



TIFFIN **UNIVERSITY**

Office of Outcomes Assessment Summary Report Academic Year 2007-2008

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

*Prepared By: Office of Assessment & Accreditation
Dr. Teresa Shafer, Dean of Assessment & Accreditation
Ms. Jeanie Fisher, Assistant to the VPAA*

Table of Contents

I.	Executive Summary	2
II.	Academic Affairs Division Assessment	7
III.	General Education Curriculum Assessment	11
IV.	Academic School Assessment	23
	School of Arts & Sciences	25
	School of Business	41
	School of Criminal Justice & Social Sciences	63
V.	Academic Support Programs Assessment	91
VI.	Athletics Division Assessment	101
VII.	Student Affairs Assessment	103
	Appendix: A.....	106
	Academic Affairs Division Assessment Plan	
	Appendix: B.....	109
	Academic Affairs Division Organizational Chart	

I. Executive Summary

This report presents a summary of Tiffin University's (TU) outcomes assessment (OA) strategies, data gathered, analysis conducted, and conclusions reached as a result of assessment activities carried out in Academic Year (AY) 2007-2008. This annual report limits itself to the actual assessment data collected, analyzed and resulting action plans.

Progress toward the strategic goals for the Office of Assessment and Accreditation for AY 2007-2008 and the goals for AY 2008-2009 are outlined below.

Goals for AY 2007-2008;

- 1) Goal: Prepare for the self-study process as part of the requirements for re-accreditation by NCA/HLC in AY 2009-2010.

Implementation

- a. Committees were appointed and began researching and writing the self-study report criterion sections in preparation for the re-accreditation visit.
 - b. Six members of the self-study committees attended sessions regarding self-study preparation at the HLC/NCA annual meeting.
 - c. A self-study guidelines manual was produced and disseminated to all members of the committees.
 - d. Worked with the TU Institutional Research office and other campus offices to create trend tables and solicit information necessary for the self-study report.
 - e. Created two surveys: faculty and staff. Data needed for self-study.
- 2) Goal: Assist the University Curriculum Committee in developing a common set of General Education Curriculum (GEC) learning outcomes for students in all undergraduate degree programs and a process for measuring those outcomes.

Implementation

- a. General education learning outcomes from various colleges and research in the field were analyzed by members of the Faculty Curriculum Committee in order to propose a set of common learning outcomes for all students in the undergraduate programs.
- b. Initial proposals were reviewed by all academic schools. Refinements were made and will be discussed at the fall 2008 faculty workshop.
- c. The Educational Testing Service (ETS) Measurement of Academic Proficiency and Progress (MAPP) exam was discussed as a possible measurement of student achievement of the general education goals.

- 3) Goal: Finalize Program Assessment Plans (PAP) for the remaining undergraduate level programs.

Implementation

- a. Not accomplished due to workload issues and loss of faculty in critical areas.

- 4) Goal: Assist in the creation of PAPs for all associate and graduate level programs.

Implementation

- a. Decided to postpone this goal until AY 2008/2009 due to high level of faculty involvement in self-study process and creation of Ivy Bridge College of TU.
- 5) Goal: Create an Assessment Guidelines Manual to be used by all campus constituents.
Implementation
 - a. Done and distributed to all faculty campus constituents
- 6) Goal: Create an institutional website for the Office of Assessment and Accreditation.
Implementation
 - a. Done. All OA documents and examples can be found at <http://www.tiffin.edu/academics/assessment/>
- 7) Goal: Continue to refine and improve the assessment process for academic and non-academic areas of the University.
Implementation
 - a. Worked with University Curriculum Committee to refine GEC goals and assessment measures
 - b. Worked with academic school deans and department heads to refine goals and assessment measures
 - c. Worked with Academic Affairs Division to support departments and the Pfeifer Library to create assessment plans and complete GARs for the academic year
 - d. Worked with the Athletic Department and Student Affairs to refine assessment plans and complete GARs for the academic year.
 - e. Membership in the TU Outcomes Assessment Advisory Council (OAAC) and TU Academic Outcomes Assessment Committee (AOAC) were revised to reflect institutional assessment efforts.
- 8) Goal: Monitor action plans originating from the 2006-2007 outcomes assessment results to insure follow-through and sponsor professional development workshops to respond to identified needs.
Implementation
 - a. Mid-year action plan reports were submitted by the academic school deans showing progress or concerns
 - b. Based on faculty and student frustration with current online platform, worked to get an instructor designer hired and a new online platform provider.
 - c. Worked with instructional designer to create professional development workshops regarding our new online platform e-College.
 - d. Worked as a member of the Faculty Mentoring Committee to create a proposal to initiate a mentoring program for fall 2008.
 - e. Worked with Dean of Degree Completion Programs to host annual adjunct faculty workshop.
 - f. Worked with TU Information and Technology Staff to design an electronic Faculty Activities Report to allow for better collection of faculty activities and professional development data.

- g. Created and administered Athletic Student Survey to respond to NCAA expectations.
- 9) Report on the National Survey of Student Engagement (NSSE) results and work with the Institutional Research (IR) Director to administer the Beginning College Survey of Student Engagement (BCSSE).

Implementation

- a. Results of NSSE were distributed to all campus constituents
- b. BCSSE was administered in fall 2007; results were obtained in spring 2008, discussed with Student Affairs Office in summer.
- c. Findings were consistent with prior NSSE report. Decided not to include BCSSE in future assessment efforts due to expense and lack of "new" knowledge.

Goals for AY 2008-2009

1. Continue progress toward completing a final draft of the HLC/NCA re-accreditation self-study report.
2. Institute a "Faculty Learning Community" development program.
3. Implement a common set of learning outcomes for all students in all undergraduate degree programs and a process for measuring those outcomes.
4. Improve assessment plans in non-academic areas.
5. Complete PAPs for all associate and graduate programs.
6. Administer NSSE in Spring 2009.
7. Monitor action plans originating from the 2007-2008 outcome assessment results.

The success of PAP and GAR forms used last year continued in AY 07/08. However due to the extra workload many faculty members took on as part of the self-study process, the goal of completing PAPs for all the remaining baccalaureate programs and all graduate programs was suspended until AY 08/09. In addition, the creation of Ivy Bridge College of Tiffin University stressed the need to complete PAPs for all associate programs as well. Assisting in these efforts will be the newly appointed Deans of Graduate Studies Programs and Associate Degree Programs. Much progress was made towards updating the Minimum Course Content Guides for corresponding courses within the PAPs allowing for additional assessment information to be included within the templates. Also new templates for course syllabi, new course and program proposals were also put into place.

Changes within the institution created challenges in making progress towards enhancing assessment efforts. Some of those changes are listed below:

- New Vice President for Academic Affairs (VPAA)
- New Deans of the Schools of Business and Criminal Justice and Social Sciences
- New academic representatives on the TU Academic Outcomes Assessment Committee (AOAC)
- New divisional representatives on the TU Outcomes Assessment Advisory Council (OAAC)
- New Institutional Research Director
- New Athletic Director

The new VPAA finalized an Academic Affairs Division PAP as well as a new organizational chart. (See Appendices A and B). The Office of Assessment and Accreditation's creation of a TU Assessment Guidelines Manual and an office website provides a consistent approach to assessment within the institution. All documents related to the assessment process as well as various procedures can be found at <http://www.tiffin.edu/academics/assessment>. The structure is in place to continue developing a culture of assessment at TU and every effort will be made to do so.

Overall

The major thrust of AY 07/08 was to continue work towards defining the knowledge, skills and dispositions of a "TU graduate." Initial work on this definition began in AY 05/06 resulting in the creation of PAPs at the baccalaureate level. But work on clarifying GEC expectations remained vague and basically immeasurable. To assist in this effort, the new VPAA provided Bok's (2006) "Our Underachieving Colleges" to all faculty members as part of the fall faculty workshop. With the assistance of the Dean of Assessment and Accreditation (DAA), the University Curriculum Committee was charged with clarifying student learning goals within this part of each student's experience. Faculty members serving on this committee spent the entire year reviewing various goal structures within higher education in general as well as those supported at various other institutions. Proposals of their work were presented to each of the academic schools with revisions incorporated into subsequent versions. A final proposal will be presented at the fall faculty workshop for adoption in fall 2008. Once approved, the committee will work towards matching current curriculum requirements to the new goals as well as locating or developing appropriate measurement tools. One of the tools being considered is ETS's Measurement of Academic Proficiency and Progress (MAPP).

To expand assessment efforts to include comparison with other institutions, faculty considered including nationally standardized exams as part of their PAPs. Reviews of ETS's Major Field Exams took place in summer 2008 with implementation of appropriate exams to take place in AY 08/09.

Results from last year's OA findings determined that technology assistance was a major frustration as well as a need within the faculty. Several professional development workshops were held focusing on using technology within the classroom. Adjuncts were strongly encouraged to participate in these workshops as well. Additionally, a full-time Instructor Designer was hired with the direct charge to assist faculty incorporate media rich learning experiences within all course offerings. This position has greatly enhanced the learning environments and structures of both our seated and online courses. Frustration with the current online provider, Jenzabar, resulted in the adoption of e-College as the new provider. E-College was the original platform when TU entered this market so many faculty are familiar with its usage. Transition of course offerings into this platform will allow for easier usage by all constituents. This provider also supports a number of learning management tools which will assist assessment efforts for online offerings.

Another result of last year's assessment efforts showed a need for additional tutoring services for both seated and online students. Evaluation of the on campus Learning Center via a Student Satisfaction Survey and other measures resulted in changing operational hours, adding tutors in various disciplines and altering various other center procedures. Another result was contracting with SMARTTHINKING. This vendor provides 24/7 tutoring services for online Degree Completion, Graduate and Associate degree students.

Assessment results from the Writing Across the Curriculum (WAC) program pushed that faculty committee to strive for increased numbers of Writing Intensive Courses within in academic program. Several courses were added spring 2008 with additional courses to be added in AY 08/09. Additional work on this program will be a focus in AY 08/09.

This year's annual report includes additional GARs from various offices and services within the Academic Affairs Division as well as GARs from the Athletic Division and Student Affairs Offices. These additional reports demonstrate the expansion of assessment throughout the institutional context.

Assessment results are distributed during the fall faculty workshops so that schools and departments can take advantage of recommended action plans. The Office of Institutional Research registered TU to participate in the BCSSE in fall 2007. Results of this survey were discussed with members of the Student Affairs Office and the Office of Academic Support Programs. It was decided to discontinue use of this instrument due to cost and a lack of obtaining any "new knowledge." NSSE will be administered in spring 2009.

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

It is expected that following the fall 2008 faculty workshop that each academic school and its various departments as well as other TU Divisions and offices will implement their action plans as discussed in their respective reports. To this end, efforts will include individual meetings with Vice Presidents, Executive Directors and Directors as well as work with the TU OAAC and TU AOAC representatives.

II. Academic Affairs Division Assessment

Academic Affairs Division

Executive Summary 2007-2008

Prepared by: Dr. Charles Christensen

Vice President for Academic Affairs and Dean of the Faculty

The Academic Year 2007-2008 represents a significant step forward in our goal of creating a viable outcomes program for the Academic Affairs Division. Working with the Dean of Assessments and Evaluations, the office of Academic Affairs has completed an Outcomes Assessment Plan (*See Appendix: A*) and accomplished one individual Goal Assessment Report. While we still have some ways to go with the overall process, this year marks the first time that the Office of Academic Affairs has been part of the overall assessment process.

While this is the first year that the office of Academic Affairs has formally participated in the Outcomes Assessment Plan, we have done a significant number of things to improve learning outcomes for students. This year the office of Academic Affairs focused primarily on Faculty development and workload issues. In partnership with the Faculty Development Committee, we:

- Cut class sizes for online, Writing Intensive, and Graduate Courses;
- Reduced Faculty overloads by 80%;
- Began to compile data on Writing Intensive Courses;
- Determined the percentage of terminally degreed full-time Faculty in courses across the spectrum of our academic offerings;
- Assessed the number of full time vs. adjunct Faculty for the Spring 2008 semester;
- Created a new tiered system for adjunct Faculty that will allow us to use the best adjunct more often;
- Added four new Faculty positions on academic governance committees;
- Placed increased emphasis on academics for student athletes;
- Moved to a more effective online platform and added an Instructional Designer to assist Faculty with online pedagogy;
- Began compiling data on student-Faculty ratios in the classroom;
- Added five new full time Faculty members;
- Set up a Mentorship Program for new Faculty;
- Developed a set of university wide learning outcomes within the University Curriculum Committee;
- Approved a new set of professional development guidelines for Faculty that will be a part of the evaluation process for raises and promotions; and
- Set a uniform yearly stipend amount for every Faculty member to further their individual professional development.

In the 2008/2009 academic year, we intend to focus more on learning outcomes in the classroom. Working with the Academic Standards and Policy Committee, we will develop a supplemental student evaluation sheet that will assess the amount and type of active learning that takes place in the classroom.

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 07/08
Academic Affairs Division

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

Activity Statement:

Section One:

The division took substantial strides to improve the learning environment of students in all programs. Some of those steps are outlined below:

- 1) completed a divisional PAP and new organizational chart
- 2) clarified faculty duties with respect to teaching, scholarship and service
- 3) reduced the overload teaching of full-time faculty members
- 4) instituted the concept of ranked faculty to assist with the use of adjunct faculty members
- 5) reduced class sizes in writing intensive, online and graduate courses
- 6) hired new faculty in each of the three academic schools to support enrollment growth
- 7) hired an instructor designer
- 8) returned to e-College at the online platform provider
- 9) created positions of Deans of Graduate Studies Programs and Associate Degree Programs for better leadership in these growing areas
- 10) initiated a mentorship program for new faculty
- 11) improved the process for course evaluations by students
- 12) strengthened the faculty governance structure for better control and oversight of curriculum and other academic policies
- 13) funded sabbatical leaves, research requests and other professional development programs
- 14) initiated monthly gift certificate rewards for those faculty going “above and beyond” expectations
- 15) Instituted new course schedule to reduce conflicts between academics, athletics and student affairs programming.

Section Two:

Intended Outcome #3: The ratio of full-time to adjunct faculty teaching during any given year will conform to accepted academic norms.

Assessment Criteria: At least 60% of all classes across all programs will be taught by full-time faculty.

Results of Outcomes Activity:

<u>2007-2008</u>	<u>Met/Not Met:</u> Not met	<u>Data Details:</u> In aggregate only 41% of our courses across all programs were taught by full-time faculty.
------------------	--------------------------------	--

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

Analysis and Action Plans:

Section Three:

Analysis and Action Plans:

Since there has been significant enrollment and academic program growth over the past three years, it was time to review the ratio of full-time to adjunct faculty use. The data from the most recent semester, spring 2008, was used to do the analysis. Data was assessed from several perspectives including: overall ratios for Academic Affairs and ratios by degree category and academic school. The assessment reveals some interesting insights. For example, overall the percent of spring courses taught by full-time faculty across the division was 41%, significantly below the 60% target. The breakout of ratios by degree program was also very revealing. For example, baccalaureate degree courses were taught by full-time faculty 61% of the time. Graduate courses were taught by full time faculty 42% of the time and Degree Completion Program courses were taught by full-time faculty just 8% of the time. One caveat to the findings is that the Degree Completion Program is a cohort-based year round program so breaking them out by semester is an arbitrary break down. We chose to take the overall yearly numbers and use 1/3 of the total for the spring numbers. Academic school breakout is as follows, SAS: 50% of courses taught by full-time Faculty; SOB: 42% and SCJSS: 40%.

Action Plans

- review ratio at the end of the fall semester to make a case for adding new faculty for the 2009 academic year
- break out teaching ratio by academic discipline to target specific shortfalls
- institute faculty mentorship program
- continue training on e-College platform
- continue media rich classroom pedagogy training by instructor designer
- evaluate new course schedule

III. General Education Curriculum Assessment

Office of Academic Affairs

The Office of Academic Affairs has overall responsibility for coordinating outcomes assessment efforts across all elements of the University, including academic as well as administrative components. The GEC includes a knowledge skills core (KSC) and a liberal education core (LEC). 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 2007-2008*:

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

The LEC is designed to provide each student with the experience of how a variety of academic disciplines approach learning and the development of knowledge. Courses are offered in three broad areas: Humanities, Mathematics and Natural Sciences, and Social Sciences. Although the core is rich in diversity, it is welded together by the fundamental skills of language and thought, our shared heritage, and the common themes of human life and values. (pg. 25)

The goals of the LEC are as follows:

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

AY 2007-2008

In an effort to get more authentic measures of student learning a strategy of embedded class assessments was continued in AY 2007-2008. To this end the University Curriculum Committee, under the direction of the VPAA, assessed the following goals within the GEC

- To be able to write and speak with clarity and precision
- To acquire skills in both verbal and quantitative arenas given the complexity of modern information technologies and the necessity of logical thinking and critical analysis.

In addition, the supplemental instructors program was also assessed. A GAR for each intended outcome follows. Assessment of technology skills was expected but no GAR was submitted.

**OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 07/08
MAJOR: GEC Writing Skills**

Section One:

Activity Statement:

The fall 2007 version of the WAC rubric and data spreadsheet were continued for assessment purposes. Training on the rubric and datasheets continued as well with more faculty involved in the program and more courses involved. A higher comfort level with the rubric and overall assessment expectations improved. Efforts continued to expose students to writing expectations across all four years of their educational experiences, thus four more courses were added to the program. Additionally the faculty WAC committee continued to refine minimum writing expectations for these courses. Given that the fall classes tend to be lower level courses, while the spring courses were predominately upper level, it was decided to analyze the results by course level and by semester and determine if improvement in writing abilities over the student life at TU exists.

Section Two:

Intended Outcome #: Students will write with clarity and precision

Assessment Criteria: All WAC 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. (For a copy of the rubric see the DAA)

Results of Outcomes Activity:

<u>2007-2008</u>	<u>Not Met</u> Mean of 3.5 not met. AY 06/07 suggested this score might be too high for all levels of WAC. Improvement in writing across the students' experiences exists in many areas, but not all.	Fall 07, 14 classes, N=307 Means: 5 classes, N=42 Freshman: Structure/Org.=3.12 Citations=2.86 For./Lang.=2.98 Grammar=2.96 Punctuation = 3.10 Means: 4 classes, N=139 Sophomore: Structure/Org.=3.75 Citations=3.01 For./Lang.=3.18 Grammar=3.77 Punctuation = 3.79 Means: 4 classes, N=64 Juniors: Structure/Org.=3.11 Citations=2.85 For./Lang.=2.80 Grammar=3.13
------------------	--	--

	<p>Not met: again similar comments as stated above.</p>	<p>Punctuation = 2.83 Means: 3 classes, N=62 Seniors: Structure/Org.=3.55 Citations=3.67 For./Lang.=3.5 Grammar=3.62 Punctuation = 3.81</p> <p>Spring 08, 31 classes, N=655 Means: 10 classes, N=197 Freshman: Structure/Org.= 2.88 Citations = 2.78 For./Lang.=2.71 Grammar = 2.79 Punctuation = 2.77</p> <p>Means: 6 classes, N=117 Sophomore: Structure/Org.= 3.32 Citations = 2.50 For./Lang.=3.06 Grammar = 3.13 Punctuation = 2.86</p> <p>Means: 11 classes, N=260 Juniors: Structure/Org.= 3.12 Citations = 2.75 For./Lang.=2.96 Grammar = 3.05 Punctuation = 2.99</p> <p>Means: 4 classes, N=81 Seniors Structure/Org.= 3.34 Citations = 3.27 For./Lang.=3.18 Grammar = 3.41 Punctuation = 3.43</p>
--	---	---

Section Three:

Analysis and Action Plans:

Sizable improvement in terms of number of course and students involved over prior year: AY 06/07: 33 classes, N=493, AY 07/08: 44 classes, N=962. The growth of the WAC program should prove useful in analyzing the data by course level and semester. While the mean score of 3.5 in all areas was not achieved, this result is consistent with AY 06/07. It seems the time is right to reconsider the expected achievement with respect to this goal.

Improvement across course levels exists in most areas but not all. Faculty members are more comfortable with the program expectations and rubric and it is suspected that this comfort level may give rise to differing results longitudinally, thus, as this program matures, data will be kept by level and by semester so comparisons can be made.

There is also a concern over simply aggregating the data from every class and every student. The committee needs to consider using a sampling process from each level and then a reader's panel for assessment. This may also work to show "value added" in the WAC program.

Actions for next year will include:

- continue working with the University Curriculum Committee with respect to this GEC goal and implement recommendations
- continue work with the WAC faculty committee to clarify program expectations
- expand assessment of new WAC courses to allow for at least one course in each level of each academic program
- discuss adoption of a strategy of a panel assessment to select a sample of writing from each level to assess the issue of rater reliability
- discuss adoption of a strategy of "value added" by taking a sample of a freshman and senior writing sample and determine improvement

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 07/08
MAJOR: GEC Quantitative Skills

Section One:

Activity Statement:

Background

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

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

Data Collection and Analysis

We collected data using test-like questionnaires developed by members of the department. To facilitate data collection these were written using multiple-choice questions. The MAT174 questionnaire comprised 13 questions, parallel in form to those used in the pilot in the spring of 2006.

One caution should be made at this point. Because of the nature of multiple-choice mathematics questions we cannot be sure that students who answer a question correctly can, in fact, solve the problem. We can only be certain that the student can choose the correct answer from a set of possible answers presented. In almost all cases, the correct answer can be determined without actually solving the problem.

Sections were administered the questionnaire in the first week of classes and again in the final week of classes or with the final examination. There were some administration problems. First, one of the instructors, not realizing that the rotation called for assessing this course in the fall of 2007, did not administer the pretest. Second, due to some electronic file transfer issues, one of the sections was given a questionnaire in which the second question was missing the answer choices. The scores for this section were adjusted to make comparison with other students possible.

The data were placed in spreadsheets and analyzed. There were three analyses of the data. The first comprised mean scores separately for the pretest and the posttest. In this analysis all available scores were used. In the second analysis, we used student numbers to pair the pretest answers with the posttest answers for the same student and computed

the mean of the gain per student (posttest score minus pretest score). Students for which we had no pretest or no posttest (due to absence or changing classes) were excluded from this analysis. The third analysis was an item analysis of the posttest results which we plan to use to make adjustments to the courses to help future students learn these areas better.

Section Two:

Intended Outcomes: To acquire skills in quantitative arenas.

Assessment Criteria:

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

Results of Outcomes Activity:

<p><u>2007-2008</u> Pretest- Posttest assessment of MAT 174</p>	<p><u>Not Met</u> i.e., no significant improvement from last administration</p>	<p>MAT 174: six sections Pre-test 36.9% Post-test 65.5% +28.6% point change Areas of concern: combinations, and .probability using combinations. (Questions 7 and 10 of the questionnaire Post-test average spring 2006 was 67.4% (N=65), Change is not statistically significant. The areas of concern were apparent in the in the spring of 2006.</p>
---	---	---

Section Three:

Analysis and Action Plans:

Details of the Data

We have complete data on 79 students for the item analysis. We have pretest data for 97 students and posttest data for 144 students. The Grand Mean for all students who took the pretest was 36.9%, and the Grand Mean for all students who took the posttest was 65.5%, for a gain of 28.6 percentage points. The complete paired data yielded mean improvement of 29.5 points. The pretest mean and the posttest mean for the paired-sample data were not significantly different from the grand means. In the spring of 2006, this improvement was in the 45% range, but the pretest scores were significantly lower than in this assessment; that is, the students in the previous assessment were starting from a lower knowledge base. In part, this is due to the fact that the students in the fall semester tend to be placed in the course directly, showing a stronger background, while the students in the spring semester tend to be students who took the Math 173, and hence have a weaker preparation.

The areas for concern were Questions 7 (36.1% correct) and 10 (42.7% correct). For all other questions over half of the students were able to answer correctly. Question 7 was a

word problem involving combinations. Question 10 concerned calculating a probability using the calculations of combinations. The areas of concern in the spring of 2006 (the last time MAT 174 was assessed) were questions 2, 7, 9 and 10. We have seen improvement on questions 2 and 9, but questions 7 and 10 were still of concern.

Discussion

We seem to be at least somewhat effective in our teaching of the course, as evidenced by the fact that improvement figures were in the 29 percentage point range. Nevertheless the results show that we are not perfect and give us some idea of the areas which would bear improvement. In particular, the understanding and calculations of combinations needs work.

Change in Curriculum

Partly because of the difficulty our students were having with several of the topics, including combinatorics and probability, and partly because of the extremely tight schedule of the course, the mathematics department in the spring of 2008 decided to reduce the curriculum of this course. The new course will include linear equations, mathematics of finance, combinatorics, and probability. In particular we are dropping the introduction to statistics from the course. This means that in the next assessment, questions 11, 12, and 13 will not be included. It is hoped the in the more relaxed schedule, students will have the time to learn the topics covered more deeply. In the next assessment of MAT174 we will find if we have succeeded.

Action Plans:

- Further clarify the meaning of the GEC goal and whether or not this pre-test/post-test assessment continues to be appropriate.

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 07/08
GEC: Communication Skills

Activity Statement: Describe all department activities with respect to improving student learning. This may include new faculty hires, course revisions, assignment creation, rubric revisions, goal evaluation, etc.

This year the communications faculty implemented the curriculum modifications that were completed last year. A greater consistency of instruction was obtained by the continued refinement and use of common assignments and assessment rubrics within COM 130. Both full-time and adjunct faculty members were trained on the use of the rubrics and they were implemented in each section during the academic year.

The communication faculty also refined their offerings with respect to their major and concentration areas. This included combining content in a number of courses while incorporating minor changes in others. As part of this process, advising sheets were updated and course substitutions were accommodated for students needing a combined or eliminated course to graduate. All course content guides in the communication curriculum were also revised and updated. In many instances, this required completely redrafting outlines and goals because existing course content guides were either inadequate or incomplete.

An online version of COM 241: Survey of Mass Communication was established for the Associate's Degree program online. The course itself will be created during the summer. As part of efforts to achieve the university's goal of increasing multimedia content and interaction in online curriculum, the course will incorporate a number of media rich features, including video and online, synchronous office hours.

For the most part, the transition went well and resulted in a first draft of the Program Assessment Plan for the Communication program. The draft will be revised as needed and finalized in fall 2008.

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

Intended Outcome #2:

Students will speak with clarity and precision.

Assessment Criteria:

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

Results of Outcomes Activity:

<u>2007-2008</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	Improvement occurred between the two speeches. The average for the informational speech was 80%. The average from the persuasive speech was 87%. The improvement was consistent across the different sections taught by different instructors using the same speech evaluation rubric.

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

Analysis and Action Plans:

The improvement from the informational to the persuasive speech reinforces the notion that student public speaking skill increases with practice. This is the theory behind student speech presentation and evaluation. Performance should improve from one speech to another.

The faculty will continue to look at ways to enhance the basic speech course and to ensure consistency across all sections with content, syllabi and assignments. We will look at the possibility of adding an additional speech. A new edition of the current text will be used in all sections for next year. Updated multimedia materials will also be incorporated into the course.

In a related initiative, the communications faculty will be looking into establishing a Speaking Across the Curriculum program so that students will continue to use and improve their speaking skills as they progress through their college career.

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 07/08
MAJOR: GEC: Supplemental Instructors Program

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

Activity Statement:

The SI successfully fulfilled the following responsibilities:

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

Actions undertaken for Supplemental Instructor Program.

1. Sis received additional training in the area of tutoring in their specific field. Rebecca Fox coordinated the 2-hour math session for SI tutoring mathematics. Teresa Collins and Sherry Truffin coordinated the English session for SI tutoring English courses.
2. Expanded the program to include Forensic Science majors taking Biology and Chemistry courses during the fall and spring semesters.
3. Encouraged the Supplemental Instructors to place more focus on test taking skills during the study sessions.

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

Intended Outcome:

Supplemental Instructors will provide satisfactory service.

Assessment Criteria: Mean of 3.00 or above for all questions on the satisfaction survey regarding student sessions.

Results of Outcomes Activity:

<u>2007-2008</u>	<u>Met/Not Met</u>	<u>Data Details</u>
SI was knowledgeable	Met	4.40
SI was receptive	Met	4.25
SI was able to explain subject	Met	4.30
SI was prepared	Met	4.30
SI was qualified	Met	4.35
Study groups helped prepare students for tests	Met	3.80
Study groups helped with assignments	Met	3.90
Study groups built student confidence	Met	3.75
Study groups were valuable	Met	3.85
Desire for more study groups in more courses	Met	3.30

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

Analysis and Action Plans:

Administered the outcomes assessment evaluation for all participating study sessions and results were 3.00 or above on each survey statement. Therefore it appears the SI program is providing a satisfying experience.

Action Plans:

1. Recommend monthly meetings for the Supplemental Instructors during the semester to evaluate the program and discuss problem areas.
2. Coordinator should meet each Supplemental Instructor during the beginning of the semester to discuss coordination of study sessions.
3. Require each Supplemental Instructor to complete a lesson plan for each study session.
4. Continue evaluation of the SI Program for the year of 2008-2009 by administering survey.

IV. Academic School Assessment

This portion of the AY 2007-2008 OA Summary Report presents the GARs provided by the academic programs. Every attempt was made to assess goals regarding student learning directly within classes where possible.

A summary of direct and indirect measures of learning done in AY 2007-2008 is reported below:

AY-2007-2008 Summary of Academic Majors Outcome Results	
Direct Measures of learning	
Analytical Writing, Research Skills	Met standards on 57% of assessments
Case Study Analysis	Met standards on 50% of assessments
Comparison of skills with other graduates	Met standards on 0% of assessments
Critical Thinking Analysis	Met standards on 71% of assessments
Ethical Case Analysis	Not met standards on 100% of assessments
Final Project Summation Skills	Met standards on 100% of assessments
Presentational Skills	Met standards on 75% of assessments
Problem Solving Skills	Met standards on 100% of assessments
Professionalism/Internship Abilities	Met standards on 100% of assessments
Technical Knowledge in field	Met standards on 88% of assessments
Leadership skills/self appraisal	Met standards on 100% of assessments
Diversity Appreciation	Met standards on 100% of assessments
Indirect Measures	
Employment	Met standards in 100% of assessments
Faculty up to date in their field	Met standards in 50% of assessments
Faculty engagement with students outside of classroom	Met the standards in 100% of the assessments
Satisfaction with career preparation/ability to	Met standards in 0% of the

compete with other graduates	assessments
Given current career information	Met standards in 100% of assessments

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

Overall, results are positive in many of the areas of concern. Work needs to continue on refining student learning goals, assessment assignments, grading rubrics and other assessment measures. As in past practice, summary data will be discussed with all faculty and TU community members at the fall 2008 faculty workshop and meetings. Individual academic school data will also be discussed at the fall 2008 faculty workshop during their respective school meetings. Action plans are in place to understand these results and to put mechanisms in place to either improve or replace assessment plans for AY 2008-2009.

Each school's representative to the AOAC is responsible for reporting assessment news and activities at their monthly school meetings as well as assisting departments meet assessment objectives. An update report regarding OA action plans is due to the DAA by December 15, 2008.

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

School of Arts and Sciences
Executive Summary 2006-2007
Prepared by Miriam K. Fankhauser, School Dean

Again this year has been one of change. Our Masters of Humanities, our Master of Education, and our Associate of Arts in General Studies, all on-line programs, have been approved by HLC. Our major in General Science, which is necessary for our extended partnership with Lourdes in middle school education, is awaiting approval by OBR. Our Law and Society major has been eliminated because of low recruitment and we believe we can better serve our students with majors in other areas. Arts and Sciences lost two instructors in August; the English instructor was replaced in January, but the art instructor was not replaced until late spring.

While the assessment plan for the Arts Administration major core is not the way the department wants it to be and was to be put on hold until September 07 when it was to be refined, because of the lack of a full time faculty member in art, this plan has had to be put on hold again until the coming year. This plan will be top priority for 08-09. Nevertheless, assessment for the Music Concentration was run in MUS 223 Music Appreciation and MUS 325 Jazz History. While we believe the Visual Arts Concentration assessment plan is appropriate, the assessment criteria have not been refined yet and the entire plan and criteria will be revisited in 08-09 by the new faculty member. Visual Arts Concentration Assessment was not conducted this year since only adjuncts were working in this area and we lacked a full time person to oversee that activity.

All of the revisions for the communication majors and courses that took place last year were implemented this year. Appropriate course substitutions have been made to accommodate those changes. Course content guides have also been completed. The communication faculty has developed the assessment plan this year for the communication majors, with goals in place for the communication core. While it may need some refining, it is finally in place. Much discussion has taken place about the communication rubric and its use in other classes. We are also discussing the concept of communication across the disciplines which would be inclusive of our present writing across the curriculum, but it would include oral as well as other types of communication as well. While this is a total university issue, it is arising from the concerns of the faculty in Arts and Sciences. Communications faculty ran assessment in COM 130 Introduction to Communications this year.

The English department continues to refine its activities, and this year followed up plans of making a comprehensive English major and ensuring students within the major are well prepared for successful careers and/or further study. It brought in speakers, continued to promote and grow the activities of the English enthusiasts, conducted several seminars for seniors specifically, revised the literature rubric, and supported two theater productions. Furthermore, as a side note, we were able to fund a student presentation at a national conference. Lindsey Jesnek attended the 16th annual National Association of African American Studies (NAAAS) conference, a conference formerly

attended twice by A & S faculty. We were very proud to be able to sponsor her travel and presentation of her paper on Gwendolyn Brooks and John Greenleaf Whittier there.

The English and history department continue to work in partnership with paired classes for the honors program. Faculty from both departments is seeing an increased sense of interdisciplinary connectedness among the students who participate in those courses. Furthermore, the history faculty has worked to improve the rubrics for papers and for essay tests this year. These rubrics help students have a better sense of where to focus their questions and their efforts for improvement. The rubrics are helping to cut down of vagueness that seemed to be present in past discussions of papers or tests. The history faculty is working very hard to refine rubrics and the assessment process. This year assessment on the history major was run in HIS 226 United States Military History.

While assessment for the Law and Society major was run in Philosophy 305 in the fall of 07, any other assessment in writing was not completed. The Law and Society major was eliminated 5/15/08.

Finally, the School of Arts and Sciences continues to grow and develop itself.

Since our Arts and Angles Series is one of the ways SAS tries to enhance student learning and faculty sharing, that series is an important feature of our outcomes. We have seven presentations a year, with usually one faculty member responsible for each presentation, though joint presentations can and do occur. We continually try to improve volunteer attendance which may be used for co-curricular credit or extra credit in particular classes. By choosing topics that are of particular interest centered around a theme or geared in some way to enhance class offerings, we try to promote attendance of both students and colleagues in other schools. We do continue to struggle to grow our attendance, but because of the principles involved in the presentations, we will continue to run this series.

We are also strengthening our efforts to promote student learning and preparation for the real world by bringing in speakers and sponsoring other seminars of value to students. However, the number of our faculty attending professional development activities this year was low. Nevertheless, conversations were taking place among faculty about how to improve pedagogical techniques. We are raising awareness and sharing more this year.

Finally, while we have developed a rubric to evaluate our Master of Humanities papers, and ran a trial run on that rubric this spring, we have not yet put in place our Master of Humanities plan.

PLAN OF ACTION FOR COMING YEAR:

During the coming year, all of the Assessment Plan for the Arts Administration will be put in place satisfactorily. We also need to develop the Assessment Plan for the Master of Humanities, the Master of Education, and the Associate of Arts in General Studies.

While we had hoped to develop a critical thinking rubric and a presentation rubric to be used in all of our majors, this was not accomplished. We will continue to put efforts forth in this area.

Plans for the 07-08 Arts and Angles series are under way. Because our funding is up for the fall for professional development, we will continue to strongly encourage professional development. We also want to encourage faculty members to communicate more and to exchange ideas about teaching.

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 07/08
MAJOR: School of Arts and Sciences

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

Activity Statement:

See executive summary for full list of school activities supporting student learning. This year Arts and Sciences have gathered assessment on each of our five goals.

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

Intended Outcomes 1: SAS graduates will either be attending graduate school or working in jobs related to their major course of study within three years of graduation.

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

Results of Outcomes Activity:

2007-2008:	MET	Class of 2004 had 68% of the graduates working in their field of study and 32% continuing education; Class of 2005 had 70% working in their field of study and 30% continuing education; Class of 2006 had 80% working in their field of study and 20% continuing education; Class of 2007 has 50% working in their field of study and 25% continuing education (only 4 of 13 graduates responding)
------------	------------	---

Intended Outcomes 2: 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 who is working or has worked in a field related to one or more of the majors offered.

Results of Outcomes Activity:

2007-2008:	MET	The English department sponsored two outside speakers this year, Dr. Scott Payne who discussed careers for English majors and Gary Gildner who is an award-winning poet.
------------	------------	--

Intended Outcomes 3: SAS faculty will participate in the Arts and Angles program, which is designed to showcase SAS faculty interests and scholarship and promote interdisciplinary dialogue.

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

Results of Outcomes Activity:

2007-2008:	MET	6 of 15 (thus 40 %) full-time faculty participated in the 07-08 Arts and Angles series.
------------	------------	---

Intended Outcomes 4: SAS will increase regular attendance at Arts and Angles presentations.

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

Results of Outcomes Activity:

2007-2008:	NOT MET	This year our attendance ranged from 4-40, with an average attendance of 19. While we had four sessions with attendance of 20 or over, we also had three sessions with 4-5 attendees.
------------	----------------	---

Intended Outcomes 5: 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.

Results of Outcomes Activity:

2006-2007:	NOT MET	5 of 15 (thus 33%) full time faculty traveled to conferences in the 06-07 assessment year.
------------	----------------	--

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

Analysis and Action Plans:

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

Outcome #2: We will continue to foster outside speakers.

Outcome #3: While it is suggested that 40% might be a low percentage of participation, if each program has only one presenter, this has been the minimum amount of faculty able to participate in the 7 presentations a year. Actually with the increase in faculty by four to 20 for the 08-09 year, we need to decrease this outcome next year to a minimum of 35%. It is possible that more than one member might participate in a presentation, and in that case the percentage may be higher, but if a particular presentation is featuring the work of only one, the percentage will not be higher than 35%. For next year, as we did this year, we are also extending at least one presentation to student scholarly activities. While faculty may be monitoring/coordinating this section, it is possible the faculty may or may not be A & S faculty. Therefore, we believe the 35% figure for next year is realistic, but we will work to find ways to encourage joint presentations. We may also revisit this goal.

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

Outcome #5: Only a few of our faculty were able to attend conferences this year, and one attended two; a few who had planned to attend decided not to. It may be that our 70% is an unrealistic figure, but we are going to leave it stand and see what happens next year. Arts and Sciences travel monies have been increased for this coming year; therefore, we may be able to cover more of the necessary expenses to attend the larger conferences. Hopefully, more of our faculty will use the funds allotted to them in the coming year. Because new faculty seems overwhelmed by the work load, many do not access travel funds the first year. We would like to let the figures stand and see what the figures for this outcome are for next year.

**OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 07/08
MAJOR: BA-Arts Administration, Music Concentration**

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

Activity Statement:

- During 2007-08, the TU Musical Arts Program coordinated the following activities designed to improve student learning in the BA-AA major.
- Identified and hired new adjunct private music instructors who have extensive professional playing experience in a variety of popular and contemporary styles
- Hosted presentations by visiting professional musicians on (1) How to succeed as an entrepreneurial musician, (2) Songwriting and the music publishing industry, and (3) Music and global justice issues
- Established partnerships with several music industry entities, including production companies in Nashville and Detroit, which have agreed to host TU students, serve in internships.
- Added sections of private music instruction to accommodate students who are interested in taking private lessons beyond the requirement in the major
- Added a 2- and 3-credit option for summer vocal music workshop participants
- TU recording studio is currently being booked by outside bands and artists for independent projects, and staffed by TU student engineers.
- New TU student-led music projects were established, mentored by TU faculty and staff, and supported through assistance in booking in various performances around the community

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

Intended Outcome #1: 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: 75% of Arts Administration majors to receive a project grade of 80% or better in MUS 321 – Music Theory & Application.

Results of Outcomes Activity:

<u>2007-2008</u>	<u>Met</u>	<u>Data Details</u> 75% of BA-AA majors met the higher standard of 80% or better on the final project, compared with 67% of non-majors who met the lower standard of 75% or better.
------------------	------------	--

Intended Outcome #3: To prepare students for music industry careers or graduate study by giving them an understanding and appreciation of diverse musical styles and music from diverse cultures.

Assessment Criteria: Arts Administration majors to receive a project grade of 80% or better in MUS 325 – Jazz History.

Results of Outcomes Activity:

<u>2007-2008</u>	<u>Met</u>	<u>Data Details</u> BA-AA majors received an average grade of 82% on the final project, compared with non-majors receiving an average grade of 73%.
------------------	------------	--

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

Analysis and Action Plans:

- These activities successfully addressed both course and major goals, and students were successful in meeting these goals. Using two assessment tools was more effective than one, as done in previous courses. For the first time in the three years of outcomes assessment in the degree, majors consistently outperformed non-majors.
- Regardless of past experience, students who came into the course already having specific music-related interest areas and skills performed at an equal level compared with those who knew little or nothing about music upon entering the course.
- In 2008-09 goals related to the understanding and use of practical and theoretical musical skills will be addressed through activities in MUS 121 Basic Music Theory, and MUS 321 Music Theory and Application.

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 07/08
MAJOR: English

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

Activity Statement:

This year was a busy one for the English major. A great deal was accomplished with the goal of making a comprehensive English major and ensuring that students within the major are well prepared for successful careers or further study.

The accomplishments of the department were...

- Hired two British literature specialists (Karen Bayne, Spring 2008, and Dr. James Rovira, Fall, 2008)
- Offered a well-attended workshop on careers for English majors conducted by Dr. Scott Payne of the University of Findlay
- Purchased copies of *Great Jobs for English Majors* by Julie DeGalan and Stephen Lambert for all English and English Education majors
- Published three issues of the *TU Review*, including a special issue commemorating the work of Dr. Janet Hanna, who passed away in January of 2008 in a tragic plane accident
- Offered a well-attended poetry reading by award-winning writer Gary Gildner
- Offered three Arts & Angles lectures
- Conducted four Senior Seminars
- Revised Literature Rubric
- Focused Outcomes Assessment on literature courses, using Literature Rubric
- Focused Outcomes Assessment on Senior Seminar students
- Focused Outcomes Assessment on English Grammar course
- Offered summer electives
- Dr. Mary Grennen oversaw the production of two plays, A.R. Gurney's *Love Letters* and Neil Simon's *Rumors*
- English major Lindsey Jesnek presented a paper on Gwendolyn Brooks and John Greenleaf Whittier at the National Association of African American Studies and Affiliates conference (NAAAS)

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

Intended Outcome #2:

Literary Theory: In addition to the literary theory discussed when analyzing the literary canon, students will learn the basics of critical theory through ENG142 (Introduction to Literature and Criticism) and further their knowledge in ENG462 (Literary Theory). Majors are expected to achieve 80% or better in the application of critical theory in written work for ENG426 (Literary Theory & Critical Theory) according to the departmentally developed grading rubric.

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

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

Results of Outcomes Activity:

	<u>Met/Not Met</u>	<u>Data Details</u>
<u>2007-2008</u> 80.6% (25 of 31) assignments by English and English Education majors received scores of 3 (80%) or higher on the Literary Theory component of the literature rubric.	Met	ENG 294: 8 English Majors; 5 scores of 4 (paper grades 100%, 96%, 94.5%, 94%, and 89%); 1 score of 3.5 (paper grade 92%); 2 scores of 3 (paper grades 87.5% and 69%) ENG 346: 4 English Majors; 4 (paper grade 97.5%); 3 (paper grade 73.5%), and 2 scores of 2.5 (paper grades 82% and 71%) ENG 347: 1 English major: 4 (paper grade 85%) ENG 361: 7 English Majors; 4 scores of 4 (paper grades 93%, 94%, 96%, and 98%); 2 scores of 3 (paper grades 94%); 1 score of 0 (paper grade 0) ENG 463: 8 English Majors; 3 scores of 4 (paper grades 100%, 99%, and 90%); 2 scores of 3.5 (paper grades 90% and

		80%); 2 scores of 2 (paper grades 80% and 78%); 1 score of 1 (paper grade 0% for plagiarism) CUL 448: 3 English Majors; 2 scores of 4 (paper grades 100% and 95%); 1 score of 3 (paper grade 73%)
--	--	---

Intended Outcome #4: 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; 85% of non-majors will achieve a score of 70% or higher on the final exam in ENG 223. The final exam will contain various types of testing (multiple choice, short answer, matching, etc.).

Results of Outcomes Activity:

2007-2008:	Not Met	<u>Data Details</u> All of the students enrolled in the course were English and English Education majors except one, and the non-major took an Incomplete in the course and did not take the final exam. 44% of the English and English Education majors achieved a score of 80% or higher, and 22% of them achieved a score of 70% or higher.
------------	----------------	---

Intended Outcome #5: Senior Seminar

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

Results of Outcomes Activity:

<u>2007-2008</u>	<u>Met/Not Met</u>	<u>Data Details</u>
2 students achieved A grades 1 student achieved a B 1 student achieved a C	Not Met	50% of majors achieved a score of 90% or above on their senior seminar projects.

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

Analysis and Action Plans:

Literary Theory:

The department is pleased overall with the results achieved by English and English Education majors in the area of Literary Theory. Nevertheless, reports from students coming into upper-level literature courses indicate that coverage of literary theory in ENG 142, Introduction to Literature and Criticism, is not consistent across sections and instructors. In response to these reports, the English department revised the ENG 142 Minimum Course Content Guide to indicate that all instructors must give students an overview of the critical field (i.e. text-based approaches to literature such as formalism, structuralism, and post-structuralism or deconstruction; historical and biographical approaches; sociological approaches based in Marxist and feminist thought; psychoanalytic and archetypal approaches based on concepts from Freud, Jung, and/or Lacan) as well as practice writing from more than one critical approach. To assist faculty, especially adjunct faculty, in meeting this goal, the department will distribute copies of Robert Dale Parker's *How To Interpret Literature* (Oxford University Press, 2008) and ask faculty to familiarize themselves with its contents. In addition, all those teaching ENG 142 will be required to submit data using the literature rubric during the 2008-2009 academic year.

Senior Seminar:

Although the assessment target was not met, there was improvement in ENG 499 this academic year, both in course structure and in student performance. All Senior Seminar students were required to submit materials such as thesis statements, annotated bibliographies, drafts, and etc. well in advance of their final paper deadlines. In addition, the three students taking ENG 499 in the spring semester met with one another and with both professors teaching ENG 499 on a regular basis (every two weeks) to report on their progress and to share advice and resources. All students reported that these changes were beneficial; as a result, they will be built into as many sections of ENG 499 as possible next year. In addition, the department will discuss ways of improving accountability for students taking isolated sections of ENG 499 (i.e., students who take ENG 499 when no other majors are taking the course).

English Grammar:

English and English Education majors in ENG 223, Advanced Grammar, did not meet the assessment target as a class. Nevertheless, several improvements were made to the course, and overall performance on the exam improved. In spring of 2006, 18 students took the final exam, and after a 6% curve, averaged 74.8%. In spring of 2008, 9 students took the final exam, and after a 4% curve, averaged 76.8%. In other words, the scores in 2008 were higher overall despite a smaller curve. Changes to the course included the hiring of a supplemental instructor who conducted study sessions for students, extra coverage on problem areas such as passive voice, and a reduction in midterm and final exam length that allowed students more time to develop and review answers. All of these changes will be continued when the course is next taught (spring, 2010).

**OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 07/08
MAJOR: HISTORY**

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

Activity Statement:

The English and history department continue to work in partnership with paired classes for the honors program. Faculties from both departments are seeing an increased sense of interdisciplinary connectedness among the students who participate in those courses. Furthermore, the history faculty has worked to improve the rubrics for papers and for essay tests this year. These rubrics help students have a better sense of where to focus their questions and their efforts for improvement. The rubrics are helping to cut down on vagueness that seemed to be present in past discussions of papers or tests. The history faculty is working very hard to refine rubrics and the assessment process. This year assessment on the history major was run in HIS 226 United States Military History.

Each student selected a topic from a prepared list relating to United States military history. Their goal was to research and analyze the topic in a ten-page paper. Each student was evaluated on their ability to demonstrate an understanding of historical causation and show the comprehension of relevant historical content. They must present their findings in an organized and fluid essay.

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

Intended Outcome #1: Students will understand the concepts of historical causality, as well as demonstrated their ability to select relevant historical information from their research.

Assessment Criteria:

100% of the students will receive an 80% or better on their essay test question # 3 in HIS 226.

Results of Outcomes Activity:

<u>2006-2007</u>	<u>Met/Not Met</u>	<u>Data Details</u>
6 students-HIS 226 (United States Military History)	Not Met	The class median score was 79.6%. 4 students met or exceeded the threshold of 80%.

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

Analysis and Action Plans:

Compared to results with last year's freshman history course, this year's results is an improvement. This may be accounted for by scholastic maturity and the experience gained from having prior history courses. Students in this class who did not attain the 80% threshold certainly had the ability to do so. To expect 100% of students to perform at an 80% or higher level may be unrealistic. The history faculty will have to review this criterion. The history faculty will continue to refine the class assignments and the rubrics used to grade them.

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 07/08
MAJOR: Law and Society

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

Activity Statement:

Because of low enrollment in this major and because we believe that other majors may better serve our students in preparation for law school, we are eliminating this major for the coming year. It was discontinued as of 5/15/08 through the curriculum committee.

Outcome #3 was not measured this year due to the discontinuation of the major.

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

Intended Outcome #3: Students will demonstrate analytical writing skills.

Assessment Criteria: 80% of Law and Society students will demonstrate 80% competency in Analytical writing skills.

Results of Outcomes Activity:

<u>2007-2008</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not met	No WIC reports sent for L & S majors. We learned that we were discontinuing this major in the mid part of the Spring term, so this information was not collected.

Intended Outcome #5: Students will demonstrate competency in ethical decision making.

Assessment Criteria: 80% of the Law and Society students will demonstrate 80% competency in ethical decision making on the case study.

Results of Outcomes Activity:

Intended Outcome #8: Graduates will compare favorably to other graduates in “law like” majors.

Assessment Criteria: At least 75% of graduates will score at least a 156 on the LSAT and graduate with at least a 3.3 GPA.

Results of Outcomes Activity:

<u>2007-2008</u>	<u>Met/Not Met</u> Not Met	<u>Data Details</u> We had only one graduating senior in Law and Society Spring 08. This person has not taken the LSAT and this GPA is 3.06.
------------------	-------------------------------	---

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

This major has been discontinued.

<u>2007-2008</u>	<u>Met/Not Met</u> Not met	<u>Data Details</u> The case studies that accompanied the report last year were run in PHI 305 Fall 2007. Six Law and Society students completed the case study. The results were that three of six students (50%) had an 80% competency or above. These students had 86%, 90%, and 92%. The other three students had 68%, 76%, and 76%.
------------------	-------------------------------	---

School of Business
Executive Summary 2007-2008
Prepared by: Dr. Perry Haan, School Dean

The School of Business made some progress in assessing outcomes during the 2007-2008 school year. Unfortunately there were several other areas where the School did not fulfill the objectives that were established. The following is a summary of the results related to the goals established for the 2007-2008 school year:

1. Complete outstanding PAPs and GARs for all majors—none of the majors that had not submitted PAPs and GARs for 2006-2007 did so for the current year. Additionally, four programs which had submitted GARS in AY 06/07 did not complete one for this year: computer and information technology, finance, international business management, and managerial studies.
2. Clarify types of goals the faculty want to achieve in each major—some work was completed in this area where faculty members met to discuss what goals needed to be achieved in their majors. No changes to the existing GARs came from this effort.
3. Consider some type of national testing to assess skills as was used in Hospitality majors—as outlined below in the plan for the 2008-2009 academic year the School will implement the use of the Educational Testing Services (ETS) Field Test for Business.
4. Determine other specific skills students need to succeed in business world—each department has continued to reflect on the changes needed to update the skills of students in each area. As outlined in the plan for the 2008-2009 academic year below, the School will create some more subjective ways of implementing the overall goals of the School. During the 2006 School Planning Session the faculty members determined that School of Business students should be articulate, analytical and resourceful. The major effort for the next year will be find ways to measure those attributes.
5. Faculty need to determine better ways to integrate goals into classroom during their time at TU—While some faculty members are making an effort to do this, overall this was not accomplished. There has been a lack of feedback from the results of past assessment processes to use to improve classroom performance.
6. Improve student satisfaction scores on job preparation—this objective was accomplished. In the spring of 2007, 72% of seniors rated the job preparation they received at Tiffin University as a 4 or 5 on a scale of 1-5 where 1=Poor and 5=Outstanding. This increased to 79% (91/115) in the study done of School of

Business seniors surveyed in the spring of 2008. This is still below the 90% goal for this measure.

7. Increase number of internship opportunities to help improve perception of job preparation—there has been a concerted effort to increase the quantity and quality of internships available to students. An internship was added as a requirement for the Marketing major. The majors where internships are not currently being required have been encouraged to consider requiring them for the 2008-2009 academic year.
8. Discuss possibility of requiring internships in all majors or other career preparation opportunities—As noted in number 7 internships are now required of Marketing majors and are being considered in the majors that do not currently require them.
9. Faculty will emphasize writing in all classes to improve case writing skills—this was discussed in both School and Department meetings during the 2007-2008 year. The School is currently working with English Department to develop a professional writing course that addresses the specific types of writing done in the business environment.
10. Faculty will add more case studies and analytical exercises to improve analytical skills—unfortunately the results of the case study assessment tool suggest no significant change in the writing skills from last academic year. While this was discussed during the school year no formal action or measurable improvements were produced in this area.

Action Plans AY 2008-2009

In an attempt to address some of the deficiencies in the execution of the current outcomes assessment process the following is being proposed for implementation for the 2008-2009 academic year:

1. **Creation of a School of Business Outcomes Assessment Committee**—one of the major issues related to the execution of the current OA plan in the School of Business is a lack of buy in and participation by some of the School members. A committee will be formed consisting of the School Dean, member of the Outcome Assessment Committee, Department Chairs and other faculty members who will volunteer to work on the committee. This committee would be responsible for administering the plan. It is assumed the committee would do some if not most of the actual assessment of learning. This would eliminate the need to force faculty members who are not interested in participating in the process to do so.
2. **Implementation of AAR Principles**—In the spring of 2006 the School of Business met for two days to address the question, “What should a Tiffin University business student look like when she/he graduates?” The faculty

members decided upon three things they would like graduates to be: Articulate, Analytical and Resourceful (AAR). Thus the next recommendation is built upon trying to measure these three objectives.

3. New Student/Graduating Students AAR Assessment:

One of the recommendations is to have first year and graduating students complete a short exercise to assess their articulation, analysis and resourcefulness skills. The initial thought is that a sample of first year students could be given a short (1-page maximum) fairly simple business case study.

- One group of students would be given 30-minutes to write a 1-2 page response to the case that asks them to analyze the problem(s) in the case; explain at least two possible solutions to the case; choose and defend their solution to the case. A group of three faculty members would use a rubric to assess the papers for their ability to analyze the case, be resourceful in their potential and chosen solutions and articulate their thoughts through their writing.
- The other group of first year students would be given the same case but instead of writing a paper would have 30 minutes to prepare a 10-minute presentation to a group of three faculty members. The faculty members would have a rubric to assess each student's ability to analyze the case, be resourceful in their potential and chosen solutions and their ability to articulate their thoughts through their presentation.
- This same process could be done with students (ideally the same students) as they near graduation. The differences in scores on the two tests could be assessed to determine whether significant differences have occurred in their abilities in these three areas.

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

4. Nationally Normed Field Tests:

Another area that needs to be addressed is the lack of external measures being used to assess students. This has been cited in recent reports by Association of College and Business School Programs (ACBSP) and the Higher Learning Commission. We will do testing of students at the end of their last semester at Tiffin University. Educational Testing Services (ETS) administers the Business Field test.

The Tiffin University students' scores can be compared to any other group of schools in the country. The committee would need to determine which schools

would be appropriate benchmarks for Tiffin University's business students. These tests can also be used to assess majors. For example the test can match up results on the management part of the test with management majors so it can be determined where students are within a major are performing. It is important for the School of Business to have some way of comparing the knowledge levels of its students to those outside the Tiffin University, with whom they will compete for jobs.

5. Assessing the Business Core:

One of the other areas not assessed to this point is the classes making up the business core. An internally generated test has been created to test students' knowledge of basic business concepts as they begin their first business class (MKT 151). This same test would be administered to the same students as they complete MGT 495. The test will consist of six questions from each of the six classes in the Business Core. The test itself is only 36 questions and hopefully will only take about 20-30 minutes of class time to administer. Again the idea would be to compare students' subject matter knowledge between the first and last business core courses to determine if significant changes have occurred; including breaking the results down by subject area and/or major.

Obviously this proposal is a change from the direction from what has been done up to this point. The thought is that by including faculty who want to be involved in the process the results of these efforts would be useful in shaping future teaching strategies and curriculum changes. Also, hopefully these changes will result in assessing learning by more than one faculty member using more objective measures.

These changes will be proposed at the first School of Business meeting in fall 2008 with the hope of its approval so the initial assessments of first year students' AAR skills and Business Core skills can begin in the fall of 2008.

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 07/08
SCHOOL OF BUSINESS: Case Analysis

Section One:

Activity Statement:

For the past several years, management students have had their communication, critical thinking and business content skills assessed in the capstone Management (MGT 495) course. Starting in 2006-2007, MGT 495 became a graduation requirement for all business undergraduate students and thus will have these skills assessed.

For the assessment each student is writing a business case study that requires the student to analyze the situation the business has found itself it, compare and contrast different alternatives for dealing the situation, choosing one of those alternatives and then explaining how to implement the chosen solution. In addition to the writing and critical thinking skills used, students apply principles from their core business skills to the situation presented in the case.

Section Two:

Intended Outcome 3: Graduates will demonstrate their ability to analyze, critically review and communicate their thoughts using the technical skills and other learning from previous courses.

Assessment Criterion: Of the students completing MGT 495, 90% will earn a minimum standard to 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. This information is retrieved from the faculty evaluating the Management 495 paper with a deadline of May 15.

Results of Outcomes Activity:

<u>2007-2008</u>	<u>Not Met</u>	29/35 or 83% of SOB students who completed the case study in MGT 495 scored 80% or better on the Capstone Project. The mean for the papers was 3.02 with a standard deviation of .51.
------------------	----------------	---

Section Three:

Analysis and Action Plans:

As noted in the Results of Outcomes Activity above less than the targeted 90% of students earned the 80% or “B” goal. This is slightly worse than 86% of the students who scored 80% or better last year. This difference is not statistically significant. Based on a qualitative analysis of the results it appears that students’ writing skills and analysis of the problems presented in the case appeared to continue be the major problems.

During the 2008-2009 academic the School of Business Faculty will continue to emphasize writing skills in the classroom. Two years ago writing across the curriculum was implemented across the University, including in the School of Business. The SOB has increased the number of writing courses in its curriculum and is looking for other courses to designate as writing courses. The School is also working with the English Department to create professional writing course.

Another point of emphasis during the 2008-2009 year is analytical skills. A concerted effort is being made by the faculty is to add more case studies and other analytical thinking exercises to the classroom to shore up this deficiency.

**OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 07/08
SCHOOL OF BUSINESS: Preparation Satisfaction**

Section One:

Activity Statement:

Most organizations today make some attempt at measuring customer satisfaction. While the components of customer satisfaction can be complex, especially in a service business like education, it is important to make some attempt at measuring how customers assess their experience. Customers (students) of education are no different. The School of Business (SOB) at Tiffin University attempts to measure the satisfaction level of its students as they near graduation and prepare to move into the world of work or graduate school.

One of the significant measures the SOB uses to determine student satisfaction with their education is a senior questionnaire of students approximately one month before they graduate. One of the questions on the senior questionnaire asks students to rate how well they believe their education has prepared them for employment or graduate school. The specific question asks, "On a scale of 1 (Poor) to 5 (Outstanding), how do you rate your business degree in terms of preparation for a career?" The assessment below explores the results of the responses to this question.

Section Two:

Intended Outcome 2: To increase graduating students' confidence level in their education as it contributes to their ability to compete for jobs and positions in graduate school.

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

Results of Outcomes Activity:

<u>2007-2008</u>	<u>Not Met</u>	91/115 or 79% of SOB graduates rated their preparation for a career as a rating of at least 4 on a scale of 5. The mean for this question was 3.85 with a standard deviation of .76; the data was skewed (-.666) towards the upper end (5) of the scale.
------------------	----------------	--

Section Three:

Analysis and Action Plans:

As noted in the Results of Outcomes Activity above less than the targeted 90% of students rated their education as a 4 or better per the criteria described above. While this does not reach the 90% goal it is an improvement over last year's 72% who responded with a 4 or 5 on that question. The SOB 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.

One of the goals of the SOB for the 2007-2008 academic year is to increase the number of internships made available and engaged in by students. It is discussing the possibility of requiring internships for the other majors that currently make internships available but do not require them. Hopefully this increase in student satisfaction suggests that the increased efforts to create and promote internships have contributed to this higher score.

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 07/08
MAJOR: BBA-ACCOUNTING

Section One:

Activity Statement:

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

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

Section Two:

Intended Outcome #1: Accounting graduates can complete an unstructured research project and present their findings both orally and in a written paper.

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

Intended Outcome #2: Accounting graduates can complete a comprehensive accounting information system project.

Assessment Criteria: A minimum of 85% of students in ACC 300 will achieve an 80% on an accounting system simulation. A computer generated exception report that lists the percentage correct on the simulation will be used to evaluate the results.

Intended Outcome #3: Accounting graduates can complete a comprehensive individual income tax return.

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

Intended Outcome #4: Accounting graduates can demonstrate knowledge of costing systems and decision-making techniques.

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

Intended Outcome #5: Accounting graduates have been exposed to a variety of post-graduate options.

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

Results of Outcomes Activity:

<u>2007-2008</u>		
Outcome 1	Met	100% of the students earned an 80% or better even though the presentation average score was less than last year.
Outcome 2	Met	93% of the students earned an 80% or better
Outcome 3	Met	93% of the students earned an 80% or better
Outcome 4	Not met	76.75% of students received 80% or better on the test, counting each individual test separately. For ACC 313 it was 80%, but for ACC 314 it was 72.7%. These numbers are calculated by counting how many students got 80% or higher, adding across all tests and then dividing by total number of student-tests.
Outcome 5	Met	Dr. Alan Lord from BGSU and representatives from Becker Review spoke. An Alumni event was held and four successful graduates, Liz Wead, Eric Stover, Monica Welch and Drew Wallsmith comprised a panel. An attendance record was maintained.

Section Three:

Analysis and Action Plans:

The accounting faculty will continue discussions that focus on the appropriate cut-off level for outcome assessment purposes, particularly in regard to Outcome 4. We will also try to bring more speakers to campus so students have a better understanding of careers in accounting. Another area for our study is incorporating more practical assignments into upper division courses.

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 07/08
MAJOR: Management CONCENTRATION: Human Resources Management

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

Activity Statement:

Additional grading rubrics were created for case analyses, presentations, and other assignments for classes within the concentration. Some existing grading rubrics were refined. Faculty advisers of HRM internships also made a concerted effort to stay in close contact with students during their internships to help ensure that students conducted themselves professionally on the job and to ensure that students were being exposed to appropriate learning experiences.

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

Intended Outcome #2: 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.

Results of Outcomes Activity:

<u>2007-2008</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Not Met	Only 69% of 42 students in MGT351 earned a B or higher on the final case assignment.

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

Analysis and Action Plans:

The action plan based on the 2006-07 results was as follows: The instructors of MGT351 will review and revise the grading rubric, building in some flexibility. In addition, the grading rubric will be included with the syllabus and will be more carefully reviewed, along with the case analysis guidelines, before each assignment is due.

However, the lead instructor who normally teaches this class did not teach it this year and there was apparently miscommunication and misunderstanding between the lead instructor and the faculty member who did teach it. Neither the grading rubric nor the case analysis guidelines was included with the syllabus. They were apparently posted on the N: drive for students to access. However, it does not appear that they were thoroughly reviewed with the student before each assignment.

Action Plan: The lead instructor will again be teaching this course in Fall 2008. The instructor will implement the action plan that was supposed to be implemented in Fall 2007. In addition, the lead instructor will make a better effort to more carefully coordinate with other instructors to carry out action plans in the future.

**OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 06/07
MAJOR: MANAGEMENT
CONCENTRATION: HOSPITALITY AND TOURISM MANAGEMENT**

Missing Section One:

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

Intended Outcome #1 *Graduates* will meet the strategic objectives and directions of the Tiffin University School of Business by providing foundational managerial knowledge in the context of hospitality and tourism management.

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

Results of Outcomes Activity:

2007-2008	Met	HOS215 – (FL 07 – Kile) 100% 9 out of 9 hospitality students received their Servsafe Certification from the NRA
-----------	-----	--

Intended Outcome # 2 Graduates will demonstrate the broadened knowledge of career opportunities and qualifications for employment in the hospitality and tourism industry.

Assessment Criteria: 100% of hospitality students in MGT 475 will receive a B or higher on their individual portfolio assignment (professional development plan).

Results of Outcomes Activity:

2007-2008	Not Met	MGT475 Fall 08 (Tiell) 83% (10 of 12) students received a B or better.
-----------	---------	---

Action Plan 07-08:

Two students did not receive an evaluation of a B or higher on the assignment. The portfolio professional development graded below a "B" was not inclusive of all the information required and the student was not given the opportunity to modify the submission. Since the senior portfolio is such a critical element to the major, students not receiving at least a "B" on the portfolio assignment will be given the opportunity to update their submission so that it is at least at the standard of a [B] in terms of the four criteria: quality, inclusiveness, presentation features, and organization.

Intended Outcome # 3 Graduates will demonstrate application of enhanced oral and/or written presentation skills integrating technology for instructional purposes.

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

Results of Outcomes Activity:

<u>2007-2008</u>	Met	HOS 330 – SP 08 – Miller 100% 7 out of 7 hospitality students received a B or better
------------------	-----	---

Intended Outcome # 4 Graduates will successfully integrate theoretical information in practical situations associated with segments of the hospitality and tourism industry.

Assessment Criteria: A minimum of 90% of hospitality students in MGT 475 will achieve an above average or outstanding rating from an outside evaluator on question number 6 (Please rate the student intern's overall performance.) of the School of Business Intern Evaluation form.

Results of Outcomes Activity:

<u>2007-2008</u>	<i>Not Met</i>	MGT475: (FL07 – Tiell) 75% - (9 of 12)
------------------	----------------	---

2007-2008 Action Plan:

Three students never turned in an evaluation and lost points on the portfolio grade. Of the 9 that submitted evaluations, 100% met the criteria of an above average or outstanding rating from an outside evaluator. The next time the course is taught, the professor will ask for the evaluations to be turned in ahead of time and separate from the portfolio. The professor will copy the forms and return them to the student for inclusion in their portfolio.

**OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 07/08
MAJOR: MARKETING MANAGEMENT**

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

Activity Statement:

Staff Increases: A full time assistant professor was appointed for 2008-09. An adjunct with marketing experience for a large medical hospital was appointed as a visiting lecturer in 2007-2008 and given a continuing contract for 2008-2009.

Program Enhancement: Rubrics were created for several of the assessment criteria and appear in the revised BBA Marketing plan. A class was dropped from the core courses to allow for the addition of MGT475 “Internship and Professional Development” which is intended to emphasize experiential learning as a major factor in career exploration and preparation. The course requires a minimum of 200 hours of field experience assisting an organization with marketing, advertising, and/or similar business skills.

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

Intended Outcome #1: Marketing management graduates will explain how the different marketing communication tools are used by organizations to create their integrated marketing (IMC) plan.

Assessment Criteria: At least 90 percent of Marketing graduates will earn an overall score of 4.0 or better (on a scale of 5.0) on the rubric created to evaluate the students’ IMC plan for an organization. This assignment is created in the MKT 253: Marketing Communications class.

Results of Outcomes Activity:

<u>2006-2007</u>	<u>Met/Not Met</u> Met	<u>Data Details</u> MKT253-90 (SUM 07 – Haan) 92% (12/13) received a 4.0 or better.
<u>2007-2008</u>	<u>Met/Not Met:</u> Met	<u>Data Details</u> MKT 253-01 (SP08 McGilvray) 100% (49/49) received a 4.0 or better

Intended Outcomes 2: Marketing students will explain how the techniques and practices are used in retail operations and develop an awareness of the social and cultural environment in which retailers operate.

Assessment Criteria: At least 90 percent of Marketing graduates will earn an overall score of 4.0 or better on the rubric created to evaluate students’ responses to an essay question on the final exam in MKT350 that explains how the techniques and practices are used in retail operations and develop an awareness of the social and cultural environment in which retailers operate.

Results of Outcomes Activity:

<u>2006-2007</u>	<u>Met/Not Met</u> N/A	<u>Data Details</u> MKT350 Not Assessed
<u>2007-2008</u>	<u>Met/Not Met:</u> Met	<u>Data Details</u> MKT 350-01 (FL07 McGilvary) 95 % (23/24) received a 4.0 or better

Intended Outcomes 3: Marketing Management concentration graduates will demonstrate the ability to practice the skills used by salespeople.

Assessment Criteria: At least 90 percent of students in MKT354 will earn an overall score of 80 or better on a form created to evaluate a verbal sales presentation and the corresponding written materials for the project (see Appendix [A] in the BBA-MKT-MGT Plan for the MKT354 Sales Presentation Evaluation Form).

Results of Outcomes Activity:

<u>2006-2007</u>	<u>Met/Not Met</u> N/A	<u>Data Details</u> MKT354-01 Not Assessed
<u>2007-2008</u>	<u>Met/Not Met:</u> Met	<u>Data Details</u> MKT 354-01 (FL07 McGilvray) 97 % (41/42) received an 80 or higher on the sales presentation evaluation form.

Intended Outcomes 4: Marketing Management concentration graduates will differentiate between the strategies and tactics of business-to-business marketers and business-to-consumers marketers.

Assessment Criteria: At least 90 percent of students in MKT357 will earn an overall score of 4.0 or better on the rubric created to evaluate students' responses to an essay questions on the final exam that assess their ability to differentiate between the strategies and tactics of business-to-business marketers and business-to-consumers marketers.

Results of Outcomes Activity:

<u>2006-2007</u>	<u>Met/Not Met</u> N/A	<u>Data Details</u> MKT357 Not Assessed
<u>2007-2008</u>	<u>Met/Not Met:</u> N/A	<u>Data Details</u> MKT 357-01 (SP08 McGilvray) Not Assessed

Action Plan

A project will be created in 08-09 and the OA plan for intended outcome 4 will be modified to reflect a project instead of an essay question differentiating strategies of the two types of marketing tactics for businesses to businesses and business to consumers. The objective should be evaluated in 08-09.

Intended Outcomes 5: Marketing Management concentration graduates will describe the major concepts on which global marketing is based and the planning for global marketing.

Assessment Criteria: At least 90 percent of students in MKT404 will earn an overall score of 4.0 or better on the rubric created to evaluate students' description of the major concepts on which global marketing is based and the planning for global marketing.

Results of Outcomes Activity:

<u>2006-2007</u>	<u>Met/Not Met</u> N/A	<u>Data Details</u> MKT404 Not Assessed.
<u>2007-2008</u>	<u>Met/Not Met:</u> N/A	<u>Data Details</u> MKT404-01 (Semester – Yr – Instructor) Not Assessed

Action Plan

A rubric will be created in 08-09 for MKT404 which will include values for the description of the major concepts for global marketing and the planning of global marketing.

Intended Outcomes 6: Marketing Management students will preview the environments of marketing management prior to graduation.

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

Results of Outcomes Activity:

<u>2006-2007</u>	<u>Met/Not Met</u> N/A	<u>Data Details</u> Not Assessed
<u>2007-2008</u>	<u>Met/Not Met:</u> N/A	<u>Data Details</u> Not Assessed

Action Plan

This outcome will be eliminated and a new “GAR” will be created for intended outcome number 6 in light of graduates being required to gain a minimum of 200 hours of field experience in the internship and professional development class (09-10). A new “GAR” will reflect the application of successful involvement in a practical experience as evaluated by an industry professional on the school of business internship form.

**OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 07/08
MAJOR: Organizational Management**

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

Activity Statement:

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

- Added grading rubrics references and Outcome Assessment assignments to all courses.
- Reviewed and selected new editions of textbooks and new textbooks.
- Re-wrote courses to reflect current business trends.
- Developed Minimum Course Content Guide for each course.
- Designated Writing Intensive courses.
- Quality Recruitment of new instructors
- On-going training of adjunct faculty; initial training for new adjunct faculty.
- Student Advising
- Guidance for on-line adjunct faculty.
- Designation of Lead Instructor for all courses.

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

Intended Outcome #1:

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

Assessment Criteria:

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

Results of Outcomes Activity:

<u>2008-2009</u>	<u>Met/</u>	<u>Data Details</u>
		CIT 312 – Result met: 93% of adult learners obtaining a “b” or better on the final paper/project. MGT 467 – Result met: 98% of adult learners obtained a “b” or higher on their project.

Intended Outcome #2:

Oral Presentation

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

Assessment Criteria:

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

Results of Outcomes Activity:

<u>2006-2007</u>	<u>Met</u>	<u>Data Details</u>
		MGT 467 – Results met: 80% of adult learners obtained a “B” or higher better on their oral presentation.

Intended Outcome #6:

Final Project Report

Adult learners will demonstrate the ability strategically analyze.

Assessment Criteria:

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

Results of Outcomes Activity:

<u>2006-2007</u>	<u>Met</u>	<u>Data Details</u>
		MGT 467 – Result met: 98% of adult learners obtained a “B” or higher on their project.

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

Analysis and Action Plans:

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

The intended outcome #4: Adult learners will demonstrate knowledge of ethical behavior and personal values will be assessed beginning with the 2008-2009 academic year. The case analysis in week 3 of the course will be assessed using the case analysis rubric. The assessment criteria will be that 70% of adult learners will obtain a “B” or higher on the week three case analysis of an ethical dilemma presented in the course text.

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

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

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 07/08
MAJOR: Sports & Recreation Management

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

Activity Statement:

Sport and Entertainment Law was renamed “Legal Issues in Sports and Recreation.” One of the two professors who teach and advise a majority of the sports management undergraduate courses has been promoted to the chair of the department of marketing and sports management. In addition, the MBA now has an online concentration in sports management bringing a more diverse student body studying the major. The major continues to attract speakers which are highly respected in the field. Students were offered the opportunity to attend a career fair in Cleveland co-hosted by Tiffin University. The local newspaper (Advertiser Tribune) wrote a full-page feature story on the major.

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

Intended Outcomes 1: Graduates will meet the strategic objectives and directions of the Tiffin University School of Business by demonstrating foundational managerial knowledge in the context of sport.

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

Results of Outcomes Activity:

2007-2008:	Met	MGT 160: 70% (Sp 08 – Tiell):
------------	-----	-------------------------------

Intended Outcomes 2: Graduates will demonstrate competency in effectively resolving unstructured problems and critically analyzing cases in the context of sport and recreation management.

Assessment Criteria: A minimum of 80 % of students in LAW 260 and 90% of the students in MGT 360 will achieve an average grade of “B” or better on the case analyses requirement.

Results of Outcomes Activity:

2007-2008:	Partially Met	LAW 260: (Sp08 – Santoro) 80% received a B or better and; MGT 360: (F07 - Millar) 88.89% of students received an average of B or higher
------------	---------------	--

Intended Outcomes 3: Graduates will demonstrate comprehension of requirements for planning, designing, and operating sport facilities.

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

Results of Outcomes Activity:

2007-2008	Not Met	MGT 325: 77% (18 of 22) (Fall 07 – Allen) - N
-----------	---------	---

Action Plan: Expectations for the graded component of the project will also be emphasized to a greater degree for students enrolled in the course. The course syllabus will be revised so it will provide more details and be more inclusive of the class objectives and the graded components of the course. The chair of the sports management department will review the syllabus for all courses in the department to ensure greater consistency in providing objectives, graded components, office hours, and other information suggested for all syllabi in the school of business.

Intended Outcomes 4: Graduates will demonstrate a broadened knowledge of career opportunities and qualifications for employment in the sport and recreation field.

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

Results of Outcomes Activity:

2007-2008:	Partially Met	MGT 160: 91% of students (Sp 08 – Tiell) - Y MGT 475: 88% of students (Fall07 – Tiell) - N
------------	---------------	---

Action Plan: Only one student did not receive an evaluation of a B or higher on the assignment, but since there were so few majors in the course (only eight), the percentage does not accurately portray the learning outcomes of the class as a whole. The portfolio graded below a "B" was not inclusive of all the information required and the student was not given the opportunity to modify the submission. Since the senior portfolio is such a critical element to the major, students not receiving at least a "B" on the portfolio assignment will be given the opportunity to update their submission so that it is at least at

the standard of a [B] in terms of the four criteria: quality, inclusiveness, presentation features, and organization.

Intended Outcomes 5: Graduates will demonstrate application of enhanced oral and written presentation skills integrating technology for instructional purposes.

Assessment Criteria: A minimum of 85% of students in COM 235 will achieve a grade of “B” or better on an assigned presentation/paper

Results of Outcomes Activity:

2007-2008:	Not Assessed	COM 235: (Sp 08 -Lisaki)
------------	--------------	--------------------------

Action Plan: *The adjunct who taught the course was not aware of the assessment process and only had aggregate grades to report for the 6 papers used. The chair expressed the need to choose one paper and to send the paper details, the grading criteria for determining an A, B, C, etc., and the report data.*

Intended Outcomes 6: Graduates will successfully integrate theoretical information in practical situations associated with segments of the sport & recreation industry and will create a professional portfolio detailing their experience

Assessment Criteria:

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

Results of Outcomes Activity:

2007-2008	Not Met	MGT475(a): 77% of students (FL 07 Tiell) MGT475 (b): 55% of students achieved an above average rating. (FL07 Tiell)
-----------	---------	--

Action Plan:

(a) Two of nine portfolios were submitted without the necessary documentation of the evaluation from the supervisor. Of the seven evaluations collected from sports management majors, 100% met the criteria of above average or outstanding. The next time the course is taught, the supervisor evaluations will be due separately and ahead of the portfolio date. The professor will check off the evaluation forms, make a copy, and return the original to the students to include in the portfolio.

(b) There was a flaw in the form and the “excellent” category was omitted. The only review categories were “above average, average, below average, and poor.” The form has been modified and improvement should be apparent in 2008-2009. 100% of the portfolios were recognized as average or above average.

School of Criminal Justice and Social Sciences
Executive Summary 2007-2008
Prepared by: Tom Newcomb, School Dean

The Goal Assessment Reports for the School of Criminal Justice and Social Sciences (SCJSS) for School Year 2007-2008 reflect a considerable changeover, with some consequent gaps, in the management of the School, its Departments, and its OA program. Time and stability will improve our GARs for School Year 2008-2009.

Of more concern than the hiccups from turnover is whether we are measuring our Intended Outcomes in the most meaningful way possible. In our BCJ/HST report, for example, an extensive and successful effort to integrate and update a course series was measured, only obliquely, under Intended Outcomes #1, "Students will be able to identify factors which influence multi-jurisdictional and emergency responses to domestic and foreign terrorist operations," through exam grades. Similarly, in our SCJSS report, our extraordinarily successful and mission-critical internship program was, under Intended Outcomes #1, "Prepare students for the professional expectations of their chosen fields," measured simply by the final evaluation assigned to our interns by their employers and students' final papers. The impact of that revised course series and the importance to our program of internships are not well represented in our present measurements of their worth to our students and to our program.

Of some promise in that regard may be the use of major field tests that measure our students against national norms. Our majors in Psychology, and possibly those of Law Enforcement and Corrections, may be meaningfully measured against such outside benchmarks. We have not, however, found tests that provide meaningful measurements of our Forensic Psychology and Government and National Security majors and will not use such instruments in those majors unless and until their yield can be shown to be useful. We have similar doubts about our finding meaningful tests for our majors in Forensic Science and Homeland security/Terrorism. Finally, and for the same reasons, we have identified no single test that can meaningfully measure all our BCJ programs, or our combined BCJ and BA programs, in a swoop.

Of some promise as well may be the use of juried evaluations of projects, presentations, and other products from capstone and capstone-like courses in the majors of SCJSS. Because of the small size of our faculty, and the diverse disciplines it represents, the scope and terms of juried review represent challenges that will need to be met.

Finally, I am encouraged by the creative and more substantive use of internships in the measurement of our Psychology majors this year under Intended Outcome #1, "Broadly based knowledge of modern ethical issues and practices," Method 2. At this self-described "professional university," with its mission to "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," our internship program would seem to hold data of great relevance and meaning to our

majors, to SCJSS, and to this university. So too, would be more comprehensive and detailed placement data.

**OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 07/08
School of Criminal Justice and Social Sciences Goal**

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

Activity Statement: We continue to look at internships as a primary measure of Intended Outcomes 1, Prepare students for the professional expectations of their chosen fields, and of the fundamental mission of this professionally oriented School and University. For these same reasons, and with some deviation from our planned assessments, we continued to focus upon Intended Outcomes 5, Increase students’ opportunities to network with working professionals in their chosen fields of study.

Section Two:

Intended Outcome #1: Prepare students for the professional expectations of their chosen fields.

Assessment Criteria: 90% of all interns will be rated above average or better by site supervisor and receive an 85% or better on their final paper. Copies of the rubrics for the supervisor evaluation and paper rubric are available in the SCJSS office.

Results of Outcomes Activity:

<u>2007-2008</u>	Met.	94% of all internship grades were rated 90% or better by site supervisors. Of 58 completed internships, 56 received a grade of above average (A or B) from site supervisors.
	Not assessed.	Data not retrieved on final papers.

Intended Outcomes 5: Increase students’ opportunities to network with working professionals in their chosen fields of study.

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

Results of Outcomes Activity:

<u>2007-2008</u>	Met.	Two visitors/sets of visitors met with students in fall, 07. Visitors represented the following majors: NASIC: GNS Iraq SIG: GNS.
	Met.	Seven visitors/sets of visitors met with students in spring 08. Visitors represented the following majors: NAACP: GNS, CJ Judges Davis, Carr: GNS, CJ. ERT: CJ U.S. Probations: CJ FBI/Cleveland: CJ, GNS AP DC Bureau chief: GNS FBI/Dayton: CJ, GNS
	Met (estimate only).	Attendance not surveyed at year's end.

Section Three:

Analysis and Action Plans: Because of the success of our internship program, and its centrality to the professional goals of this School and University, we hope to increase the qualitative as well as quantitative assessments we make from that program under Intended Outcomes 1. Also, because of the currency and connections of our working adjunct faculty, both in Criminal Justice and the Social Sciences, our measure of professional visits to our campus significantly understates the ability we provide our students to network under Intended Outcomes 5.

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 07/08
MAJOR: Crime Analysis

Section One:

Activity Statement:

This year's Outcomes Assessment in the Crime Analysis major focused on faculty development as it relates to the discovery of new and updated knowledge and its transfer to classroom learning units and other learning activity to ensure that both students and faculty are kept current on emerging trends and new knowledge found in the literature. In addition, four faculty members have been assigned specific classes so that they can concentrate on improving the quality and current state of the material being taught. Each of these faculty members have looked for the most current textbooks as well as online resources. This material has been added to the respective classes.

The faculty in the Crime Analysis major has worked hard to interact with both the students and practitioners in the field to be sure to continue to develop the most useful and well balanced classroom environment. The faculty interacts regularly with over 1,400 current crime analysts through several professional based list servers. The goal of the faculty is to blend research and practical learning techniques together to help to balance the student.

In the Geographic Information Systems (ENF 622), faculty member Christina Schaub introduced a new textbook GIS and Crime Mapping by Channey and Ratcliffe. In addition, she dissected the book into a number of units to integrate the material with other online material. Ms. Schaub constantly searches for current websites to enhance the value of the class.

Section Two:

Intended Outcome #: The Crime Analyst major learns how computer software that is required to become an effective crime analyst can help them in becoming a better analyst. The Geographic Information Systems class (ENF 622) teaches the student to analyze information through the use of spatial software (Geographic Information Systems).

Assessment Criteria: Over ninety percent of the students complete the required exercises with an excellent understanding of the technical aspects of how the software can help them to become more effective. They actually complete assignments that immitate the type of assignment that a crime analyst would receive. Their grade reflected this understanding.

Results of Outcomes Activity:

<u>2006-2007</u> Assessed Fall of 2006 and Spring of 2007.	<u>Met</u> More than 90% of the students in online and they demonstrated a clear comprehension in the updated uses geographic information systems (GIS).	The Geographic Information Systems class is online and the comprehension result in discussion threads was over 95%.
---	---	---

Section Three:

Analysis and Action Plan

It is almost universally accepted that faculty members upgrade their courses with the latest and most relevant content and not wait for textbook writers to periodically do that for them. In more research oriented universities, the nature of the requirements to gain tenure promote continuous renewal of expert knowledge as faculty pursue research and publication in their field. In the smaller teaching universities and professional schools this discovery and renewal of knowledge is no less desirable but often difficult to sustain because of heavy teaching and advising loads.

By linking the outcomes assessment process with some faculty motivation to pursue the latest knowledge in their field or even to discover new knowledge by means of research, students, faculty, and the practitioners in their chosen professions all have the potential to benefit. While most faculty members are curious by nature concerning developments in their respective field, some are not, but are still effective classroom teachers. By getting them to read a new book or five recent articles in their field they are able to use this information to better educate their students.

Concerning the Intended Outcome # 1, the Crime Analysis faculty members are tasked with finding two new articles and sharing them with their fellow instructors. These articles are examined to determine if they would be helpful for students through further research or expanding online discussion threads. This process should help to keep the faculty members more current in the field.

In next year's outcomes assessment process, it is recommended that more than a classroom or online discussion be used as standard for assessing comprehension of the knowledge of a students need to use current software in dealing with better data analysis. An in-depth student paper on the subject is recommended.

Analysis and Action Plan Update – July 22, 2008

More time was needed for adjunct professor Chris Bruce, President of the International Association of Crime Analysts to research and consult on the conversion issues with Microsoft Office 2007. In addition, Office 2007 still had glitches that affected all users and patches were offered and are still being developed that solved the conversion problems. Most of that seems to be done at this point.

In relation to Intended Outcome # 1, the standard will be used this year in the fall of 2008 to assess student skills and knowledge of applications software. In the spring of 2008, Chris Bruce (lead instructor for Applications Software ENF 532) provided links for the students to how to convert from Microsoft Office version 2003 to version 2007. As a result, Chris Bruce was able to provide an online resource for the student rather than a manual. This has enhanced the program because an instructor teaching ENF 532 will be able to address inquiries related to multiple versions of this software. In addition, students will have an increased opportunity to learn both computer versions.

The Crime Analysis faculty members will continue to find two new articles or one book and sharing them with their fellow instructors. These articles will be examined to determine if they would be helpful for students through further research or expanding online discussion threads. This process should help to keep the faculty members more current in the field. In addition, many of these resources are created with government dollars and can be used as free supplemental resources for the students.

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 07/08
MAJOR: Government and National Security

Section One:

Activity Statement:

The Department selected the spring offering of POL 205 to assess the intended outcome listed below. POL 411, the previous course, is an every other year course and POL 206 is an every year course that feeds into the POL 411 course as well as contains the same skills that are required for POL 411. This course provides an overall assessment of the student's ability to analyze and perform at the level needed for post-graduate employment. While a 200 level course, it encompasses a wide variety of subjects in preparation for the other required classes in the major. POL 205, The Presidency, analyzes policies, crises, and decision-making of the presidency as well as the institution of the office. Students learned the policies, the political context, and the applicability of the various instruments related to the presidency in the decision-making during each of the post-War Administrations. For each Administration, students were also to solve problems, both collaboratively and individually, consistent with that Administration's policies, their political context, and the instruments of national power as they were available at the time.

To apply their learning, both for this assessment and for a larger educational purpose, students divided into national security advising groups for the presidential campaigns of Senators Obama, Clinton, and McCain and were asked to solve national security policy problems collaboratively and individually, orally and in writing. The analyzing assignments included a collaborative exercise, an individual examination, and a collaborative exercise requiring interaction among the three groups. In addition, students briefed, and submitted in writing, their specific recommendations to their candidates on the policies, political context, and appropriate instruments of national power to be used against current problems and crises in national security.

Section Two:

Intended Outcome: Students 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, and what defines the office of the presidency as the pinnacle of this power.

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

Results of Outcomes Activity:

<u>2007-2008</u> Assessed Spring 2008	<u>Met/Not Met</u> Met overall. 85 percent of the students in POL 205 participated in each academic activity and satisfactorily completed the projects, with a grade of 80 percent or higher.	<u>Data Details</u> On the advising groups for the presidential candidates, the students were able to provide substantial information and advice using the <i>NYTimes</i> and related material available from government sources. Individual students briefs showed a mastery of the topic beyond the mid-level range, based on grades for the written assignment, as well as completion of the oral presentations. 80 percent of the students achieved a satisfactory grade of 80 percent or higher, on the assignments.
--	--	--

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

Analysis and Action Plans:

POL 205 was a small, mid-level class of highly motivated students, the success rate, as posted above reflected an interest in the subject matter by the students. Over the course of a semester, and especially in the collaborative exercises, where stronger students helped those who were struggling at least initially with the concepts, most students grew to perform in the *A* to low *B* range in their weekly problems and analyzing assignments.

Arguably an assessment of the Intended Outcome in a larger, lower-level course can present challenges. The Intended Outcome, however, requires an understanding and use of the concepts of policy, politics, and leadership within the reach of mid-level courses and students.

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 07/08
MAJOR: Psychology

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

Activity Statement:

Student learning, which was assessed in AY 2006-07, resulted in some trends and targeted plans of actions. Ethical content related to the “Duty to Warn” in potentially violent client situations and overall ethical decision making--were identified as a learning area in the prior years that should be strengthened. Other areas requiring plans of actions include continued measurement of student learning related to major content areas, and measurement of cultural competence. Follow-up is listed below.

Plan of Actions Established in AY 2006-2007 with Follow-up from AY 2007-08:

Follow-up: At departmental meetings, faculty discussed strategies to achieve increased student learning of “the Duty to Warn” concept. It was decided to increase the coverage of the concept in the PSY 201 Professional Practices course. PSY360 will continue to cover this concept as well. A follow-up partial assessment occurred as planned in performance in the ethical area overall continued to improve.

Follow-up: At departmental meetings, Faculty discussed strategies to achieve increased student learning of related concepts. It was decided to measure these concepts again in 2007-08 via the Paired Concepts instrument to assess student learning in major concepts areas. A follow-up assessment occurred as planned and is discussed in this report. Also discussed in this report is the continued goal related to cultural competence. A culture related class is now also required for all psychology majors. The Cultural Competency in Counseling course or the Multicultural Issues course is required for all psychology majors. The Educational Testing Service (ETS) psychology major exam was discussed as a tool. This exam was not given in the year 2007-08, partly due to staffing fluctuations (Psychology faculty member with major illness, department chair changes and reduced full time faculty time in program).

Follow-up: Faculty at the departmental and school level had reviewed and made revisions of the undergraduate psychology curricula 2006-07. Changes were made to: (1) utilize existing course contents, and specialties areas in the department, and (2) focus on professional and student needs. Program revisions were reviewed and approved by the Department of Behavioral and Social Sciences, the School of Criminal Justice and Social Sciences, the Tiffin University Curriculum Committee, TU Faculty Governance, and the Tiffin University Board of Trustees. The program changes represent a first step for later revisions to occur based on a “Core” and “Specialty Concentration” framework. A “Core” Psychology curriculum was established with specialty areas of Experimental, Addictions, and Applied-Human Services. Human Service was eliminated as its own major. Future revisions will be based on needs assessments, professional standards, and outcome assessment.

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

Intended Outcome # 1: Broadly based knowledge of modern

- e. ethical issues and practices

Assessment Criteria:

Assessment Criteria for Outcome A1e:

Method 1: PSY360, SCS201, and SCS300 each include assessment of case studies involving ethical issues and practices, and each requires student analyses of these case studies.

Target: At least 80% of students in each of these courses will score 70% or higher in their analyses of ethical issues and practices.

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

Results of Outcomes Activity:

	<u>Met/Not Met</u>	<u>Data Details</u>
<u>2007-2008</u>	Not met	Goal was not measured for fall 2007 or spring 2008.
2007-2008 Method 2	Met	Four completed forms from site supervisors for AY 06-07 internships have been received with consistency of ratings between student and site supervisors. Students had the tendency to rate themselves lower than the site supervisor. Student were rated 100% of the time 3 or better on ethical practices criteria.

Intended Outcome #2: (Psychology Majors) Increasingly coherent understanding of concepts central to the discipline.

Assessment Criteria:

A testing of students' cognitive structures, using departmentally standardized lists of critical concepts, composed for assessment of increasingly coherent understanding of general psychological concepts, presented via a concept-similarity rating task in a Likert-scaled survey format. Units of analysis are individual and mean differences between student and ideal structure schemas. Surveys will be conducted in human services and psychology upper and lower numbered course sections. 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 @ $p = <.05$.

Target: Student responses will be measured for a sample of students taking Psychology courses in 2007-2008 and across class standing were compared to prior faculty ratings. 100% of Junior and Senior rating samples will correlate with faculty ratings

Results of Outcomes Activity:

<u>2007-2008 Outcome# 1</u>	<u>Met/Not Met</u> Partially met	<u>Data Details</u> For 2007-08 –There was some consistent and linear correlation between mean student mean ratings of concept from junior to senior year. ($r = .251$). Only Senior responses on the survey were significantly correlated with faculty responses $r = .828$ (<i>thus this target was met for Seniors, but not Juniors</i>). Table 1 presents graph of mean comparisons based on class rank. All correlation results for 2007-08 Paired Concepts are presented in Table 2
-----------------------------	-------------------------------------	---

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

Assessment Criteria:

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

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

Results of Outcomes Activity:

<u>2007-2008 Outcome #4</u>	<u>Met/Not Met</u> Met	<u>Data Details</u> Students ($N = 22$) in Psychology courses took the test measure of the California Brief Multicultural Competence Scale (CBMC) (Gamst, Dana, Der-Karabetian, Aragon, Arellano, Morrow & Martenson, 1994). <i>Target was met for 2007-08, with 100% of the students taking the CBMC being normed for comparison scores. Overall the student sample scored in the 60th</i>
-----------------------------	---------------------------	--

		percentile, indicating a moderate level of cultural competence as compared to established professionals, and compared to the 55 th percentile obtained last year. The lowest scores occurred again on the <i>Awareness of Cultural Barriers</i> subscale, which also occurred in 2006-2007.
--	--	--

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

Analysis and Action Plans:

Although it appears some targeted goals for outcomes were achieved in AY 07-08, a few weaknesses were noted. Although student measurement of cultural competence was within moderate ranges, continued monitoring and improvement in this area is necessary. Increases in overall student percentile scores should continue as a goal. Also since the lowest scores occurred once again on the *Awareness of Cultural Barriers* subscale—this is indicated as an area to target for future educational emphasis. The continued use of the California Brief Multicultural Competence Scale (CBMC) is warranted. Seniors level students appeared to be achieving content expert knowledge, but continued measurement of lower class ranking student learning is required to determine any longer trends or issues in student learning. “Duty to warn” and ethical decision making should be reassessed in the next academic year.

As a result of the program curriculum change, the current Psychology Major Outcomes Assessment Plan needs re-written and revised. It was determined that the paired concepts would still be useful as a measurement tool but also the Educational Testing Service (ETS) Psychology major exam was discussed as a likely tool also to be used. This exam offers the ability to measure core psychological concept learning as well as the ability to add specialty assessment of concentration areas (Applied Human Services, Experimental, Addictions). This exam was not given in 2007-08. This exam should be given in the academic year 2008-09. The concentration areas continued to need assessment, and the ETS tool would be able to achieve both the measurement of learning in the overall major and the specialty areas. Core faculty instability contributed to achieving only a partial success in addressing and measuring the outcome goals of the Psychology program. An underlying goal is the need to achieve stability in program faculty. Future assessment and revisions and a solidifying of the Psychology Assessment Plan will need to occur with faculty input during the fall of 2008.

Table 1: Student and Faculty Item Means on Paired Concept Test 2007-08

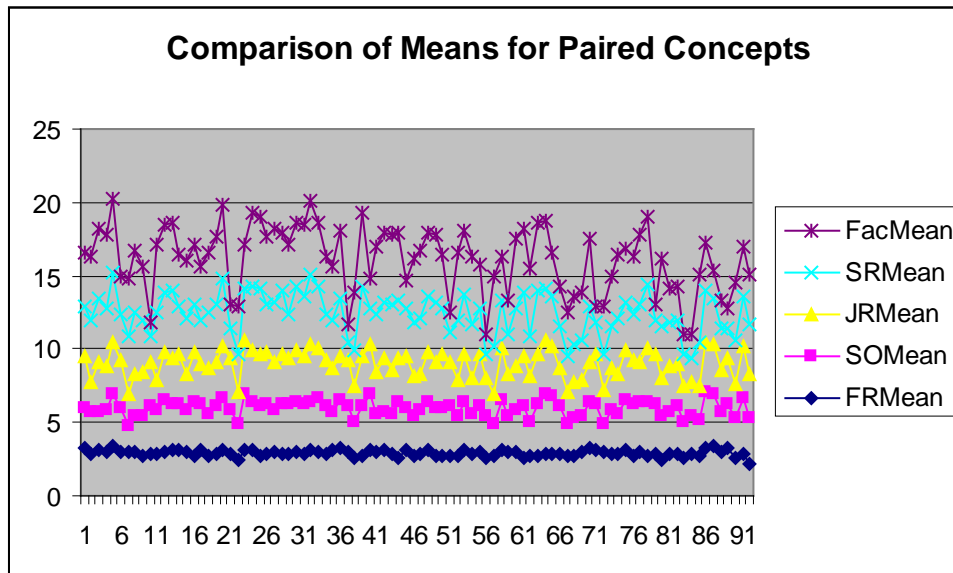


Table 2: Correlations Between Student and Faculty Means on the Paired Concept Test 2007-08

Correlations

		FreshMean	SophMean	JRMean	SRMean	FacMean
FreshMean	Pearson Correlation	1	.183	.393**	.154	-.031
	Sig. (2-tailed)		.081	.000	.142	.771
	N	92	92	92	92	92
SophMean	Pearson Correlation	.183	1	.670**	.244*	.052
	Sig. (2-tailed)	.081		.000	.019	.623
	N	92	92	92	92	92
JRMean	Pearson Correlation	.393**	.670**	1	.251*	.022
	Sig. (2-tailed)	.000	.000		.016	.833
	N	92	92	92	92	92
SRMean	Pearson Correlation	.154	.244*	.251*	1	.828**
	Sig. (2-tailed)	.142	.019	.016		.000
	N	92	92	92	92	92
FacMean	Pearson Correlation	-.031	.052	.022	.828**	1
	Sig. (2-tailed)	.771	.623	.833	.000	
	N	92	92	92	92	92

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

* . Correlation is significant at the 0.05 level (2-tailed).

**OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 07-08
MAJOR: CORRECTIONS**

Section One:

Activity Statement:

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

Section Two:

Intended Outcome # 1: Graduates will understand the five main theories of corrections. (COR 220)

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

Results of Outcomes Activity:

<u>2007-2008</u>	<u>Met</u>	100% scored 80% or higher. 93% average score.
------------------	------------	--

Intended Outcome # 2: Graduates will understand the major constitutional issues of offender supervision. (COR 436)

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

Results of Outcomes Activity:

<u>2007-2008</u>	<u>Met</u>	All students received 80% or higher. Average was 93%.
------------------	------------	---

Intended Outcome # 3: Students will demonstrate effective written and oral communication skills. (COR 220 & COR 230)

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

Results of Outcomes Activity:

<u>2007-2008</u>	<u>Met</u>	100% of students received an 80% or higher on written and oral presentations.
------------------	------------	---

Section Three:

Analysis and Action Plans:

The written assignment change in COR220 (Correctional Thought & Practice) that incorporated the fifth main Correctional theory was successful. It allowed students to see the foundations upon which governments base their correctional policy and critically analyze the value of each theory. Class discussions confirmed the value of these papers, as students expressed an increased familiarity with the theories and a favorable reaction to the assignment. Thus, this assignment change will remain in effect for future courses. Incorporating mission, organizational culture, organizational communication, legal foundation, and systemic overviews of justice agencies into the curriculum of COR230 (Agency Management) allowed students to understand the dynamics of managing an organization through both a theoretical and practical lens. This assignment will remain for future iterations of COR230 (Agency Management). The intent is to revise the PAP and include a goal on critical thinking and this work will coincide with the review and revision of the major. Since our current goals are being met, the assessment plan for AY08/09 will address goals as dictated by the review.

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 07/08
MAJOR: BCJ in Law Enforcement

Section One:

Activity Statement:

This year's Outcomes Assessment in the Law Enforcement major continued to focus on faculty development as it relates to the discovery of new and updated knowledge and its transfer to classroom leaning units and other learning activity to ensure that both students and faculty are kept current on emerging trends and new knowledge found in the law enforcement and criminal justice literature.

While most faculty do, and others should, continue learning in their field beyond what is found in updated editions of textbooks in the classes they teach, it is not always demonstrated that this new learning takes place nor that it is transferred to the classroom or to online courses where students can benefit in having the most up-to-date knowledge about the field they are majoring in. The half-life of standard introductory books in most fields is 2-4 years since new knowledge is always emerging and there is a delay of two years on average to get a textbook written, produced, and distributed.

The 2007-2008 Outcome Assessment for the Law Enforcement Major in the Bachelor of Criminal Justice degree program will continue to focus on closely linked faculty development and student learning activity about the critical and emerging new roles for law enforcement agencies and their personnel and in particular the new and controversial responsibilities police officers have in dealing with illegal immigrants in the United States and in protecting the nation's borders.

In the 2006-2007 evaluation period, the faculty member who taught JUS 110 Introduction to Criminal Justice had the option of reading 1 new book or 5 professional practice journal articles on a specific developing content area relating to current law enforcement practice as it relates to illegal immigration. The faculty member (Keith Haley) read Patrick Buchanan's book *State of Emergency: The Third World Invasion and Conquest of America*, Regnery Publishing 2006. In order to share that information with other faculty, he wrote and published a book review of this literary work in the June edition of *Conservative Justice Digest*, an online professional practice criminal justice journal. Other criminal justice faculty and students may access and read the book review.

The new learning content that the faculty member gleaned from the book *Invasion* was also shared in several other ways: (1) Used in an online UNIT 8 discussion thread entitled "Civilian Monitors on the U.S. Border: The Minutemen" and in a UNIT 9 discussion thread entitled "Citizens Watch Texas Borders in JUS 110 Introduction to Criminal Justice online, Fall 2006 semester; (2) Used in a UNIT 4 discussion thread entitled "Citizen Volunteers on the Border" and in UNIT 13 Illegal Immigration and Border Security in JUS 510 Contemporary Criminal Justice Issues and Trends online, Fall 2006

and Spring 2007 and; (3) Used in the IN THE NEWS segment class update in JUS 110 Introduction to Criminal Justice seated during the Spring 2007 semester.; (4) Used in UNIT 1 discussion thread entitled “Sheriff Arpaio’s Posse to Stop Illegal Immigration” in JUS 515 Research Design and Analysis online during the Spring 2007 semester.

Section Two:

Intended Outcome # 1: Law Enforcement graduates will be able to describe the four major features of the law enforcement officer role in American society: law enforcement; order maintenance; service; information gathering.

Assessment Criteria: Eighty percent of students in JUS 110 seated (Spring 2007) and online (Fall 2006) taught by Keith Haley will demonstrate clear comprehension of the new responsibilities and issues related to local law enforcement and illegal immigration by participating in an in-class Socratic type of discussion and in online discussions of the aforementioned responsibilities and issues. The instructor (Haley) applied a modified Flanders Interaction Analysis tool to assess the quantity of discussion comments, questions, student-to-student conversation, and acknowledgements of student understanding of the new illegal immigration content for both the seated and online classes in JUS 110 Introduction to Criminal Justice.

Results of Outcomes Activity:

<p><u>2006-2007</u> Assessed Fall of 2006 and Spring of 2007.</p>	<p><u>Met</u> More than 90% of the students in both the JUS 110 online and seated classes demonstrated clear comprehension of the law enforcement officer’s role in dealing with illegal immigration. The instructor completed and posted an online book review of <u>Invasion</u> by Patrick Buchanan.</p>	<p>In JUS 110 seated, 90 % of the students demonstrated in a discussion clear comprehension of the police/illegal immigration responsibilities. In JUS 110 online the comprehension result in discussion threads was 100%.</p>
---	--	--

Section Three:

Analysis and Action Plans:

It is almost universally accepted that faculty members upgrade their courses with the latest and most relevant content and not wait for textbook writers to periodically do that for them. In more research oriented universities, the nature of the requirements to gain tenure promote continuous renewal of expert knowledge as faculty pursue research and publication in their field. In the smaller teaching universities and professional schools this discovery and renewal of knowledge is no less desirable but often difficult to sustain because of heavy teaching and advising loads.

By linking the outcomes assessment process with some faculty motivation to pursue the latest knowledge in their field or even to discover new knowledge by means of research, students, faculty, and the practitioners in their chosen professions all have the potential to benefit. While most faculty members are curious by nature concerning developments in their respective field, some are not, but are still effective classroom teachers. By getting them to read a new book or five recent articles in their field they are able to use this information to better educate their students.

Concerning the Intended Outcome # 1, it would be useful to pursue one more round of work with the local, state, and federal law enforcement officers' responsibilities in dealing with illegal immigration since it seems to be developing into the issue of the day in the upcoming presidential election and many of our graduates will be confronting the issue almost immediately upon gaining employment in a law enforcement agency.

In next year's outcomes assessment process, it is recommended that more than a classroom or online discussion be used as standard for assessing comprehension of the knowledge of the law enforcement officer's role in dealing with illegal immigration. An in-depth student paper on the subject is recommended.

Analysis and Action Plans Update – January 3, 2008

In relation to Intended Outcome # 1, it has been decided that a different standard will be used this year to assess student comprehension and knowledge of the law enforcement officer's role (law enforcement function) in dealing with illegal immigration in the United States. Illegal immigration remains as one of the most critical social issues of the day as evidenced by the volume of new legislation proposed and enacted in state legislatures across the nation and in the content of debates and presentations related to the Presidential election in November of 2008.

In JUS 110 taught by Keith Haley during the Spring 2008 semester, the instructor will distribute and discuss an academic journal article concerning local police and their responsibilities in preventing and reducing illegal immigration into the United States. As a prelude to the discussion of the article, current data will be presented to the seated class taught by Haley that will depict the severe financial and social costs attached to the

current minimal approach to protecting the borders and the interior of the United States from illegal immigrants.

At the conclusion of the presentation on the local law enforcement officer's responsibilities in preventing and reducing illegal immigration, a brief 10 question quiz will be administered with the goal of seeing 90% of the class or more receive a score of 8 (80%) on the 10 question quiz.

A comparable presentation and assessment will be done in some modified form that is appropriate for students taking the course in the online format.

Results, Analysis and Action Plans Update – July 21, 2008

The above plan was not developed and submitted until January of 2008. The subject of illegal immigration continues to be a costly and dangerous situation for the United States and local law enforcement responsibilities in this arena are still relatively new. While the authority for local police to arrest and detain illegal immigrants under Section 287(g) of the Immigration and Nationality Act, today only 55 jurisdictions in local and state law enforcement have been trained and have officers who can enforce the federal law under this section of the act.

Because there are so few numbers of jurisdictions participating at this point in time, it has been difficult to locate a well written and documents article that deals in its entirety with this Section 287(g) authority and local law enforcement officers' responsibilities. Consequently, an article was not distributed in Keith Haley's Spring 2008 Introduction to Criminal Justice class; however, we will find a suitable article and distribute it in two sections of the Fall 2009 Introduction to Criminal Justice course taught by Haley. By this time there are such articles that cover the needed content for this learning and evaluation project.

As a prelude to the discussion of the article, current data will be presented to the seated class taught by Haley that will depict the severe financial and social costs attached to the current minimal approach to protecting the borders and the interior of the United States from illegal immigrants.

At the conclusion of the presentation on the local law enforcement officer's responsibilities in preventing and reducing illegal immigration, a brief 10 question quiz will be administered with the goal of seeing 90% of the class or more receive a score of 8 (80%) on the 10 question quiz.

A comparable presentation and assessment will be done in some modified form that is appropriate for students taking the course in the online format.

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 07/08
MAJOR: Forensic Psychology

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

Activity Statement:

During the AY 2007-2008, many things were done to encourage continued improvement toward students' ability to conduct empirical research (Criteria # 1). The grading rubric for research papers was revised to make the requirements more explicit for students. Students in all classes where research was conducted were required to follow the revised rubric. Since this year was also the first year to implement the research requirements governed by the Institutional Review board (IRB), students were instructed completely in the origin, meaning, operation, and requirements of the IRB. Students were given a strict timeline in which to create their research topic, and how to write it up for submission to the IRB for approval.

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

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

Research skills can also be improved by exposing students to research that others are doing. As such, undergraduate students in SCS 300 and FOR 460 were encouraged to attend and participate in master's theses proposal and final defenses by Forensic Psychology graduate students in the MSCJ. Finally, students were encouraged to present their research at conferences. During the 2007-2008 academic year, undergraduate Forensic Psychology students presented the research they had done in SCS 300 at the Ohio Council of Criminal Justice Education Research conference. This opportunity gave them experience communicating research findings to a diverse audience. Further, it afforded them the opportunity to critically evaluate other research projects from different disciplines.

A student from the Fall 2007 Psychology and Law class received the outstanding research award at this conference.

Section Two:

Intended Outcome #1: Graduates will demonstrate an ability to apply psychological theories and research to legal issues.

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

Results of Outcomes Activity:

<u>2007-2008</u>	<u>Met</u>	
FOR 460	Met	100% met objective (all earned A on final project)
SCS 300 F06	Not Met	63% met objective
SCS_300 S07	Not Met	71% met objective
SCS 300 F07	Met	80% met objective
SCS 300 S08	Not met	54% met objective

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

Analysis and Action Plans:

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

The report also shows that the objective varies with different instructors. Close adherence to CCGs are also important for continuity in meeting objectives in SCS 300. Based on this analysis, the following recommendations are made.

- (1) When examining this outcome measure, only the data for Forensic Psychology students should be used rather than the class as a whole.
- (2) Reinforce SCS 300 as a prerequisite to FOR 460. Advisors need to stress to their advisees that SCS 300 needs to be taken during the junior year. Since this course is now offered during both the fall and spring semesters, this should be easier for students to accomplish.
- (3) Consider revising this specific objective with more of an emphasis on measuring improvement between the SCS 300 and FOR 460 classes.
- (4) Increase communication between all professors teaching SCS 300 so that closer adherence to CCGs is maintained each semester regardless of who teaches the course.

**OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 07/08
MAJOR: BCJ – Homeland Security / Terrorism Major**

Section One:

Activity Statement: One of the problems identified by the Department was to ensure ENF 345, ENF 343, and JUS 215 courses and learning objectives are properly de-conflicted and integrated. Several meetings were held with faculty involved in these courses during the academic year. The results of these meetings were JUS 215 would concentrate on legal principals and directives related to terrorism and homeland security. ENF 343 will build on these principals and directives by discussing the different weapons terrorist may use. ENF 343 will show the student how they should deal with identifying, neutralizing, and the likelihood of which weapon the terrorist may use. ENF 345 takes the legal principals and directives, along with the various weapons of terrorism and challenges the student to utilize critical thinking to prepare for, respond to and recover from a terrorist incident. This AY, the students in ENF 345 was tasked with completing a COOP Plan for Tiffin University and Seneca County Sherriff’s Office. Both of these plans were presented by the students to the respective entity.

To make the three courses complete, a media relations section needs to be added to ENF 345. In JUS 215 and ENF 343 the media relations was discussed but not in the detail it needs to be in ENF 345. Media relations are a significant part of Emergency Operations and needs to be included in ENF 345.

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

Intended Outcome #1: Students will be able to identify factors which influence multi-jurisdictional and emergency responses to domestic and foreign terrorist operations.

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

Results of Outcomes Activity:

<u>2007-2008</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	ENF 345 100% ENF 343 92% JUS 215 74%

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

Analysis and Action Plans: Continue to stress the importance of how the three courses integrate the legal principals and directives and build upon each other to allow the students to achieve a working knowledge of “all hazards” approach to homeland security. Incorporate into the courses more media training to allow students familiarity with how the media impacts the response to an emergency incident.

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

The three courses are now being taught by one instructor who will ensure the plan that evolved out of the faculty meetings from AY 07-08 will be implemented.

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 07/08
MAJOR: Justice Administration

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

Activity Statement:

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

- Added grading rubrics references and Outcome Assessment assignments to all courses.
- Reviewed and selected new editions of textbooks and new textbooks.
- Re-wrote courses to reflect current business trends.
- Developed Minimum Course Content Guide for each course.
- Designated Writing Intensive courses.
- Quality Recruitment of new instructors
- On-going training of adjunct faculty; initial training for new adjunct faculty.
- Student Advising
- Guidance for on-line adjunct faculty.
- Designation of Lead Instructor for all courses.
 - DESIGNED AND IMPLEMENTED STUDY TIPS AND TOOLS: Including teacher/student resources in the following areas: search engines, educational resources, computer resources, little known facts about the public library system.
 - DESIGNED AND IMPLEMENTED OPTIONAL EDUCATIONAL RESOURCES FOR STUDENTS AND INSTRUCTORS: The Cato Institute, Streaming live presentations on blog talk radio
- Outreach strategies:
 - Formed partnership with Elyria Red Cross
 - Michael R. Lewis was guest speaker and formed alliance for BBA and BCJ Degree Completion Programs (September 2007 / March 2008).
 - Organized the attendance of 6 CCC cohorts and 2 online BCJ students to attend a critical incident management seminar at Lorain Community College in partnership with the Elyria Red Cross. Students that participated and successfully completed 1 day course were awarded a certificate and obtained continued education credits for citizen national security preparedness through FEMA. (April 2008).
 - Independent Study Courses
 - Organized through FEMA independent study courses for BCJ students. These courses are / were optional and volunteer. However, many students have taken advantage of these additional courses. Students are / were awarded a certificate and obtain

continued education credits for citizen national security preparedness through FEMA.

- Cleveland Height Police Academy
 - Michael R. Lewis was guest speaker and formed alliance for the BCJ Degree Completion Programs with potential students (April and May 2008).

Section Two: 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.

Intended Outcome #2

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

Assessment Criteria:

Seventy percent of adult learners will obtain “B” or higher on the final project/paper in FOR 366 and JUS 463

Results of Outcomes Activity:

<u>2007-2009</u>	<u>Met</u>	FOR 366 - Result met: 82% of adult learners obtained a “B” or higher on the final paper/project. JUS 463 – Results were not measured. Beginning with 2008-2009 academic year the presentation will be measured.
------------------	------------	---

Intended Outcome #3:

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

Assessment Criteria:

Seventy percent of adult learners will obtain a “B” or higher on the case analysis due in week 5 of JUS 463.

Results of Outcomes Activity:

<u>2007-2008</u>	<u>Met</u>	JUS 463 – Results met: 100% of adult learners obtained a “B” or higher for the project.
------------------	------------	---

Intended Outcome #4:

Adult learners will understand and appreciate historical influences on terrorism.

Assessment Criteria:

Seventy percent of adult learners will obtain a “B” or higher on the case analysis due in week 5 of POL 312.

Results of Outcomes Activity:

<u>2007-2008</u>	<u>Met</u>	POL 312 – Results met: 84% of adult learners obtained a “B” or higher on the final case analysis for the course.
------------------	------------	--

Section Three:

Analysis and Action Plans:

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

We will cease assessing Intended Outcome #4: Adult learners will understand and appreciate historical influences on crime and terrorism, as the results obtained in POL 312 have been satisfactory.

Beginning with the 2008-2009 academic year we will assess Intended Outcome #5: Adult learners will demonstrate the ability to analyze a contemporary problem and develop an effective solution. The final project for ENF 441 will be assessed using the summary paper rubric. Also the final paper/project rubric will be used in JUS 463 to assess this outcome. The assessment criteria will be that 70% of adult learners will obtain a “B” or higher on the week three case analysis of an ethical dilemma presented in the course.

Beginning with 2008-2009 academic year we will assess Intended Outcome #6: Adult learners will demonstrate an appreciation for individual and group differences in contemporary society. The final paper/project for SOC 360 will be assessed using the summary paper rubric. The assessment criteria will be that 70% of adult learners will obtain a “B” or higher on the week three case analysis of an ethical dilemma presented in the course.

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

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

V. Academic Support Programs Assessment

While most people will agree that the majority of student learning takes place inside the classroom, few will deny a great deal of learning occurs outside those walls as well. The Office of Academic Support Programs offers a number of activities that allow students to develop skills necessary in both arenas as well as for leading successful lives. In the past, evaluating the impact of these services has been informal at best. Concerted efforts were made during AY 07/08 to formalize these efforts and to gain a better understanding of the impact of the various programs offered through the office.

The following GARs outline activities for each office and advancements made in each area. As this is the first year for this effort, adjustments will be made in overall planning for each area as the upcoming year proceeds.

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 07/08
Office of Academic Support Programs: *Learning Center*

Section One:

Activity Statement:

- Determined the prime use times and evaluate the need for weekend hours in order to have tutors available.
- Evaluated the services offered to ensure that they are meeting the needs of the students.
- Hired qualified tutors who have above average grades and strong recommendations from professors.
- Evaluated and enhanced online writing assistance for Fast Track and Graduate programs.
- Monitored progress of the students who use the center by comparing their mid-term grades to final grades in a semester and across semesters.
- Provided students with the assistance and skills to succeed in their coursework.
- Increased usage of the center, especially among populations that most need assistance.
- Surveyed faculty to determine if they refer students and their perception of the effectiveness.
-

Section Two:

Intended Outcome #:

Services of Learning Center will meet the needs of all campus constituents.

Assessment Criteria:

Satisfaction Surveys and a Learning Center Assessment will be administered to students and faculty at the end of each AY to make sure needs are being met. Log number of total tutoring hours and peak usage to evaluate need for changes.

Results of Outcomes Activity:

<u>2007-2008</u>	<u>Met/Not</u>	<u>Data Details</u>
Increase usage	Met Met	An increase in tutoring sessions from 1467 in 2006-07 to 1750 for 2007-2008.
Prime/weekend usage time	Met	Peak usage 10:00 a.m. to 2:00 p.m. and 6:00 p.m. to 8:00 p.m.
Online writing assistance	Canceled	Open Sunday before finals. Not much usage. Replaced by SMARTTHINKING.
Student Satisfaction	Met	
Faculty	Met	Survey Results will be available later in Aug,

Satisfaction		2008 Faculty responses are mostly 'agree' or 'strongly agree'.
--------------	--	---

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

Analysis and Action Plans:

Data showed usage is up in the center and the need for tutors remains an important service for students to achieve their learning objectives. Online tutors was a greater need than could be provided by on campus staff so the institution has contracted with SMARTTHINKING to provide 24/7 service to online degree completion, graduate and associate degree students. Overall it appears that the services of the center are satisfactory.

Action Plans:

- Continue to evaluate the services offered to ensure that they are meeting the needs of the students.
- Provide students with the assistance and skills to succeed in their coursework.
- Monitor progress of the students who use the center by comparing their mid-term grades to final grades in a semester and across semesters. This was partially done but not until well in to the academic year and results are inconclusive.
- Increase usage of the center, especially among populations that most need assistance. We need to better determine just who the students are and what populations, if any, are not being served.
- Work with the Director of English Language and American Culture Program to identify better ways of assisting students who are not proficient in English.
- Continue to seek additional space, staff and resources.

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 07/08
Office of Academic Support Programs: *Career Development*

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

Activity Statement:

- Enhanced and sustained an integrated Career Development System through employer and education partnerships.
- Explored with employers and faculty methods to increase utilization of education and training opportunities.
- Promoted internship awareness among faculty and students.
- Implemented mentoring connections to connect students interested in working in a particular field or industry.
- Implemented an online career management and interview system to create a seamless image for Tiffin Campus and off-site campuses. This will provide employer/student posting and resume search capability, recruiting, and placement options.
- Became a member school of Education Career Exposition.
- Continued with Employer Advisory Board and included employer and faculty/students panel discussion beginning with Fall Semester meeting.
- Collaborated with the Office of Alumni Relations to re-connect alumni to Tiffin University and called the program "TU Connections".
- Provided Job Shadowing opportunities.
- Worked with consortium members to develop employer recruitment strategies.
- Provided the ability to collect, enter, and approve job postings.
- Developed an online survey to collect and reported data about students, alumni, and employers
- Invited employers (current and new) as well as faculty and students to participate in the Employer Advisory Board Fall Semester meeting.
- Created an internship brochure and Internship Newsletter and distributed via e-mail, Dragon News, sent to parents, and posted to inter and intranet pages.

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

Intended Outcome #:

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

Assessment Criteria:

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

Results of Outcomes Activity:

<u>2007-2008</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met	<ul style="list-style-type: none">• Implement an online career management 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.• Work with consortium members to develop employer recruitment strategies.• Work with consortium members to develop employer recruitment strategies.
	Met	
	Met	

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

Analysis and Action Plans: 2008-2009

While additional work was done to increase recruitment activities and make sure they were valued by all constituents, only informal evaluations of the activities took place.

The Director of Career Development and the Associate Vice President for Academic Support Programs will meet to refine the goals, develop instruments to measure outcomes and determine how to report these as they impact student learning. Goals of the office will be reviewed to make sure they coincide with available staffing and funding.

The following items will be reviewed, revised, changed or eliminated for 2008-2009

- 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 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.
- Become a member school of Education Career Exposition.
- Continue with Employer Advisory Board and include employer and faculty/students panel discussion beginning with Fall Semester meeting.

- Collaborate with the Office of Alumni Relations to Re-connect alumni to Tiffin University and call the program “TU Connections”.
- Provide Job Shadowing opportunities.
- Work with consortium members to develop employer recruitment strategies.
- Develop an online survey to collect and report data about students, alumni, and employers
- Invite employers (current and new) as well as faculty and students to participate in the Employer Advisory Board Fall Semester meeting.

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 07/08
Office of Academic Support Programs: *Study Abroad*

Section One:

Activity Statement:

- Identified new ways of promoting study abroad and internship opportunities.
- Revised and enhanced the website to attract more attention.
- Promoted study abroad opportunities to the parents of traditional students.
- Promoted internship opportunities with Huron University.
- Attended orientation programs to promote study abroad opportunities
- Worked with the Office of Alumni Relations and the Registrar’s Office to locate former study abroad participants.
- Surveyed former students, by mail or phone, to find out how their experience may have helped them in their professional lives.
- Mailed letters and information material to parents of students who may be eligible to participate in study abroad.

Section Two:

Intended Outcome #:

Increase activities to promote study abroad opportunities in order to increase enrollment in these opportunities.

Assessment Criteria:

Track promotion activities and number of student abroad participants so as to obtain 8-10 students per year.

Results of Outcomes Activity:

<u>2007-2008</u>	<u>Met/Not Met</u>	<u>Data Details</u>
	Met Not met	More activities held in AY 07/08 than prior years Four students will study abroad fall 2008 and two for summer 2008. This is more than prior year, but not target.

Section Three:

A number of activities were held to promote enrollment in study abroad programs but objective of 8-10 students not achieved. Goal may be a bit ambitious but will be kept at least for another year to see if impact from promotional activities will garner more participants.

Analysis and Action Plans:

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

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 07/08
Office of Academic Support Programs: Academic Advising

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

Activity Statement:

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

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

A PAP for this program was created demonstrating improved efforts to tie advising to student learning opportunities and evaluating those efforts.

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

Intended Outcome:

Improve quality of advising provided by all TU academic advisors.

Assessment Criteria:

Increase and improve methods of communicating advising policies and expectations.

Results of Outcomes Activity:

<u>2007-2008</u>	<u>Met/Not Met</u> Partially Met	<u>Data Details</u> Information provided through various mechanisms but not evaluated for its effectiveness.
------------------	-------------------------------------	---

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

Analysis and Action Plans:

A change in advising administration limited many activities originally planned for during AY 07/08. But academic advising continues to be an integral part of matriculation efforts within the institution.

Action Plans:

- create a website to provide comprehensive information for both students and advisors
- develop and administer an advisor evaluation to be completed by students after advising week activities
- develop and administer an Advisor Training Program in fall 2008

VI: Athletic Division Assessment

OFFICE OF ASSESSMENT AND ACCREDITATION GOAL ASSESSMENT REPORT: AY 07/08 Athletic Division

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

Activity Statement:

- Emphasized improved study techniques with goal of increasing student athletes overall GPA
- Created Academic Tracking System with Registrar's office
- Implemented improved system for advising student athletes of eligibility requirements
- Continued promotion of study tables and the Learning Center to assist academic progress
- Teamed with faculty to form Faculty Sponsor Programs for all teams to improve communications, to stress academic support services, to enhance overall understanding of student-athlete challenges.

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

Intended Outcome #: Improve student-athlete academic achievement.

Assessment Criteria: Achieve an overall student-athletes GPA of at least 3.0. Squad size on each time will meet NCAA standards.

Results of Outcomes Activity:

<u>2007-2008</u>	<u>Met/Not Met</u>	<u>Data Details</u>
GPA goal	Met	Exceeded student athlete GPA goal of 3.00 with a 3.01 mark
Squad sizes	Met	All teams met squad size requirements in 2007-08

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

Analysis and Action Plans:

- Civic engagement analysis: all teams are required to be involved in the community and a system will be implemented to analyze the frequency of participation and student athlete appreciation of endeavors.

-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.

-NCAA Best Practices initiative

1. Academic Tracking System-a web-based software application developed by the NCAA to enable Division II institutions to monitor the academic performance and outcomes of entering cohorts of student-athletes and submit information to the NCAA.

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

VII: Student Affairs Assessment

OFFICE OF ASSESSMENT AND ACCREDITATION GOAL ASSESSMENT REPORT: AY 07/08 Student Affairs

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

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

All students are required to complete 26 hours of co-curricular activity in order to graduate. Half of these hours can be in personal development, the other half in service to others. The following were co-curricular activities sponsored by the Office of Student Development:

- Yoga Class
- RAD (Rape Aggression Defense)
- Making Cents: A Session On Financial Matters
- Trip to Painter's Pottery (2)
- Nutrition 101
- Dream Analysis Workshop
- Healthy Choices (2)
- Trip to "Lights Before Christmas" at the Toledo Zoo
- Stress Free Zone (2)
- Trip to the Toledo Museum of Art
- The Naked Truth About STDs
- E-mail 101
- Celebration of Life week
- Trip to the Capital Building
- Trip to the Charles H. Wright Museum of African American History
- Reading at Saint Mary's School

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

- Welcome Back Picnic
- Spiritual Life Fair
- Involvement Fair
- Beyond the Wall Poster Sale
- The Naked Truth

- Family Weekend
- International Dinner
- Motivational Speaker Bruce Boguski
- Community Trick or Treat
- Late Night Breakfast
- Beauty Undressed

The following activity was sponsored by the Office of Residence Life:

- Winter Leadership Conference
- Little Sibs Weekend

Section Two:

The following table provides additional information on the activities sponsored by the Office of Student Affairs. The table shows the number of participants (if taken), whether or not those participants were surveyed, whether or not the participants found the activity useful to them, and whether or not they would recommend it to other TU students.

A copy of the original surveys as well as copies of the completed surveys are available upon request.

Activity	No. of Participants	Surveyed	Found Useful	Recommend It
Yoga Class	22	No	--	--
RAD	23	No	--	--
Making Cents	14	Yes	Yes	Yes
Painter's Pottery (2)	24	Yes	Yes	Yes
Nutrition 101	34	Yes	Yes	Yes
Dream Analysis	38	Yes	Yes	Yes
Healthy Choices (2)	31	No	--	--
"Lights Before Christmas"	35	No	--	--
Stress Free Zone	--	--	--	--
Toledo Museum of Art	18	Yes	Yes	Yes
Naked Truth About STDs	20	No	--	--
E-mail 101	9	No	--	--
Celebration of Life Week	--	--	--	--
Capital Building	16	Yes	Yes	Yes
Museum of African American History	18	Yes	Yes	Yes
Reading at St. Mary's	6	No	--	--
Welcome Back Picnic	--	--	--	--
Spiritual Life Fair	--	--	--	--
Involvement Fair	--	--	--	--
Beyond the Wall Poster Sale	--	--	--	--
The Naked Truth	147	No	--	--
Family Weekend	--	--	--	--
International Dinner	300	No	--	--
Bruce Boguski	21	No	--	--
Community Trick or Treat	--	--	--	--

Late Night Breakfast		--	--	--
Beauty Undressed	19	No	--	--
Winter Leadership Conference	73	No	--	--
Little Sibs Weekend	26	No	--	--

Note: Some of the above activities were not monitored as closely as others because they did not include an outside speaker and the students were able to come and go as they pleased during the activity.

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

The Office of Student Development has decided on the following objectives as part of its action plan for 2008-2009:

- Keep more detailed records of the sponsored activities.
- Develop a thorough and more useful evaluation form for the activities. Make a better attempt at having participants complete this survey.
- Enforce the following new co-curricular policies.
 - All Co-Curricular Information Sheets must be submitted within a timely manner of completing an activity. Traditional undergraduate students must submit the forms within one year of completing an activity. Students who have earned 50 or more hours of transferable credit prior to enrolling at TU or who are 23 years of age or older must submit the forms within 5 years of completing an activity. If the co-curricular information sheets are not submitted within this timeline, the Co-Curricular Committee will not approve the hours.
 - The priority deadline for graduating seniors is April 1. If the required paperwork is not submitted by April 1 of their graduating year, the Co-Curricular Committee cannot guarantee that the student will receive a diploma at graduation, but will receive it upon completion of paperwork.
 - Working out or participating in any type of physical fitness programs including Weight Watchers, Curves, Jenny Craig, etc. are NOT acceptable forms of co-curricular activities. Other examples activities that are not accepted are attending athletic games, going on road trips, and going to music concerts or comedy shows.

The action plan for the Office of Student Activities/International Student Services includes the following steps:

- Work more closely with faculty and staff members.
- Increase student participation.
- Create or find new ways to publicize the events in ways that students do not overlook.

Appendix: A

Academic Affairs Division Assessment Plan

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 Office; The Schools of Arts and Sciences, Business, and Criminal Justice and Social Sciences; The Graduate Studies, Degree Completion, and Associate's Degree Programs; The Office of Assessment and Accreditation; The Office of 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. First, academic affairs should measure the professional development of Faculty members. 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.

Program Goals

1. Faculty Professional Development:
 - 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.

Intended Outcomes/Assessment Criteria

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)

Intended Outcome 2: Tiffin University ranked Faculty will become respected members of their academic discipline.

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

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

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

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)

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

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

Intended Outcome 6: Students in Tiffin University courses will use the most relevant and up-to-date textbooks.

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

Intended Outcome 7: Active learning will become an integral part of every class taken at Tiffin University.

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

Intended Outcome 8: Students at Tiffin University will improve their writing skills.

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

Intended Outcome 9: 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)

Intended outcome 10: Tiffin University students will have successful career, including promotions, or raises after graduation.

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

TIFFIN UNIVERSITY BOARD OF TRUSTEES

PRESIDENT

**VICE PRESIDENT FOR
ACADEMIC AFFAIRS**

ASSISTANT TO THE VPAA

**INSTRUCTIONAL
DESIGNER**

