criteria on the writing ability and quality of documentation criteria on the final evaluation report for ENF400, and on the research project evaluation report for JUS463.

Section One - Activity Statement:

In 2011-2012 AY, no data was collected. There are currently no Emergency Management cohorts.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
		No data collected.

Section Three - Analysis and Action Plans:

In 2012-2013 AY, we will begin to collect critical thinking skills data for ENF400 at 70% measured by the final evaluation report and JUS463 at 70% measured by the research project evaluation report.

Intended Outcome 5: (D–Career Readiness) Adult learners will demonstrate the ability to work effectively in groups and as individuals.

Assessment Criteria: Seventy percent of adult students will obtain a “B” or higher for the final paper for ENF441, as measured by the criteria on the writing ability and quality of documentation criteria on the final evaluation report for ENF441, and on the research project evaluation report for JUS463.

Section One - Activity Statement:

In 2011-2012 AY, no data was collected. There are currently no Emergency Management cohorts.

Section Two - Results of Outcomes Activity:		
<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
		No data collected.

Section Three - Analysis and Action Plans:

In 2012-2013 AY, we will begin to collect career readiness data for ENF441 at 70% measured by the final evaluation report.

In 2012-2013 AY, we will begin to collect career readiness data for JUS463 at 70% measured by the final evaluation report.

Intended Outcome 6: (D-Career Readiness–Program Specific) Students will be exposed to and understand professional practices related to their major field of study.

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

Section One - Activity Statement:

In 2011-2012 AY, no data was collected. There are currently no Emergency Management cohorts.

Section Two - Results of Outcomes Activity:		
<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
		No data collected.

Section Three - Analysis and Action Plans:

In 2012-2013, the Outcomes Assessment Department will assess Major Field of Study practice assignment.

BCJ – Forensic Psychology Report

BCJ – FORENSIC PSYCHOLOGY PROGRAM ASSESSMENT PLANS & REPORT: AY 2011-2012

Program Rationale/Purpose Statement:

Forensic psychology is a historically new field. It is an outgrowth and sub-field of one of the most modern areas in psychology. At its core, forensic psychology is the unity and application of psychological principles to the law. It has experienced explosive growth as a field worldwide. 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 major as it exists at Tiffin University is manifold. The overall purpose is to provide students with a broad understanding of the field. Students are expected to demonstrate proficiency for understanding of these broad concepts in their required classes.

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

Marketing / Recruitment Target Statement:

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

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

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

Program Learning Outcomes:

Goals of the Program/Corresponding Classes:

Demonstrate the application of psychological theories and research to legal issues, prepare empirical research project. FOR460 / SCS300

Demonstrate the psychological impact of crime and violence on victims. FOR105 / FOR460

Be able to critically evaluate empirical research. SCS300 / FOR460 / SOC250

Be able to design, collect data, analyze results, and write APA style paper for an original empirical research project. SCS300 / FOR460

Diagnose mental disorders and understand different approaches to treatment by constructing ITPs. PSY362 / COR430

Learn how their own knowledge, skills and values matches different career choices and be able to act professionally in a real world setting. JUS470/461

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcomes 1: (D–Career Readiness–Program Specific/D–Critical Thinking) Graduates will demonstrate an ability to apply psychological theories and research to legal issues.

Assessment Criteria: Students will 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 SCS300, and FOR460, and earn a “B” or better on this project.

Section One - Activity Statement:

NO DATA WAS COLLECTED FOR THIS MAJOR. Review of the Assessment Criteria by faculty resulted in a finding that the existing criteria lacked reliability. A full review and revision of assessment criteria is considered necessary.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	N/A	

Section Three - Analysis and Action Plans:

New plans will be designed during the 2012 fall semester with direct consultation from the director of outcomes assessment, The director has been working in-depth with one school each year and this coming year it will be with the School of Criminal Justice and Social Sciences.

Intended Outcomes 2: (D–Career Readiness–Program Specific) Understand the psychological impact of crime and violence on victims.

Assessment Criteria: 80% of students in the FOR105, and FOR460 classes to receive a “B” (85%) or better on the final exam.

Section One - Activity Statement:

NO DATA WAS COLLECTED FOR THIS MAJOR. Review of the Assessment Criteria by faculty resulted in a finding that the existing criteria lacked reliability. A full review and revision of assessment criteria is considered necessary.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	N/A	

Section Three - Analysis and Action Plans:

New plans will be designed during the 2012 fall semester with direct consultation from the director of outcomes assessment, The director has been working in-depth with one school each year and this coming year it will be with the School of Criminal Justice and Social Sciences.

Intended Outcomes 3: (D–Research Skills) Be able to critically evaluate empirical research.

Assessment Criteria: 70% of students would be able to identify research items in studies exam #3 at a “C” (75%) or better. (SCS300, FOR460, SOC250)

Section One - Activity Statement:

NO DATA WAS COLLECTED FOR THIS MAJOR. Review of the Assessment Criteria by faculty resulted in a finding that the existing criteria lacked reliability. A full review and revision of assessment criteria is considered necessary.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	N/A	

Section Three - Analysis and Action Plans:

New plans will be designed during the 2012 fall semester with direct consultation from the director of outcomes assessment, The director has been working in-depth with one school each year and this coming year it will be with the School of Criminal Justice and Social Sciences.

Intended Outcomes 4: (D–Research Skills) Students will be able to design, collect data, analyze results, and write APA style paper for an original empirical research project.

Assessment Criteria: 75% of students to obtain a “C” or better on their final research project in SCS300 and FOR460.

Section One - Activity Statement:

NO DATA WAS COLLECTED FOR THIS MAJOR. Review of the Assessment Criteria by faculty resulted in a finding that the existing criteria lacked reliability. A full review and revision of assessment criteria is considered necessary.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	N/A	

Section Three - Analysis and Action Plans:

New plans will be designed during the 2012 fall semester with direct consultation from the director of outcomes assessment, The director has been working in-depth with one school each year and this coming year it will be with the School of Criminal Justice and Social Sciences.

Intended Outcomes 5: (D–Career Readiness–Program Specific) Diagnose mental disorders and understand different approaches to treatment by constructing ITPs.

Assessment Criteria: 80% of students to be able to correctly complete a set ITPs (final project) at a grade of “B” or better in PSY362 and COR430.

Section One - Activity Statement:

NO DATA WAS COLLECTED FOR THIS MAJOR. Review of the Assessment Criteria by faculty resulted in a finding that the existing criteria lacked reliability. A full review and revision of assessment criteria is considered necessary.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	N/A	

Section Three - Analysis and Action Plans:

New plans will be designed during the 2012 fall semester with direct consultation from the director of outcomes assessment, The director has been working in-depth with one school each year and this coming year it will be with the School of Criminal Justice and Social Sciences.

Intended Outcomes 6: (D–Career Readiness–Program Specific) Graduates will demonstrate preparedness for employment in the field.

Assessment Criteria: 85% of students in JUS470 – (Internship) would receive a grade of (“B”) 85% or better on the internship evaluation form and 85% of students would receive a “B” (85%) or better on the final portfolio in JUS461.

Section One - Activity Statement:

NO DATA WAS COLLECTED FOR THIS MAJOR. Review of the Assessment Criteria by faculty resulted in a finding that the existing criteria lacked reliability. A full review and revision of assessment criteria is considered necessary.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	N/A	

Section Three - Analysis and Action Plans:

New plans will be designed during the 2012 fall semester with direct consultation from the director of outcomes assessment, The director has been working in-depth with one school each year and this coming year it will be with the School of Criminal Justice and Social Sciences.

Updated: September 2012

BCJ – Forensic Science Report

BCJ – FORENSIC SCIENCES PROGRAM ASSESSMENT PLANS & REPORT: AY 2011-2012

Program Rationale/Purpose Statement:

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

Marketing / Recruitment Target Statement:

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

Program Learning Outcomes:

Goals of the Program/Corresponding Classes:

Identify appropriate application of ethical standards as applied to a scenario. ENF460

Develop critical thinking and analytical skills of the student as it applies to forensic science. CHM101/102/201/305/404 / ANT315

Enhance student understanding of the criminal justice system. JUS110/201/202

Provide students with professional skills for courtroom presentation. SCS300 / ENF460 / CHM404 / ANT315

Graduates will demonstrate an operating knowledge of the use laboratory equipment within a forensic science lab. CHM101/102/201/404

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcomes 1: (D–Career Readiness–Program Specific/D–Civic Responsibility–Ethical Concerns) Graduates will demonstrate the ability to understand and resolve the legal and ethical issues surrounding the use of forensic data in criminal investigations and trials.

Assessment Criteria: 85% of students will earn a grade of 85% or higher on the final exam in JUS361.

Section One - Activity Statement:

Identify appropriate application of ethical standards as applied to a scenario. ENF460

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	N/A	NO DATA COLLECTED FOR THIS CRITERION.

Section Three - Analysis and Action Plans:

New plans will be designed during the 2012 fall semester with direct consultation from the director of outcomes assessment, The director has been working in-depth with one school each year and this coming year it will be with the School of Criminal Justice and Social Sciences.

Intended Outcomes 2: (D–Career Readiness–Program Specific/D–Natural Science Knowledge) Graduates will be able to demonstrate knowledge of chemical makeup of substances presented in class.

Assessment Criteria: 75% of students will earn a “C” or better on the final exam in CHM101/102/201/305/404.

Section One - Activity Statement:

NO DATA COLLECTED.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	N/A	NO DATA COLLECTED FOR THIS CRITERION.

Section Three - Analysis and Action Plans:

New plans will be designed during the 2012 fall semester with direct consultation from the director of outcomes assessment, The director has been working in-depth with one school each year and this coming year it will be with the School of Criminal Justice and Social Sciences.

Intended Outcomes 3: (D-Career Readiness–Program Specific) Enhance student understanding of the criminal justice system.

Assessment Criteria: 85% of the students will pass the final exam in JUS110/201/202 with a “B” (85%) or better.

Section One - Activity Statement: Students were given a written exam in the classes listed.

New plans will be designed during the 2012 fall semester with direct consultation from the director of outcomes assessment, The director has been working in-depth with one school each year and this coming year it will be with the School of Criminal Justice and Social Sciences.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	MET	100 % OF THE STUDENTS ENROLLED RECEIVED A SCORE OR 85 % OR HIGHER ON THE FINAL EXAM IN JUS110; 57% RECEIVED A SCORE OF 85% OR HIGHER IN JUS 201; 40% RECEIVED A SCORE OF 85% OR HIGHER IN JUS 202.

Section Three - Analysis and Action Plans:

New plans will be designed during the 2012 fall semester with direct consultation from the director of outcomes assessment, The director has been working in-depth with one school each year and this coming year it will be with the School of Criminal Justice and Social Sciences.

Intended Outcomes 4: (D–Career Readiness–Program Specific) Graduates will demonstrate a working knowledge of how evidence is processed for use the courtroom.

Assessment Criteria: 85% of students will earn a grade of 85% or higher on the final in ENF460.

Section One - Activity Statement:

NO DATA COLLECTED IN ON THIS CRITERION

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	N/A	NO DATA COLLECTED.

Section Three - Analysis and Action Plans:

New plans will be designed during the 2012 fall semester with direct consultation from the director of outcomes assessment, The director has been working in-depth with one school each year and this coming year it will be with the School of Criminal Justice and Social Sciences.

Intended Outcomes 5: (Career Readiness–Program Specific) Graduates will demonstrate preparation for a career in forensic science, by knowledge of laboratory tools and their use.

Assessment Criteria: 85% of students will pass the final exam in lab based class (CHM101/102/201/305/404) with a “B” (85%) or better.

Section One - Activity Statement:

NO DATA COLLECTED IN ON THIS CRITERION

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	N/A	

Section Three - Analysis and Action Plans:

New plans will be designed during the 2012 fall semester with direct consultation from the director of outcomes assessment, The director has been working in-depth with one school each year and this coming year it will be with the School of Criminal Justice and Social Sciences.

Updated: September 2012

BCJ – Homeland Security & Terrorism Report

BCJ – HOMELAND SECURITY-TERRORISM PROGRAM ASSESSMENT PLANS & REPORT: AY 2011-2012

Program Rationale/Purpose Statement:

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

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

The United States government has reacted to these attacks through several venues. One significant reaction was the formation of a new federal agency, the United States Department of Homeland Security. The agency was formed in 2002. It currently has 26 federal agencies divided into five directorates and numerous sub-divisions. There are approximately 200,000 federal employees working in the U.S. Department of Homeland Security. The following federal law enforcement agencies are component organizations: United States Coast Guard, Customs and Border Protection; Federal Management Agency; Federal Protective Service; Information Analysis and Infrastructure Protection; Bureau of Citizenship and Immigration Services; United States Secret Service; and the Transportation Security Administration. Additionally, all 50 states now have state departments of homeland security which provide state coordination with various components of the U.S. Department of Homeland Security. Throughout the United States there are thousands of positions being created to deal with the various response plans being developed at the federal and state levels to prevent terrorist attacks and respond to terrorist attacks.

The Bachelor of Criminal Justice degree, with a concentration in Homeland Security/Terrorism has

been developed to meet the educational needs of students wishing to seek careers in this new field. The courses that are provided in this degree have been developed to provide students an adequate knowledge base to secure employment and to be successful in their careers.

Marketing / Recruitment Target Statement:

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

Program Learning Outcomes:

Goals of the Program/Corresponding Classes:

Develop critical thinking and analytical skills of students as they apply to research and practical application of knowledge. JUS461 / SCS300/470 / ENF450

Describe the history of terrorism and intelligence in domestic and foreign national security operations. NSS341 / ENF441

Identify the factors influencing multi-jurisdictional emergency responses to domestic and foreign terrorist operations. ENF343/345

To be able to devise problem-solving strategies regarding the tools of homeland security, their use in a political/legal context, and the underlying homeland security policies further or altered by their use. NSS312/341 / JUS 215 / ENF344/441/450

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcomes 1: (D–Critical Thinking/D–Career Readiness–Program Specific) Students will develop their critical thinking and analytical skills through courses which enable them to do academic and criminal justice research, participate in practicum's, and participate in discussions with criminal justice professionals.

Assessment Criteria: Seventy percent of students will have a “75%” or better grade on final quiz/exam that requires critical thinking and analytical skills as they apply to research and application of knowledge: SCS300/470 / JUS461 / ENF450.

Section One - Activity Statement:

STUDENTS WERE ADMINISTERED A FINAL EXAM IN SCS300, JUS 461, AND ENF 450.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	MET/NOT MET.	100% EXCEEDED CRITERION IN SCS300 AND ENF450 96% EXCEEDED THE CRITERION IN JUS 461. 100% EXCEEDED THE CRITERION IN ENF 450.

Section Three - Analysis and Action Plans:

New plans will be designed during the 2012 fall semester with direct consultation from the director of outcomes assessment, The director has been working in-depth with one school each year and this coming year it will be with the School of Criminal Justice and Social Sciences.

Intended Outcomes 2: (D–Career Readiness–Program Specific) Students will have gained the ability to describe the history of terrorism, the purpose of domestic and foreign intelligence, and the operability of intelligence in conducting domestic and foreign national security operations.

Assessment Criteria: Seventy percent of students will have a “75%” or better grade on final quiz/exam that describes the history of terrorism, and domestic and foreign national security operations: ENF312/343/ENF441.

Section One - Activity Statement:

Examinations covering the topics listed were administered in the listed classes.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	MET	70% of the students enrolled in ENF312 & 343 met or exceeded the criteria. 80% of the students in ENF441 met or exceeded the criteria

Section Three - Analysis and Action Plans:

New plans will be designed during the 2012 fall semester with direct consultation from the director of outcomes assessment, The director has been working in-depth with one school each year and this coming year it will be with the School of Criminal Justice and Social Sciences.

Intended Outcomes 3: (D–Career Readiness–Program Specific) Students will be able to identify factors which influence multi-jurisdictional and emergency responses to domestic and foreign terrorist operations.

Assessment Criteria: Seventy percent of students will have a “75%” or better grade on final quiz/exam that identifies factors influencing jurisdictional emergency responses to domestic and foreign terrorist operations: ENF343/345.

Section One - Activity Statement:

FINAL EXAM GIVEN IN ENF345.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	MET.	100% OF THE STUDENTS ENROLLED SCORED 85% OR HIGHER ON THE FINAL EXAM.

Section Three - Analysis and Action Plans:

New plans will be designed during the 2012 fall semester with direct consultation from the director of outcomes assessment, The director has been working in-depth with one school each year and this coming year it will be with the School of Criminal Justice and Social Sciences.

Intended Outcomes 4: (D–Critical Thinking/D–Career Readiness–Program Specific) To be able to devise problem-solving strategies regarding the tools of homeland security, their use in a political/legal context, and the underlying homeland security policies further or altered by their use.

Assessment Criteria: Activity within course(s) to measure goal: (provide activity details): final quiz/exam designed to measure the following:

- Seventy percent of students will demonstrate, to a 3 level in the Rubric Rating Scale, a sufficient knowledge of past use of the instruments of national power, in their political/legal and policy context, to analyze problems in homeland security.
- Seventy percent of students will demonstrate, to a 3 level in the Rubric Rating Scale, a sufficient understanding of the instruments themselves, and of the enabling or limiting effects of political/legal and policy contexts, to devise reasonable and effective solutions to homeland security problems.
- NSS312/341 / JUS215 / ENF344/441/450

Section One - Activity Statement:

To be able to devise problem-solving strategies regarding the tools of homeland security, their use in a political/legal context, and the underlying homeland security policies further or altered by their use. JUS 215 & ENF450 WERE THE COURSES SELECTED FOR MEASUREMENT.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	MET/NOT MET	90% EXCEEDED THE CRITERION IN JUS215. 100% EXCEEDED THE CRITERION IN ENF450.

Section Three - Analysis and Action Plans:

New plans will be designed during the 2012 fall semester with direct consultation from the director of outcomes assessment, The director has been working in-depth with one school each year and this coming year it will be with the School of Criminal Justice and Social Sciences.

Updated: September 2012

BCJ – Justice Administration Report

BCJ – JUSTICE ADMINISTRATION PROGRAM ASSESSMENT REPORT: AY 2011-2012

Program Rationale/Purpose Statement:

The Justice Administration Major prepares adult learners to manage critical workplace situations. The program emphasizes practical application of academic constructs through applied adult learning theory. Each course is designed to bring the experience of the adult learner into the learning environment. The major supports Tiffin University's mission of professional excellence and meets the career goals of students and the needs of employers.

Marketing / Recruitment Target Statement:

The academically rigorous curriculum focuses on "real world" problems and situations. From the accelerated theory to the emphasis on collaborative learning, the entire program is dedicated to increasing the adult learner's effectiveness. Each course in the program supplements the knowledge and skills the adult learner already possesses. The major cultivates learning self-sufficiency.

Program Learning Outcomes:

Goals of the Program/Corresponding Classes:

Students will write with clarity and precision. All writing Intensive Courses as designated in the Academic Bulletin

Critical thinking - JUS463

Oral and written communication - FOR366/JUS463

Analysis and solution development of problems. ENF312 / JUS463

Demonstration of effective team and individual participation

SOC350 /PSY/SOC

JUS463

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

Major Field classes

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

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

Section One - Activity Statement:

In 2011-2012 AY, the Office of Outcomes Assessment gathered and analyzed data from courses identified as writing intensive with the Writing Across the Curriculum grading rubric.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
		To be provided by OA department.

Section Three - Analysis and Action Plans:

In 2012-2013, the Outcomes Assessment Department will continue to assess Writing Intensive Courses with the Writing Across the Curriculum grading rubric. A mean score of 3.5 will be expected.

Intended Outcome 2: (D–Research Skills) Adult learners will demonstrate the ability to collect and interpret data.

Assessment Criteria: Seventy percent of adult learners will achieve a “B” or higher on the applied research project for JUS463 as measured by the corresponding grading rubric.

Section One - Activity Statement:

In 2011-2012 AY, research skills data was collected from the applied research project for JUS463.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	MET	JUS463 – Results met: 73% of adult learners obtained a “B” or higher on the applied research project.

Section Three - Analysis and Action Plans:

In 2012-2013 AY, we will continue to collect research skills data for JUS463 at 70% measured by the corresponding grading rubric.

Intended Outcome 3: (D–Communication Skills/D-Writing Skills) Adult learners will demonstrate the ability to communicate effectively, both orally and in written form.

Assessment Criteria: Seventy percent of adult learners will obtain a “B” or higher on the graded oral presentation report for FOR366 and JUS463. For the same courses, seventy percent of adult learners

will obtain a “B” or higher on the final paper, as measured by the criteria on the writing ability and quality of documentation criteria on the final evaluation report for FOR366, and on the research project evaluation report for JUS463.

Section One - Activity Statement:

In 2011-2012 AY, speaking abilities skills data was collected from the presentation report for JUS463. Data for FOR366 presentation was not collected.

In 2011-2012 AY, writing abilities data was collected from the final evaluation report for FOR366 and the final research project report for JUS463.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	N/A	FOR366 – Data not recorded for the oral presentation.
	MET	JUS463 – Results met: 93% of adult learners obtained a “B” or higher on the graded oral presentation.
	MET	FOR 366 – Results met: 74% of adult learners obtained a “B” or higher on the final paper.
	MET	JUS463 – Results met: 73% of adult learners obtained a “B” or higher on the final paper.

Section Three - Analysis and Action Plans:

In 2012-2013 AY, we will begin to collect speaking abilities skills data for FOR366 at 70% measured by the oral/online presentation report.

In 2012-2013 AY, we will begin to collect speaking abilities skills data for ENF400, instead of JUS463, at 70% measured by the oral/online presentation report.

In 2012-2013 AY, we will continue to collect writing abilities skills data for FOR366 at 70% measured by the final evaluation report.

In 2012-2013 AY, we will begin to collect writing abilities skills data for ENF400, instead of JUS463, at 70% measured by the final evaluation report.

The online and oral presentation rubrics will be reviewed.

Intended Outcome 4: (D–Critical Thinking) Adult learners will demonstrate the ability to analyze a contemporary problem and develop an effective solution.

Assessment Criteria: Seventy percent of adult learners will obtain a “B” or higher on the final paper for ENF312 and on the research project for JUS463, as measured by the criteria on the writing ability and quality of documentation criteria on the final evaluation report for ENF312, and on the research project evaluation report for JUS463.

Section One - Activity Statement:

In 2011-2012 AY, critical thinking skills data was collected from the final evaluation report for ENF312 and the research project evaluation for JUS463.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	MET	ENF312 – Results met: 72% of adult learners obtained a “B” or higher on the final paper.
	MET	JUS463 – Results met: 73% of adult learners obtained a “B” or higher on the research project.

Section Three - Analysis and Action Plans:

In 2012-2013 AY, we will continue to collect critical thinking skills data for ENF312 at 70% measured by the final evaluation report and JUS463 at 70% measured by the research project evaluation report.

Intended Outcome 5: (D–Career Readiness) Adult learners will demonstrate the ability to work effectively in groups and as individuals.

Assessment Criteria: Seventy percent of adult students will obtain a “B” or higher for the final paper for SOC350, as measured by the criteria on the writing ability and quality of documentation criteria on the final evaluation report for SOC350, and on the research project evaluation report for JUS463.

Section One - Activity Statement:

In 2011-2012 AY, career readiness skills data was collected from the final evaluation report for SOC350 and the research project evaluation for JUS463.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	NOT MET	SOC350 – Results not met: 65% of adult learners obtained a “B” or higher on the final paper.
	MET	JUS463 – Results met: 73% of adult learners obtained a “B” or higher on the research project.

Section Three - Analysis and Action Plans:

In 2012-2013 AY, we will continue to collect career readiness data for SOC350 at 70% measured by the final evaluation report and JUS463 at 70% measured by the research project evaluation report.

More writing assistance will be focused on SOC350. APA format guides, templates, and writing tools will be incorporated into the course to assist in meeting the 70% goal.

Intended Outcome 6: (D–Career Readiness–Program Specific) Students will be exposed to and understand professional practices related to their major field of study.

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

Section One - Activity Statement:

In 2011-2012 AY, the Outcomes Assessment Department gathered and analyzed data for the Major Field of Study Assessment.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
		To be provided by OA department.

Section Three - Analysis and Action Plans:

In 2012-2013, the Outcomes Assessment Department will continue to assess Major Field of Study practice assignment.

Updated: May 6, 2009

BCJ – Law Enforcement Report

BCJ – LAW ENFORCEMENT PROGRAM ASSESSMENT PLANS & REPORT: AY 2011-2012

Program Rationale/Purpose Statement:

Baccalaureate 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. Graduates need a firm academic and practical education in the law, the behavioral sciences, and the political process. The Bachelor of Criminal Justice degree with a major in Law Enforcement provides that necessary foundation for successful employment and practice.

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.

Goals of the Program/Corresponding Classes:

Graduates will be able to describe the four major features of the law enforcement officer role in American society. JUS110 / ENF 150

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

Graduates will be able to describe key ethical and legal dilemmas associated with the police role. ENF 150/237/400 / JUS 361

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 237/239

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcomes 1: (D–Career Specific–Program Specific) Graduates will be able to describe the four major features of the law enforcement officer role in American society. (JUS110 / ENF150)

Assessment Criteria: In response to an essay or series of objective questions, students will be able to assign 90% of examples of police activity and tasks to the one or more of the four major features of the police role in American society according to a developed rubric.

Section One - Activity Statement:

STUDENTS WERE GIVEN OBJECTIVE QUESTIONS IN FINAL EXAMINATIONS FOR THE LISTED CLASSES TO ASSESS THEIR KNOWLEDGE OF THE POLICE ROLE IN AMERICAN SOCIETY.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	MET.	IN JUS110 100% MET THE CRITERION. IN ENF150 69% MET THE CRITERION.

Section Three - Analysis and Action Plans:

New plans will be designed during the 2012 fall semester with direct consultation from the director of outcomes assessment, The director has been working in-depth with one school each year and this coming year it will be with the School of Criminal Justice and Social Sciences.

Intended Outcomes 2: (D–Career Readiness–Program Specific) Graduates will be able to explain the main components of community policing. (ENF150)

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.

Section One - Activity Statement:

STUDENTS WERE GIVEN AS ESSAY QUESTION IN AN EXAMINATION IN EACH SECTION OF THE COURSE WHICH ADDRESSED THE MAIN COMPONENTS OF POLICING.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	MET.	69% GOT A SCORE OF 90% OR HIGHER ON THE SELECTED EXAMINATION.

Section Three - Analysis and Action Plans:

New plans will be designed during the 2012 fall semester with direct consultation from the director of outcomes assessment, The director has been working in-depth with one school each year and this coming year it will be with the School of Criminal Justice and Social Sciences.

Intended Outcomes 3: (D–Career Readiness–Program Specific) Graduates will be able to describe

key ethical and legal dilemmas associated with the police role. (ENF150/237/400 / JUS 361)

Assessment Criteria: In response to an essay question, students will be able to discuss 6 major legal and ethical dilemmas associated with the police role and obtain a score of 90% or higher according to a developed rubric.

Section One - Activity Statement:

STUDENTS WERE ASSIGNED AN ESSAY QUESTION IN ENF 150 AND IN JUS 361 TO DESCRIBE 6 MAJOR LEGAL AND ETHICAL DILEMMAS IN POLICING.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	MET.	IN ENF150 89% MET THE CRITERION. IN JUS361 83% MET THE CRITERION.

Section Three - Analysis and Action Plans:

New plans will be designed during the 2012 fall semester with direct consultation from the director of outcomes assessment, The director has been working in-depth with one school each year and this coming year it will be with the School of Criminal Justice and Social Sciences.

Intended Outcomes 4: (D– Career Readiness–Program Specific/D– Communication Skills/D–Writing Skills) 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. (ENF237/239)

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.

Section One - Activity Statement:

NO DATA COLLECTED FOR THIS CRITERION.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	N/A	

Section Three - Analysis and Action Plans:

New plans will be designed during the 2012 fall semester with direct consultation from the director of outcomes assessment, The director has been working in-depth with one school each year and this coming year it will be with the School of Criminal Justice and Social Sciences.

Updated: September 2012

ACJ – Law Enforcement Report

ACJ – LAW ENFORCEMENT PROGRAM ASSESSMENT PLANS & REPORT: AY 2011-2012

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.

Program Learning Outcomes:

Goals of the Program/Corresponding Classes:

Law Enforcement Core Knowledge - ENF237

School of Criminal Justice Law Enforcement Programs - Annual assessment plan – currently JUS110 and ENF150

General Education - As defined by the GEC outcomes assessment plan

Writing across the curriculum - ENF239

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcomes 1: (D–Career Readiness–Program Specific) Students will demonstrate comprehensive knowledge of law enforcement.

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, as measured by the presentation rubric.

Section One - Activity Statement:

Seventy percent of students will obtain a score of 80% or higher on the graded presentation report for ENF 237, as measured by the presentation rubric.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	N/A	This specific outcome was not a source of data gathering and measurement for this academic year

Section Three - Analysis and Action Plans:

New plans will be designed during the 2012 fall semester with direct consultation from the director of outcomes assessment, The director has been working in-depth with one school each year and this coming year it will be with the School of Criminal Justice and Social Sciences.

Intended Outcomes 2: (D–Critical Thinking) 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 o 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.

Section One - Activity Statement:

Students were given an exam in JUS 110 and in ENF 150 covering, among other matters, the issues to be measured for this outcome.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	MET	100 % OF THE STUDENTS MET THE ASSESSMENT CRITERION IN JUS 110 71% MET THE ASSESSMENT CRITERION IN ENF 150.

Section Three - Analysis and Action Plans:

New plans will be designed during the 2012 fall semester with direct consultation from the director of outcomes assessment, The director has been working in-depth with one school each year and this coming year it will be with the School of Criminal Justice and Social Sciences.

Intended Outcomes 3: Students in the Associate's degree programs will be measured following the College's general education outcomes assessment plan #2 through #8.

Assessment Criteria: All assessments will follow the appropriate testing and/or rubrics. General Education plan is attached to this document.

Section One - Activity Statement:

ASSESSMENT DONE BY DEGREE COMPLETION CENTER.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>

Section Three - Analysis and Action Plans:

New plans will be designed during the 2012 fall semester with direct consultation from the director of outcomes assessment, The director has been working in-depth with one school each year and this coming year it will be with the School of Criminal Justice and Social Sciences.

Intended Outcomes 4: (D-Writing Skills) All students will meet the writing across the curriculum requirements.

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.

Section One - Activity Statement:

NA. No major-specific WI Courses are included in this ACJ program

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	NA	

Section Three - Analysis and Action Plans:

New plans will be designed during the 2012 fall semester with direct consultation from the director of outcomes assessment, The director has been working in-depth with one school each year and this coming year it will be with the School of Criminal Justice and Social Sciences.

Updated: October 11, 2012

Ivy Bridge League of Tiffin University
Executive Summary 2011-2012
Prepared by: Dr. Jason Slone, Dean

Introduction: Ivy Bridge College experienced a great deal of growth and transition during the 2011-12 year.

Personnel: We promoted Kim Brooks to Associate Dean of Faculty and Christine Scott to Associate Dean of Curriculum and Learning Systems in Fall 2011.

We promoted Clay Walker, Instructor of English, to Associate of Arts in General Studies Program Chair in Fall 2011.

We hired John Majoy as Instructor of Criminal Justice and Associate of Criminal Justice Program Chair in Fall 2011.

We hired Sami Mejri as Instructor of Science in Spring 2012.

In the Summer of 2011, we hired 12 full-time tutors (8 writing, 2 Math, 2 CIT) to help students with basic academic skills.

We created an online Faculty Training Class (FTC) and provided training in online pedagogy for all online instructors.

Finally, we hired a number of new adjunct instructors with very strong credentials including advanced degrees and relevant work experience.

Programs: We created a Sports and Recreation Management major in the ABA program in Fall 2011.

We created 2 new majors (Corrections; Homeland Security) in the ACJ program in Fall 2011.

We migrated from eCollege to Moodle in Spring 2012, and used that opportunity to upgrade all courses and programs by partnering subject matter experts from the full-time and adjunct faculty with instructional designers on every course. All Ivy Bridge course now contain (1) clear and measurable course learning outcomes, (2) college-wide grading rubrics for all assignments, (3) standardized syllabi and course policies, and (4) are in compliance with Carnegie unit student credit hour guidelines.

Finally, we hired an outcomes assessment specialist (Kristina Smart) on contract in Fall 2011 to develop an outcomes assessment plan for Ivy Bridge in anticipation of separation from Tiffin University. The Ivy Bridge Program Chairs and Mrs. Smart collaborated in Fall 2011 on creating general education outcomes for all programs, as well as curricular maps that identify where program level learning outcomes are taught and assessed. Mrs. Smart also hired a team of faculty, on contract, to collect and blind-review data from student artifacts from previous terms using her proposed OA system.

ASSOCIATES OF ARTS IN GENERAL STUDIES

There was a lot of activity in the AAGS program. We created and implemented English and Math placement tests in the Fall of 2011 to ensure students are placed into the proper course levels in those disciplines.

Clay Walker, who is ABD at Wayne State University and writing a dissertation on composition pedagogy, re-designed all of the English composition courses in the Spring of 2012.

We hired faculty, on contract, to serve as Lead Instructors for English and Math with the primary charge of providing mentorship to adjuncts in those fields.

We began offering a new Math course (Math 181) and 2 new foreign language courses (Spanish 101 and 102).

We switched ENG 100 from Term 2 to Term 1 (and switched SCS 110 to Term 2) in new students' schedules to provide incoming students with immediate writing instruction and support.

We added ENG 140 as a course pre-req for COM 241 to ensure that students taking COM 241 have the writing skills needed to be successful in that course.

Clay Walker offered workshops on curriculum and course design, and on effective grading strategies using rubrics, for English adjunct instructors in each semester.

Clay Walker began to collect, analyze, and report activity data on online faculty-student engagement to English instructors in Summer 2012. This has helped online adjuncts contextualize their activity minutes relative to their peers.

Finally, we added online learning labs in English, Math, and Spanish courses to provide students with asynchronous practice opportunities.

ASSOCIATES OF BUSINESS ADMINISTRATION

There was a lot of activity in the AAGS program. We added a Sport and Recreation Management major.

We began offering CIS 101, as a remedial computer class, and FIN 101 in Spring 2012.

We created and implemented comprehensive course projects in all 100 level courses, and aligned those course projects with learning outcomes in the 200 level courses.

We integrated interactive simulation labs into 4 out of 5 Accounting classes.

We hired a CIS Lead Instructor to mentor adjuncts in that field.

Finally, we eliminated third-party labs from CIS 103 and 111 due to technical difficulties, which resulted in modest increase in course, pass rates for CIT 103 and 111.

ASSOCIATE OF CRIMINAL JUSTICE

There was a lot of activity in the ACJ program. The greatest project involved created courses for the new majors (Corrections; Homeland Security). We created:

- COR 160
- COR 220
- COR 222
- ENF 100
- ENF 151
- JUS 200

We created original lectures for all ACJ courses (Spring 2012), and updated all textbooks to 2012 editions where needed.

Finally, we hired a Lead Instructor to mentor adjuncts teaching SCS 110: Foundations of Success.

V. Academic Support Programs Assessment

Academic Advising Report

ACADEMIC SUPPORT PROGRAMS – ACADEMIC ADVISING PROGRAM ASSESSMENT REPORT: AY 2011-2012

Academic Advising Mission 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.

Program Purpose Statement:

The Tiffin University Office of Academic Advising (OAA) assists Tiffin campus undergraduate students (students) in following their individual curricular programs. Through support from the OAA, students are enabled to comprehend, customize, and complete the academic requirements of their chosen majors.

The OAA aims to provide students with an understanding of the bigger picture of degree completion, stresses the importance of student responsibility, and offers strategies for academic success.

Marketing / Target Statement:

The Office of Academic Advising serves **Tiffin campus undergraduate students**, helping them to successfully persist toward graduation by teaching them to become responsible for their own academic progress. It assists **faculty members** by serving as a resource in advising-related topics, by offering choice in regards to advising, and by providing various levels of assistance—from none at all to full service—in the pre-registration advising process.

Program Learning Outcomes:

Goals of the Program:

1. Students will be able to identify the location of and services provided by the Office of Academic Advising.
2. Students will understand and be able to effectively utilize the tools of educational planning, including a curriculum sheet/degree audit, the academic bulletin, and a course schedule.
3. Faculty mentors will be supported by the OAA in the quest to provide appropriate discipline-specific academic advising for students.
4. Faculty will utilize the OAA as an on-campus resource to provide advising-specific guidance and professional development.
5. The OAA staff will seek opportunities for professional growth and development.

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcome 1: Students will be able to identify the location of and services provided by the Office of Academic Advising.

Assessment Criteria:

Section One - Activity Statement:

1. The OAA promotes its location as well as the need for students to make advising appointments and to prepare for registration through the creation and posting of flyers, notices on whiteboards, posters, napkin box messages, easel signs, portal page, Facebook page, and e-mail blasts.
2. The OAA assigns students faculty mentors within their major, informing students and new mentors about the same via e-mail.
3. The OAA assigns freshmen in the fall to FRE100 sections, placing them with instructors from their major school whenever possible.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
		From the Academic Advising Student Survey (Spring 2012), students (who had already registered for fall classes) indicated the best methods to promote advising weeks and registration: <ul style="list-style-type: none">• 28% of respondents – TU e-mails from Academic Advising• 20.2% - Signs in buildings• 15.2% - MyDragon portal page• 11.9% - Notices on whiteboards in classrooms• 11.5% - E-mail from faculty mentor

Section Three - Analysis and Action Plans:

1. As a result of the student survey, the OAA will continue utilizing these 5 methods for promotion of advising weeks and registration. Other suggestions from the survey will be considered for the 2012-2013 academic year. They include:
 - Papers slipped under students' doors in residence halls
 - Having sports coaches announce
 - Sending students texts

- Letters in physical mailboxes
 - Including pertinent dates in student affairs planners
2. When assigning and informing students of their new mentors within their major, the OAA provides students with faculty mentors' contact information and office hours. The OAA could also include in these e-mails specific information about our location and services.
 3. The OAA can also produce fun, informational flyers to post throughout campus at the beginning of fall semester.

Intended Outcome 2: Students will understand and be able to effectively utilize the tools of educational planning, including a curriculum sheet/degree audit, the academic bulletin, and a course schedule.

Assessment Criteria:

Section One - Activity Statement:

Each semester, advising specialists from the OAA meet with students for 20 minute advising sessions. We publish the expectation that students should come prepared for the session and provide information about where these resources (curriculum sheets, academic bulletin, course schedule) can be found on MyDragon. During the sessions, we coach and reinforce how these tools can help students to build appropriate schedules.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>																											
		From the Academic Advising Student Survey (Spring 2012), Tiffin undergraduate students (who had already registered for fall classes) identified qualities about their meeting with an advising specialist:																											
		<table border="0"> <thead> <tr> <th></th> <th>Percentage</th> <th>Responses</th> </tr> </thead> <tbody> <tr> <td>Helpful</td> <td>18.8</td> <td>22</td> </tr> <tr> <td>Informative</td> <td>16.2</td> <td>19</td> </tr> <tr> <td>Friendly</td> <td>17.1</td> <td>20</td> </tr> <tr> <td>Too short</td> <td>1.7</td> <td>2</td> </tr> <tr> <td>Confusing</td> <td>4.3</td> <td>5</td> </tr> <tr> <td>Impersonal</td> <td>1.7</td> <td>2</td> </tr> <tr> <td>Too long</td> <td>0.0</td> <td>0</td> </tr> <tr> <td>Not helpful</td> <td>6.0</td> <td>7</td> </tr> </tbody> </table>		Percentage	Responses	Helpful	18.8	22	Informative	16.2	19	Friendly	17.1	20	Too short	1.7	2	Confusing	4.3	5	Impersonal	1.7	2	Too long	0.0	0	Not helpful	6.0	7
	Percentage	Responses																											
Helpful	18.8	22																											
Informative	16.2	19																											
Friendly	17.1	20																											
Too short	1.7	2																											
Confusing	4.3	5																											
Impersonal	1.7	2																											
Too long	0.0	0																											
Not helpful	6.0	7																											

Section Three - Analysis and Action Plans:

1. In working with a wide variety of students, it is apparent that students need an introduction at the outset of their education to the tools, language, and process of planning academic paths that lead successfully and efficiently to graduation. Some need this guidance more than others, and similarly, some FRE100 instructors are more effective at guiding the students than others. For this reason, we see the need to become more involved in freshman seminar. OAA plans, at the very least:

- Instead of assuming all FRE100 instructors wish to advise their students, provide them with the advising options that we offer the rest of the faculty.
 - In addition we intend to create, and improve where needed, the resources and materials we prepared and packaged for each incoming freshman student last fall of 2011.
 - The OAA also intends to offer targeted training for faculty to more effectively utilize the materials with their freshman seminar sections.
2. In the future, FRE100 pre- and post-surveys will be administered in either an online format or transcribed into Excel in order to preserve, disseminate, and utilize the data for continuous improvement of services. (See example in Appendix A)
 3. In future post-registration surveys, the OAA will include questions targeted at assessing students' levels of learning as a result of preparing for and attending advising appointments.

Intended Outcome 3: Faculty mentors will be supported by the OAA in the quest to provide appropriate discipline-specific academic advising for students.

Assessment Criteria:

Section One - Activity Statement:

1. The OAA creates and provides yearly updates of:
 - Academic bulletins
 - Curriculum sheets and academic plans for each major program
 - Up-to-date advising files for each undergraduate main campus student
2. Upper level students (seniors and juniors) benefit from meeting with their faculty mentor in order to ensure they are on track for graduation and to plan for internships, post-graduation job searches, or further education. The OAA provides faculty with advising support by offering them the ability to choose three levels of involvement in advising their freshman and sophomore students (see Appendix B). These include:
 - Option 1, for those who wish to mentor and advise all of their students.
 - Option 2, for those who wish for their freshman and sophomore students to be advised by an advising specialist, but want to authorize the students themselves.
 - Option 3, for those who wish to only mentor their freshman and sophomore students.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
		Approximate number of students who met with an advising specialist for advising: <ul style="list-style-type: none"> • Fall 2011 – 486 • Spring 2012 – 447 Numbers of faculty who chose: <ul style="list-style-type: none"> • Option 1 - 12 • Option 2 - 14 • Option 3 - 29 Of the faculty respondents to the end-of-semester survey (spring 2012), nearly 70% rate the current advising/mentoring process as

		<i>effective or highly effective. An additional 25% rate it as moderately effective.</i>
--	--	--

Section Three - Analysis and Action Plans:

1. The OAA has sought and will continue to seek input from faculty members to edit and update the academic bulletin, curriculum sheets, academic plans, and student advising files.
2. In the future the OAA needs to use more specific language to assess what components faculty mentors view as effective or ineffective, and if their needs are being met by the changes in advising. The OAA values the qualitative comments it receives from faculty and has modified procedure as a result. This type of feedback is perhaps the most useful to bring about continual improvement in efforts to support faculty.
3. Because faculty have so many demands on them and may not have time or motivation to read the numerous e-mails from different offices on campus, a new initiative will be to visit them in person to ascertain their choice for advising (Option 1, 2, or 3). This will be a good opportunity to ensure that faculty mentors fully understand the implications of their choice, to develop relationships and foster understanding with them, and to receive valuable information and insight about how to talk about their programs with students.

Intended Outcome 4: Faculty will utilize the OAA as an on-campus resource to provide advising-specific guidance and professional development.

Assessment Criteria:

Section One - Activity Statement:

1. The OAA provides information needed for advising to faculty mentors and advisors, including:
 - Dates for advising weeks and registration
 - Changes in policies and procedures
 - Necessary additional documents, such the practice times schedule
2. The OAA convenes an Academic Advising Council—comprised of staff members, faculty members, and students—at least once a semester to review issues pertinent to academic advising at Tiffin University. The varied perspectives offered through this body help the OAA to make informed decisions to improve advising.
3. The OAA produces satisfaction surveys at the conclusion of each semester, one for faculty mentors and one for students.

Section Two - Results of Outcomes Activity:		
<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
		Student Advising Survey Spring 2012: \\thales\users\Home\MathernJ\Desktop\FreeOnlineSurveys_Spring 2012 student survey.mht Faculty Advising Survey (spreadsheet) Spring 2012

	(See attachment)
--	------------------

Section Three - Analysis and Action Plans:

In addition to sending e-mails to faculty mentors, the OAA will utilize its page on MyDragon as a repository for information on advising and keep the Academic Advising portion of the P and Q drives updated with the latest information.

Intended Outcome 5: The OAA staff will seek opportunities for professional growth and development.

Assessment Criteria:

Section One - Activity Statement:

The OAA staff will attend a NACADA advising workshop during the 2012-2013 academic year.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
------------------	--------------------	---------------------

Section Three - Analysis and Action Plans:

Appendix A

FRESHMAN ADVISING SURVEY

Your Name _____

1. Name of your FRE100 Instructor
2. Do you have a copy of the 2010-2011 Academic Bulletin
Yes No What academic bulletin?
3. Do you have an Academic Advising Syllabus? Yes No
4. Have you decided on a Major? Yes No
5. If yes, what is your major? Not necessary to record
6. Where would you find a list of the courses you need to take for any major?
7. Where would you find a list of all majors and minors offered at Tiffin University?
8. Who is responsible for being sure you take and complete the appropriate courses for your degree?
9. Where would you go if you have a few questions about your courses or major?

**Tiffin University
Faculty Advising Form**

March 7, 2012

Dear Faculty Member,

This spring, all juniors and seniors will see their faculty mentors for advising and accompanying sign-off as well as authorizing for web registration through Self-Service. Sophomores and freshmen will continue to meet with an advising specialist in the Office of Academic Advising, unless their faculty mentors choose to retain the advising piece for all their students or the authorization piece.

Because we do not want to step on any toes, please indicate your advising preference for this spring semester. Please return the portion below as quickly as possible to Judy or Joyce, or post via campus mail to the Office of Academic Advising.

Office of Academic Advising
Judy Gardner, Director
Joyce Mathern, Advising Specialist

I wish to mentor and advise all of my students.

Those faculty members who choose to advise their students should inform those students to see only them and not to visit The Office of Academic Advising.

I wish for my freshman and sophomore students to be advised by an advising specialist, but to be authorized by me.

Those faculty members who choose to authorize their students or should inform them to see them after their appointment with the Office of Academic Advising.

I wish to only mentor my freshman and sophomore students.

Those faculty members choosing this option will mentor their students and consent for advising and authorizing of students through the Office of Academic Advising.

Name of Faculty Mentor

Semester

Career Development Report

ACADEMIC SUPPORT PROGRAMS - CAREER DEVELOPMENT PROGRAM ASSESSMENT REPORT: AY 2011-2012

Career Development Mission Statement:

The mission of the Office of Career Development is to provide guidance for Tiffin University students and alumni during their career development process by providing self-assessment, career exploration, and career preparation resources. The Career Development Office is committed to providing all students and alumni with opportunities to:

- *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 a method for selecting, acquiring, and documenting career skills.*
- *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.*

Program Rationale/Purpose Statement:

The purpose of the Career Development office is to provide assistance to Tiffin University students as they prepare for their careers. These services include internships, part-time, summer, and full-time employment opportunities, one-on-one career counseling, workshops and sessions on jobs and job search, assistance with resume and letter writing, and practicing for interviews.

Marketing / Recruitment Target Statement:

The Office of Career Development mainly serves Tiffin campus students, but is designed to assist all student and alumni with career assistance.

Program Learning Outcomes:

Goals of the Program/Corresponding Classes:

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

Career/Major Exploration: To assist students in choosing a major and/or career path during their freshman and sophomore years at Tiffin University.

Gaining Experience: To assist students in seeking opportunities to gain experience within their chosen career fields (through part-time jobs, internships, job shadowing, or volunteering) primarily during the students' sophomore and junior years.

Job/Graduate School Search: To help students with all aspects of the job or graduate school search

processes, including resume and cover letter (entrance essay) writing, interview techniques, and job /graduate school search strategies.

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcome 1: Recruitment (D-Career Readiness) Improve recruitment programs to assist students in preparation for chosen careers.

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

Section One - Activity Statement:

- Enhance and sustain an integrated Career Development System through employer and education partnerships.
- Explore with employers and faculty methods to increase utilization of education and training opportunities.
- Promote internship awareness among faculty and students.
- Implement mentoring connections to connect students interested in working in a particular field or industry.
- Implement an online career management system and interview system to create a seamless image for Tiffin Campus and off-site campuses. This will provide employer/student posting and resume search capability, recruiting, and placement options.
- Collaborate with the Office of Alumni Relations to re-connect alumni to Tiffin University.
- Continue to develop employer recruitment strategies.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	Implemented an online career management, resume design, and interview system to create a seamless image for Tiffin Campus and off-site campuses. In addition, this has provided employer/student posting and resume search capability, recruiting, and placement options.
	Met	Developed an online survey in collaboration with the Alumni Office to collect and report data about alumni. The survey was implemented by the Institutional Office of Research.

	Met	Worked with Collegiate Employ-Net Consortium members and developed employer recruitment strategies by offering the Collegiate Employ-Net Career Fair as a physical live fair.
--	-----	---

Section Three - Analysis and Action Plans:

2012-2013

- Continue to work with faculty and deans to increase the number of internship opportunities.
- Request for review and implementation of an internship graduation requirement by each school for Bachelor Degree candidates.
- Benchmark with colleagues from other schools to identify internship criteria and goals from existing internship centers.
- Continue to establish new employer contact relations and cultivate existing connections.
- Market Tiffin University to global employers to provide international internship opportunities.
- Implement an online career/recruiting management system to create a seamless image for Tiffin Campus and off-site campuses. In addition, this service will provide employer/student posting and resume search capability, recruiting, and placement options.

Intended Outcome 2: Career/Major Exploration (D-Career Readiness) To assist students in choosing a major and/or career path during their freshman and sophomore years at Tiffin University.

Assessment Criteria: Students will have a clearer understanding of the career exploration process and how their own skills and interests match up to a chosen major/career path. After a one on one career exploration appointment, 75% of undergraduate students will be able to list at least one major/career path they are interested in exploring further.

Section One - Activity Statement:

Tiffin University students (71%) indicated at least one major/career path they were interested in exploring further after a one on one appointment with Career Development.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not Met	Only 71% indicated a major/career path.

Section Three - Analysis and Action Plans:

The Career Development staff will continue to emphasize that career exploration is not a one day process and that it must continue after the end of the appointment. Indicating a variety of resources may assist students with various needs (i.e. talking with an advisor, interviewing someone in the field, exploring careers on Discover, ONet, or Occupational Outlook Handbook).

Intended Outcome 3: (Gaining Experience) (D-Career Readiness) To assist students in seeking opportunities to gain experience within their chosen career fields (through part-time jobs, internships, job shadowing, or volunteering) primarily during the students' sophomore and junior years.

Assessment Criteria: To increase the number of students participating in career-related work experiences while at Tiffin University through an internship opportunity. 51% of bachelor degree seeking graduates will indicate that they participated in a career related experience while at Tiffin University (internship, unpaid and paid experiences).

Section One - Activity Statement:

From the May 2012 graduates, 71% of all graduates indicated they had obtained career-related experience while at Tiffin University.

Learning Outcomes Most Applicable to Career Internship Program:

- Intrapersonal Development: formation of autonomy, values, identity, self-esteem, maturity
- Interpersonal development: valuing diversity, establishing relationships, relating to others
- Practical Competence: career prep, time/money management, self-sufficiency
- Career counseling participants will be able to describe the steps involved in making career decisions
- Describe at least three job search strategies based on their career objective
- Explain to a potential employer how their background and skills match the employer's needs
- Intern students will exhibit the maturity and professionalism commensurate with the work environment

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	71%

Section Three - Analysis and Action Plans:

In the summer of 2011, Career Development created an Internship Guide, available on the website, to be utilized by all Tiffin University students, faculty, staff, and employers to encourage the pursuit of internships.

Intended Outcome 4: (Job/Graduate School Search) To help students with all aspects of the job or graduate school search processes, including resume and cover letter (entrance essay) writing, interview techniques, and job /graduate school search strategies.

Assessment Criteria:

4a: After meeting with Career Development staff for a resume critique, 95% of students will be able to list at least one concrete change made to their resume which significantly improved the resume.

4b: After meeting with Career Services for a resume critique, 90% of the students will feel confident in updating their resume by using Optimal resume Program and career resources provided by the Career Development Office.

Section One - Activity Statement:

4a: After a one on one resume critique appointment, 100% of students were able to indicate at least one concrete change made to their resume that improved it. Many students cited better or more professional formatting, elaborating on content, or including volunteer work which improved their resumes.

4b: 91.66% of students indicated that they would be able to update their resume on their own after a one on one appointment with the Career Development staff.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
4a	Met	100% of students
4b	Met	91.66 of students

Section Three - Analysis and Action Plans:

Goals for both learning outcomes related to assisting students in developing or critiquing their resumes were met. We will continue to not only suggest changes to strengthen their resumes, but also explain the thought/theory behind those changes so that students are empowered to update their resume throughout the time at Tiffin University and throughout their lives.

English Language & American Culture (ELAC) Program Report

ACADEMIC SUPPORT PROGRAM - ENGLISH LANGUAGE & AMERICAN CULTURE (ELAC) PROGRAM PROGRAM ASSESSMENT REPORT: AY 2011-2012

Program Rationale/Purpose Statement:

The ELAC program provides a multi-faceted training of English-language skills for international students in reading, listening, and writing, which are conducted at three levels: Beginning, Intermediate, and Advanced. Students placed in the Intermediate or Advanced level may be permitted to enroll simultaneously in credit courses required by their degree program.

Marketing / Recruitment Target Statement:

The English Language and American Culture (ELAC) Program is designed to help international students achieve English proficiency required by their degree programs and expose them to many facets of American culture. The ELAC program also offers comprehensive orientation that prepares international students for university studies and campus life. Students in the ELAC have full access to Tiffin University facilities, including Computer Labs, Dining Facilities, the Fitness Center, Learning Center, and the Library.

Program Learning Outcomes:

Goals of the Program/Corresponding Classes:

Students in ELAC will be expected to attend the Sunday Night Supplement program for 4 hours each month to extend and further develop their English language skills.

Students in ELAC and ESL courses will improve their English reading skills. Courses Involved: ELA101/102/109 ENG140ESL/141ESL.

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

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcome 1: Students in all three levels of ELAC will be expected to attend the Sunday Night Supplement program for 4 hours each month.

Assessment Criteria: 85% of the students in all three levels of the ELAC program will attend and participate in the Sunday Night Supplement program for at least 4 hours per month.

Section One - Activity Statement:

Several changes have been made to the English Language and American Culture program throughout the course of this academic year. In curriculum, we implemented a Sunday Night Supplement program that involved mini lessons on culture, grammar, reading, and writing along with conversation tables. This program replaced the Rosetta Stone requirement since our international students were not taking advantage of it.

In the fall, Sunday Night Supplement was organized for all three levels to meet together and work their way through different stations that were set up to focus on different skills (online interactive grammar activities, conversation tables, writing mini-lessons, etc.). In the spring, we revised the program to make the time more productive. Each session had an American cultural theme that the activities were focused around (President's day, Easter, April Fool's day, et.). At the beginning, the students were separated by their ELAC level and given differentiated activities to complete involving some aspect of their English acquisition. After that, the two levels came together to have conversations about the theme and the activities. As the semester progressed, the sessions became more and more interactive and socially engaging as the students became comfortable with the instructor, their English skills, and each other.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
SNS goal – 85% of the students in all three levels of the ELAC program will attend and participate in the Sunday Night Supplement program for at least 4 hours per month.	Met	Records of SNS and conversation table attendance were kept every week. These records indicate that 85-90% of the ELAC students in levels 1-3 attended at least 4 hours per month (16-17 students out of 19 students met the requirement for each month in fall 2011; 13-14 students out of 16 students met the requirement for each month in spring 2012). Many of the students attended 6-8 hours per month, exceeding the required time allotment.

Section Three - Analysis and Action Plans:

Analysis:

The results are a positive indicator that the new program is a significant improvement over the previous one. Students were not actively and consistently logging in hours with the Rosetta Stone program, but their regular attendance in Sunday Night Supplement indicates that this is a more successful way to continue their engagement with English outside of the classroom. At least one teacher in each level made SNS attendance a requirement (4 hours per month) that affected the students' grades, just like had been done before with Rosetta Stone. The positive change in student

involvement demonstrates the success of a more social approach to extending their English exposure. Another benefit of this program was the extra attention the students received in perceived areas of weakness. One of our students seemed to experience a greater amount of difficulty with conversation than the others. His conversation teacher realized it was a phonics issue, and he received some one on one instruction in his SNS sessions within that area as a result.

Action Plan:

Because of the success in the spring sessions, we will continue to structure the sessions in the same general format. A revision that we would like to implement is to have the level 1 students come for their first hour by themselves, so they can receive one on one instruction from the facilitator. Then, the level 2-3 students would join them during their second hour for conversations and discussions. The level 1 students would be dismissed, and the level 2-3 students would then stay for their second hour and complete their enrichment activities with the facilitator.

Intended Outcome 2: Students in ELAC and ESL courses will improve their English reading skills. Courses Involved: ELA101/102/109 ENG 140/141.

Assessment Criteria: Students in the listed courses will take the Accuplacer tests at the end of each semester. 75% of them will show an increase of at least 5 points between the first and second tests.

Section One - Activity Statement:

Together with the international student's office, the ELAC department created an official English Language Proficiency policy to formalize the guidelines for admissions testing, placement, and retention in our ELAC program using the Accuplacer test, an integrated essay, and an interview. In addition, the ELAC program and the international office compiled an international roster of students with contact information to be used in both departments for better communication. Lastly, we worked together to complete the application process for accreditation as an Intensive English Program.

In personnel, a new director was hired to allow the previous director to focus on her other responsibilities in the Student Success Center. Also, a new adjunct professor with a substantial ESL background was hired to replace an adjunct professor who was hired in the English department on a full time basis. The professors were then assigned their classes based on their strengths in the respective areas: writing, reading, and conversation.

We also adopted a new set of textbooks for the Beginner and Intermediate levels that organized our different courses around the same theme for each unit taught. An online grammar program was added to our writing courses, and we plan to add an online pronunciation component to our conversation classes in the fall. A document camera was purchased for the Beginner level courses to aid and supplement instruction.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
Students in the listed courses will take the Accuplacer tests at the end of each semester. 75% of them will show an increase of at least 5 points between the first and second tests.	Not Met	Students took the Accuplacer test at the beginning of the spring semester and again at the end of the spring semester. After comparing scores, 45% of the students improved their Accuplacer scores by 5 points or more. This did not meet the goal of 75%.

Section Three - Analysis and Action Plans:**Analysis:**

Since the goal was not met, we have reevaluated the assessment criteria, and we have decided to do an in-class pre-test and post-test to get a more accurate measurement of each student's progress. The pre-test and post-test will be created by the professors based on the reading curriculum used in each class, making it more reflective of the students' actual reading progress.

Action Plan:

We will create a pre-test and post-test for each level's reading course using the textbooks and the resources currently used by each professor in the course. They will be subjective assessments that evaluate the skills in the minimum course content guidelines. The pre-test will be given during the first week of school and the post-test will be given the week before finals. We will use the results to determine what percentage of students made progress. Our new goal will be: 75% of the students enrolled in ELA 101/102/109 will show an 5 point increase between the pre-test and the post-test.

Intended Outcome 3: 75% of the students enrolled in ENG 141-ESL will complete the course with a 'C' or better on their first attempt.

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

Section One - Activity Statement:

The ELAC professors teaching ENG 140 and ENG 141 worked closely with the English department this academic year to insure that the rubrics and materials used in the ESL sections were comparable to those used in the regular education sections. The university librarians also became very instrumental in the curriculum of ENG 141 to strengthen the students' transition into research-based writing.

A new textbook was used for the classroom—Writing Matters Handbook and Writing Analytically with Readings. In addition, a weekly Focus on Grammar Interactive online program component was added to support writing issues and the workshop attendance requirement was raised from 2 sessions to 4 sessions.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
75% of the students enrolled in ENG 141-ESL will complete the course with a 'C' or better on their first attempt.	Not Met	In the fall, seven of the eight students enrolled in the course passed ENG 141. In the spring, none of the six students enrolled in the course passed. Although the goal of 75% of the ENG 141 students completing the course with a C or better was met in the fall, it was not met in the spring.

Section Three - Analysis and Action Plans:

Looking at the results above, we are not sure why the students in the fall were more successful than the students in the spring. The instructor can only attribute it to a difference in the students' knowledge and abilities between the two semesters. The students in the spring simply struggled more than the fall students. We have already made attempts to address this goal by hiring and retaining an instructor who will consistently teach the ENG 140 class that is the prerequisite for ENG 141 for the next several academic years. This consistency should prepare students more uniformly so that they will be more successful at this next level.

Updated September 2011

Study Abroad Report

ACADEMIC SUPPORT PROGRAMS - STUDY ABROAD PROGRAM ASSESSMENT REPORT: AY 2011-2012

Program Purpose Statement:

The mission of the Study Abroad Program at Tiffin University is to enhance and internationalize the undergraduate experience, to promote intellectual and social growth, as well as global citizenship. Students will return to campus with a greater appreciation for global issues, enriching their understanding of their own on-campus curricula.

Marketing / Target Statement:

The Study Abroad program serves primarily **Tiffin campus undergraduate students**. Limited opportunities are also available for graduate student.

Program Learning Outcomes:

Goals of the Program:

1. Promote study abroad programs to increase participation and provide access for all students.
2. Advise students in the selection of suitable programs.
3. Participants will be more confident and self-sufficient. Students will have an appreciation other cultures and people and have the ability to see how their own country fits into the global community
4. Prepare students to maximize learning opportunities before they depart, while abroad, and upon their return.
5. Join NAFSA, Association of International Educators.

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcome 1: Promote study abroad programs to increase participation and provide access for all students.

Assessment Criteria: Track the number of participants in study abroad programs.

Section One - Activity Statement:

- Study Abroad programs are promoted in a variety of ways, information tables, email messages, fliers, website, etc.
- A Study Abroad Club was started in Fall 2011 as a way to promote international education.
- Previous student participants are recruited to help promote programs at information tables.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
		<ul style="list-style-type: none"> • <u>Increased numbers and locations:</u> <ul style="list-style-type: none"> ▪ Fall 2009-Summer 2010 six participants all attended Regents College, London ▪ Fall 2010-Summer 2011 there were 10 participants, 3 of whom started at AU Cairo but did not finish the semester. The other participants studied in Ireland, England and Italy ▪ Fall 2011-Summer 2012 14 participants studied in England, Italy, Egypt, Spain, Ireland, Austria and Jordan. Wooahoo!!

Section Three - Analysis and Action Plans:

Continued promotion of the program including, but not limited to the following:

- Information Tables in Gilmore, on our own or in conjunction with Activity Fairs.
- Attendance at New Student Visit and Orientation days.
- Letters to parents of students on the Dean's List.
- Meet individually with interested students.
- Website www.tiffin.edu
- Fliers
- Study Abroad Club
- Email messages
- Invite representatives from our partner institutions and organizations to visit campus and talk with students.

Intended Outcome 2: Advise Students in the suitable selection of programs.

Assessment Criteria: Track individual meetings with interested students.

Section One - Activity Statement:

Meet with students individually or in groups of 2-3 students who may be interested in traveling together.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
		Very limited information is available at this time. Our intent is to better track the number of students who express an interest in the programs.

Section Three - Analysis and Action Plans:

1. Help the student narrow down the options by discussing their interests, major and career plans.
2. Develop plans to graduation that include a semester abroad thereby insuring the student, and parents, that it is possible to participate and still graduate on time.
3. Establish a system to track and follow up on interested students.

Intended Outcome 3: Participants will be more confident and self-sufficient. Students will have an appreciation other cultures and people and have the ability to see how their own country fits into the global community.

Assessment Criteria:**Section One - Activity Statement:**

1. Survey students upon their return. See attachment.
 - Review the survey and make changes as needed.
 - Send the survey to students upon their return.
 - Meet with the students to discuss the survey and their experience.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
		Other than discussions with students we have no real data on this. Better information will be available next year.

Section Three - Analysis and Action Plans:

- In discussions with the students they tell us that they are much more confident in their ability to work through unfamiliar circumstances. They realize they can do more than they ever thought and are much more willing to take risks.
- In the future we will do more than just talk with the students but have them complete a questionnaire before the one-on-one discussion.
- Several of our previous participants have returned to the study abroad program country to live or stay for an extended time. One student will be going to graduate school in Scotland fall 2012.

Intended Outcome 4: Prepare students to maximize learning opportunities before they depart, while abroad, and upon their return.

Assessment Criteria:**Section One - Activity Statement:**

1. Hold pre-departure meetings with students who will be studying abroad.
 - Answer questions.
 - Provide travel information.
 - Invite previous participants to offer their words of wisdom.
2. Survey students upon their return. See attachment.

- Review the survey and make changes as needed.
 - Send the survey to students upon their return.
 - Meet with the students to discuss the survey and their experience.
3. Research best practices of other universities.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
		Very little data is available at this time. We just started using the questionnaire and only have 2 or 3.

Section Three - Analysis and Action Plans:

Intended Outcome 1: Join NASFA, Association of International Educators

Assessment Criteria:

Section One - Activity Statement:

Request funds to join NASFAA to learn about best practices in study abroad programs.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>

Section Three - Analysis and Action Plans:

Supplemental Instructor Report

ACADEMIC SUPPORT PROGRAM - SUPPLEMENTAL INSTRUCTOR PROGRAM ASSESSMENT REPORT: AY 2011-2012

Program Rationale/Purpose Statement:

The SI successfully fulfilled the following responsibilities:

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

Marketing / Recruitment Target Statement:

Program Learning Outcomes:

Goals of the Program/Corresponding Classes:

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

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:**Intended Outcome 1:** Supplemental Instructors will provide satisfactory service**Assessment Criteria:** Mean of 80% or above 'Yes' answers to all questions on the satisfaction survey regarding student sessions. **N.B.** the data for the survey is based only on the fall semester. (ID – Supplemental Instruction)**Section One - Activity Statement:**

All sections with a Supplemental Instructor were administered a survey during the Fall 2011 semester. A preliminary analysis was performed with a sampling group of students in MAT173 and MAT174 during the Fall 2011 semester.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
SI was knowledgeable	Met	94%
SI was receptive	Met	87%
SI was able to explain subject	Met	85%
SI was prepared	Met	87%
SI was qualified	Met	92%
Study groups helped prepare students for tests	Met	80%
Study groups helped with assignments	Met	82%
Study groups built student confidence	Met	80%
Study groups were valuable	Met	84%
Desire for more study groups in more courses	Not met	63%
Preliminary analysis of MAT sample group results:		
Final Grade A – average of 7/11 labs attended		
Final Grade B – average of 6/11 labs attended		
Final Grade C – average of 6/11 labs attended		
Final Grade D – average of 4/11 labs attended		

Section Three - Analysis and Action Plans:

The survey results indicate that the SIs are knowledgeable and are providing good personal contributions to the program. The results indicate that the actual study groups are providing the kind of support the students need or expect.

At midterm: 77% of the students received A/B/C compared to 23% receiving a D/F. The study shows that the more labs the students attended, the higher their grade. Final grade: 95% of the students received A/B/C and only 5% received a grade of D/F. The overall grades improved with the attendance of the study labs. It was also interesting to note that several of the midterm A students that stopped attending the labs received a B as their final grade.

Action Plans:

Continue evaluating the Supplemental Instructor program with a survey during the fall semester. Extend the study lab analysis for all MAT classes for the Fall semester of 2012. Extend the study lab analysis for BIO and CHM classes for the Fall semester of 2013.

It was noted that attendance is not regular for the study labs – it is recommended that the lab times include working on the student's assignments. This would promote both attendance and completing assignments.

VI: Athletic Division Assessment

ATHLETIC DIVISION PROGRAM ASSESSMENT REPORT: AY 2011-2012

Program Rationale/Purpose Statement:

Tiffin University is committed to the continued development of its students as members of an institution of higher education in which each student athlete is recognized as an individual with a unique set of goals for success in life and in career. The University is committed to the belief that an athlete's success in life is contingent upon the athlete's commitment to the principles of honor on and off the field of play.

Marketing / Recruitment Target Statement:

The Athletic Department will promote a spirit of competition that concentrates upon the development of leadership skills, involvement and participation of non-athletic personnel in the support of intercollegiate competitive contests, and a sense of unity among all members of the Tiffin University Community.

Tiffin University emphasizes academic success for all its students. In keeping with this philosophy, the athletic program at Tiffin University enforces specific standards of eligibility designed to assist its students in achieving success in the classroom throughout their university career. The successful completion of all degree requirements is considered paramount to the development of the student athlete at Tiffin University.

Program Learning Outcomes:

Goals of the Program/Corresponding Classes:

Will continue expanded development of new athletic website with a continued emphasis on social networking.

Athletic department fundraising: Organize and administer various fundraising initiatives to help complete the construction of the athletic indoor recreation center.

Community engagement analysis: all teams are required to be involved in the community and a system will be implemented to analyze the frequency of participation by students, staff, and community members as well as the frequency of visits to the TU campus.

Squad Retention analysis: analysis will be implemented to study athletic team retention rates with intention of improving rates.

GPA: An overall athletic GPA goal will be established and all teams will work to meet or exceed the goal.

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

Continue monitoring using NCAA Best Practices initiatives:

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.

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcome 1: (ID–Student-Athletic Academic Achievement) 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.

Section One - Activity Statement:

All teams are required to be involved in the community and a system is used to analyze the frequency of participation by students, staff, and community members. Analysis is used to study athletic team retention rates with intention of improving rates. An overall athletic GPA is established and all teams work to meet or exceed the goal. All athletic facilities will be centralized on Miami St., helping staff and student athletes to achieve improved life-in-balance opportunities, simplifying many aspects of the student-athlete's daily routines to facilitate superior academic standing. Academic monitoring continues by utilization of 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; and 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.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
Website expansion via social networking	Met	Expanded exposure via Facebook (361 users) and Twitter (800 tweets amongst 142 followers)
Community engagement	Met	250 student athletes involved in Go Green recycling campaign; in addition, each team worked 2 hours in the community in coordination with SAAC
Retention	Met	Improved from 62% in 2010-11 to 69% in 2011-12 amongst first time, full-time freshmen
NCAA academic tracking	Met	Continue usage of Academic Tracking System and Academic Performance Census
GPA	Not met	Posted 2.98 GPA with stated goal of 3.00

Section Three - Analysis and Action Plans:

Continue to improve on raising the student-athlete GPA, building a squad size to meet institutional standards, increase team retention, and enhance monitoring eligibility standards.

VII: Enrollment Management Division Assessment

Graduate Admissions & Student Services

ENROLLMENT SERVICES DIVISION GRADUATE ADMISSIONS & STUDENT SERVICES PROGRAM ASSESSMENT REPORT: 2011-2012

Program Rationale/Purpose Statement:

Marketing / Recruitment Target Statement:

Program Learning Outcomes:

Goals of the Program/Corresponding Classes:

Continue to enhance and evaluate the Graduate Admissions Communication Plan.

Continue to enhance and evaluate the Graduate Student Services Communication Plan.

Refine graduate admissions recruiting processes.

Refine the graduate student services retention efforts.

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcomes 1: Continue to enhance and evaluate the Graduate Admissions Communication Plan.

Assessment Criteria:

1. Develop a survey for new graduate students to evaluate the admissions process, their admission representative, and their perceptions of the grad program. How can we improve the admissions process?
2. Implement the new tagline in our publications and on the website.
3. Redesign work flow processes in conjunction with the new SIS PowerCampus system.
4. Consider adding an additional print on demand (POD) piece in the admissions cycle to promote career opportunities and successes.
5. Continue to modify web content to accurately portray the graduate opportunities at TU.

- a. Create a section for career opportunities to demonstrate the career paths available for graduates
 - b. Create a section detailing some of our “star” students and alumni
 - c. Promote the faculty members’ credentials and professional experience through email communication and on the web page.
6. Develop other special recruiting initiatives.

Section One - Activity Statement:

Rebranded the old communication plan to updated look. Also changed content to ensure information was up to date and relevant.

Developed surveys to gain student feedback to ensure information was being received.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	Continue to enhance and evaluate the Graduate Admissions Communication Plan.

Section Three - Analysis and Action Plans:

Consider adding concentrations in existing degree programs.

Intended Outcomes/Assessment Criteria:

Intended Outcomes 2: Continue to enhance and evaluate the Graduate Student Services Communication Plan.

Assessment Criteria:

1. Create targeted messages for probationally admitted students to enhance time management and study skills.
2. Redesign work flow processes in conjunction with the new SIS PowerCampus system.
3. Develop a survey for current graduate students to evaluate their program satisfaction, their student services specialist, and their perceptions of the grad program. How can we improve the current student services?
4. Continue promoting the Smarthinking tutorial services and increase graduate student usage.
5. Develop an exit survey to administer to dropout/stop outs to help us understand why students are taking time off/leaving TU.
6. Continue to promote a graduate student culture for both online and seated students.
7. Email blast a survey to current graduate students to discover why they chose TU, how they heard about TU, and what they enjoy about TU.
8. Develop other special retention initiatives.

Section One - Activity Statement:

Designed targeted message for probationary students and added students surveys to communication messages. Also designed messages to introduce current students to new systems.

Section Two - Results of Outcomes Activity:		
<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	Continue to enhance and evaluate the Graduate Student Services Communication Plan.

Section Three - Analysis and Action Plans:

Restructure our re-admit process to be more consistent to ensure that all necessary documents are submitted prior to re-enrolling in classes.

Intended Outcomes/Assessment Criteria:

Intended Outcomes 3: Refine graduate admissions recruiting processes.

Assessment Criteria:

1. Increase applicant attention and awareness to the required essay on the graduate application so the importance is understood as part of the application package.
2. Conduct market analysis to evaluate our competition’s programs, costs, services, etc. and compare to our offerings.
3. Redesign work flow processes in conjunction with the new SIS PowerCampus system.
4. Continue offering webinars for current and new students promoting TU, our services and specializations.
5. Consider other new specialized recruiting initiatives.

Section One - Activity Statement:

Market analysis was done of similar schools offering programs online. Workflow process was redesigned in conjunction with new SIS system.

Section Two - Results of Outcomes Activity:		
<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	Refine graduate admissions recruiting processes.

Section Three - Analysis and Action Plans:

Increase and effectively monitor performance-based marketing recruitment tactics.

Intended Outcomes/Assessment Criteria:

Intended Outcomes 4: Refine the graduate student services retention efforts.

Assessment Criteria:

1. Continue to monitor, evaluate and update the current student communication plan.
2. Work with Target Enrollment to develop a graduate student retention model. Upon development, implement targeted communication strategies to address the needs to students, target probationally admitted students and promote the Smarthinking Tutorial Services.
3. Redesign work flow processes in conjunction with the new SIS PowerCampus system.

4. Development a student satisfaction survey to measure students' experiences and expectations.
5. Continue call campaigns to dropout/stop out students and the "save a student" campaign (financial aid issues).
6. Continue the graduate student newsletter series.
7. Continue offering webinars for current students to assist them with advising, registration and financial aid questions.
8. Promote the student referral program and develop alumni networking opportunities
9. Develop other special retention initiatives.

Section One - Activity Statement:

Redesign of work flow processes was done to fit new SIS system.

Readmission and inactive campaign was done to ensure all students were informed or readmission options and processes.

Student referral and alumni program was advertised by email, phone, and mail.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met and Ongoing	Refine the graduate student services retention efforts.

Section Three - Analysis and Action Plans:

International Admissions

ENROLLMENT SERVICES DIVISION INTERNATIONAL ADMISSIONS PROGRAM ASSESSMENT REPORT: AY 2011-2012

Program Rationale/Purpose Statement:

Marketing / Recruitment Target Statement:

Program Learning Outcomes:

Goals of the Program/Corresponding Classes:

Increase the size and diversity of the International student body.

Improve staff understanding of international recruiting practices and F-1 Visa policies.

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcomes 1: Increase the size and diversity of the International student body.

Assessment Criteria:

7. Increase Tiffin University's brand awareness through the utilization of agents, social networking, and travel abroad.
 - a. Continue to research and sign agreements with accredited agents through ICEF.
 - b. Utilize the undergraduate and graduate communication plans to encourage students to "like" our International Admission Facebook page.
 - c. Participate in individual and group tours provided by our agent representatives and membership organizations.
8. Implement innovative international recruitment practices.
 - a. Expand undergraduate and graduate cost-per-lead recruitment efforts.
 - b. Analyze our conversion rates and focus on purchasing names from out-of-state vendors.
 - c. Customize advertising to specific regions of the world.
 - d. Improve the admissions process.
 - e. Utilize the university's faculty and current students to contact applicants.

Section One - Activity Statement:

The International recruitment office traveled abroad to strengthen international relationships.

We established partnership with Saudi Arabia to increase international student enrollment.

We partnered to offer a web-based college fair to increase application volume. Purchased names of prospective international students for marketing campaign.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met and Ongoing	Increase the size and diversity of the International student body.

Section Three - Analysis and Action Plans:

Streamline the application and admission process for international students. Create a TU web-based application form, and adjust application terminology to better suit International students.

Enrich cultural awareness on campus and in the Tiffin community and promote international student participation in activities.

Intended Outcomes/Assessment Criteria:

Intended Outcomes 2: Improve staff understanding of international recruiting practices and F-1 Visa policies.

Assessment Criteria:

9. Increase staff understanding and awareness of recruitment practices and policies by attending training seminars, conferences, and online webinars.
 - a. Attend in-state F-1 Visa and SEVIS seminars.
 - b. Attend the annual NAFSA and EducationUSA conferences where specific international education update and training sessions are provided.

Section One - Activity Statement:

We attended SEVIS seminars and the annual NAFSA conference.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	Improve staff understanding of international recruiting practices and F-1 Visa policies.

Section Three - Analysis and Action Plans:

Improve the credential evaluation process for international students.

Conduct training sessions for faculty and staff related to academic advising, internships, employment authorizations, driver's licenses, and other pertinent issues with special implications for international students.

Undergraduate Admissions

ENROLLMENT SERVICES DIVISION UNDERGRADUATE ADMISSIONS PROGRAM ASSESSMENT REPORT: AY 2011-2012

Program Rationale/Purpose Statement:

Marketing / Recruitment Target Statement:

Program Learning Outcomes:

Goals of the Program/Corresponding Classes:

Increase the effectiveness and efficiency of the undergraduate process in communicating with both current and new students.

Allow for more flexibility, marketability, and offerings in Bachelor-seeking programs.

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcomes 1: Increase the effectiveness and efficiency of the undergraduate process in communicating with both current and new students.

Assessment Criteria:

9. Adapt the roles and responsibilities for each Degree Completion Program (DCP) staff member.
 - a. Evaluate the responsibilities of each staff member and develop improved recruitment and retention processes. The three emphasized expectations will involve recruitment, retention, and graduation of DCP students. The recruiters potentially will advise the students they originally recruited.
 - b. Focus on building relationships with students, community colleges, and organizations, along with ensuring successful completion of the program.
10. Create a clear enrollment and communication process for the Undergraduate Admission office.
 - a. Implement an admissions process map outlining how students will move through the enrollment process.

- b. Implement a new student information system (SIS) to better organize communication flow with current and new students.
- c. Integrate virtual communication through texting, Skype, and Facebook.
- d. Implement increased communication initiatives with parents during the recruitment process.

Section One - Activity Statement:

Each campus manager continues to be responsible to recruit, retain, and graduate each enrollee at their respective site.

Increased outreach activities to other organizations, colleges, and community constituents who are able to support Tiffin University recruitment objectives.

Integration of parent letter series into the recruitment flow. Implementation of additional letter and e-mail correspondence through the application to enroll process.

- Implemented virtual tour for students who may not have accessibility for campus visits.

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	Increase the effectiveness and efficiency of the undergraduate process in communicating with both current and new students.

Section Three - Analysis and Action Plans:

Consider offering different concentrations/majors within online undergraduate degree programs.

Increase and effectively monitor performance-based marketing recruitment tactics.

Consider implementation of three-year Bachelor’s degree program.

Consider targeting specific out of state markets for the recruitment of students who may be interested in unique academic programs offered on the Tiffin University campus.

Intended Outcomes/Assessment Criteria:

Intended Outcomes 2: Allow for more flexibility, marketability, and offerings in Bachelor-seeking programs.

Assessment Criteria:

10. Transition the online and on-campus degree completion programs to be more in line with the traditional semester calendars.
 - a. Re-align the online program to mirror the online Associate and Graduate degree programs where classes are seven weeks in length and follow the traditional semester calendar.
 - b. Students can complete their degree at their own pace; one class at a time or several.
11. Begin to analyze the benefits of offering Tiffin’s Bachelors program online.

- a. Perform a cost-benefit analysis for establishing specific degree programs online for the Tiffin campus.
- 12. Develop partnerships with high schools to offer services and increase Tiffin's market share.
 - a. Look at expanding educational offerings at high school campuses (Dual Enrollment).
 - b. Develop stronger communication processes with high school counselors.
 - c. Create financial aid and college selection programs for the community and high schools, providing education to prospective students.
- 13. Develop more synthesis and marketability through our transfer programs.
 - a. Implement new, innovative modalities of recruiting transfer students.
 - b. Increase presence on community college campuses to market our different modes of delivering education.

Section One - Activity Statement:

The Degree Completion Program has been aligned to a traditional semester calendar. We have also implemented seven week terms for our online degree completion program.

We have expanded our Dual Enrollment offerings at high schools throughout Ohio.

We have offered College Search 101 programs which are inclusive of financial aid discussions for the community and high schools.

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met and Ongoing	Allow for more flexibility, marketability, and offerings in Bachelor-seeking programs.

Section Three - Analysis and Action Plans:

Continue to expand and enrich relationships with military veterans seeking education opportunities for use of veteran benefits.

Implementation of a marketing plan for Dual-Enrollment Programs.

VIII: Student Affairs Assessment

STUDENT AFFAIRS DIVISION PROGRAM ASSESSMENT REPORT: AY 2011-2012

Program Rationale/Purpose Statement:

Marketing / Recruitment Target Statement:

Program Learning Outcomes:

Goals of the Program/Corresponding Classes:

Program Executive Summary:

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.

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

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

Intended Outcomes/Assessment Criteria:

Intended Outcome 1:

Assessment Criteria:

Section One - Activity Statement:

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

The various offices within Student Affairs sponsor numerous programs to assist students outside the classroom. Listed below are some of the activities sponsored by these offices. 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:

- Basic Sumi presentation
- Bike Safety presentation
- Cooking for Credit
- Dream Analysis workshop
- Health Jeopardy
- JFK Assassination presentation
- “Les Miserables” performance
- Relaxation workshop
- Self Defense workshop
- Yoga Workshop
- Trip to the Black Heritage Library
- Trip to the Cleveland Museum of Art
- Trip to the Columbus Zoo
- Trip to Firelands Winery
- Trip to the Football Hall of Fame
- Trip to Ford Field
- Trip to the Newport Aquarium
- Trip to the Motown Museum
- Trip to the Toledo Museum of Art
- Trip to the Underground Railroad Freedom Center

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

- Advisor Luncheon
- Airbrush Trucker Hats
- Arvin Mitchell, comedian
- Casino Night
- Christi Thomas Memorial Community Easter Egg Hunt
- Community Trick or Treat
- Daniel Martin, magician
- Game Night
- Greek Formal & Induction Ceremony
- Holiday Extravaganza
- Involvement Fair
- Josh Sneed, comedian
- Late Night Breakfast (2)
- Leadership Symposium
- Maui Wowi Smoothie Bar
- MTV Week
- Murder Mystery Dinner
- Norman Ng, magician
- Spiritual Life Fair
- SpringFest
- Street Signs
- Student vs. Faculty/Staff Basketball Game

- Student Leadership Award Ceremony
- Totally Tattoos
- Truth About Hazing
- Wax Hands
- Welcome Back Picnic

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

- Are You Smarter than Your Average Dragon?
- Battle of the Neighborhoods
- Campus Cook-Out
- The Coast's Luau
- Condom Bingo
- The District's Flag Football
- Downtown's Drive In Movies
- Dream Date Auction
- Easy A Academic Achievement program
- Glow Bowling (monthly)
- Hall programs
- Hula Hoop for Health
- Humane Society of Seneca County Volunteer Trip
- Little Sibs Weekend
- Residence Life Cinema Series
- RLC Housing Open Forum
- Wellness House Zumba/Yoga series
- Winter Leadership Conference

The Office of Residence Life also made the following changes or adjustments in several areas to help:

- Residential Map Structure; now called Neighborhoods to help promote a stronger community
- On-Call Structure, Policies and Protocol
- Hall Programming
- Proactive Education

The various offices within Student Affairs also participated in or helped with the following activities sponsored by other Tiffin University offices:

- Discovery Fair
- Dollar Dash gameshow
- Platinum Chef Challenge
- Platinum Chef Challenge Ohio
- Volunteer Fair

Section Two - Results of Outcomes Activity:

<u>2011-2012</u>	<u>Met/Not Met</u>	<u>Data Details</u>
		The Office of Student Affairs conducted a follow-up survey during the closing presentation of Freshman Weekend.

		Changes were then made to the 2012 Freshman Weekend schedule to help make it more effective.
--	--	--

Section Three - Analysis and Action Plans:

The Office of Student Affairs has decided on the following objectives as part of its action plan for 2012-2013:

- Promote inter-department synergy.
- Increase the amount of programming scheduled on the weekends.

The Office of Student Activities' action plan includes:

- Increase faculty and staff involvement in the student organizations' activities or events.
- Update the classification system for the student organizations.
- Provide programming that has not been offered in the past on campus.
- Update the co-curricular tracking system and/or process.

The action plan for the Office of Residence Life includes:

- Develop Living Learning Community Program.
- Improve/Strengthen the morale of residential students and staff.
- Provide more outreach to commuter students.