

TIFFIN
UNIVERSITY

**OFFICE OF OUTCOMES ASSESSMENT
SUMMARY REPORT
ACADEMIC YEAR 1999-2000**

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The contributions of the incoming DOA, Mazhar Anik, are also appreciated. He has taken on the duties associated with outcomes assessment at Tiffin University and assisted the current DOA during the summer of 2000 in preparing this report. His professionalism is commendable.

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¹ SGEC (Strength of Relationship to General Education Core) replaces SICC (Strength of Relationship to Integrated Core Curriculum).

I. Executive Summary

This document presents a summary of Tiffin University's (TU) outcomes assessment strategies, data gathered, analysis conducted, and conclusions reached as a result of assessment activities carried out in Academic Year (AY) 99-00. The report consists of the following main sections: executive summary; introduction; assessment plans and outcomes by academic program within schools; summary discussion; appendices; glossary. The reader is referred to the Table of Contents for the main sections' subdivisions. A glossary of acronyms used is included on the very last page for quick reference.

Overall. AY 99-00 saw continued progress over AY 98-99 across most of the TU Schools. Each School now has goals and objectives in place, along with outcomes assessment strategies. During AY 99-00, all Schools raised their levels of consciousness regarding the need for assessment and, with the exception of the School of Arts and Science (SAS), followed through with implementing those strategies. As all participants in the assessment process became more experienced with it, the level of sophistication rose, and the utility of the assessment activities became more apparent. The Office of Outcomes Assessment continued to stress "closing the loop" in each assessment effort, i.e., each School needs to use the information gleaned from the previous year's assessment activities as the basis for assessment in the following year, making meaningful revisions as needed or identifying the processes that are working well and ensuring their continuation. The Director of Outcomes Assessment (DOA) continued making monthly status reports at the general faculty meetings to help keep the issue of outcomes assessment in everyone's minds.

TU implemented a new Institutional Mission Statement during AY 98-99. All Schools responded to this development during AY 99-00, making any needed changes seen as appropriate. In addition, a self-study process, begun in the fall of 1998, was concluded in AY 99-00 and a full report circulated among faculty and staff.

Office of Academic Affairs: General Education Core². The methods of the previous several years were continued with evolutionary process refinements. The newly added scale (Source of Response Content) proved useful in establishing the degree of positive impact of the General Education Core (GEC) on student learning. An open-ended question #20 was added to the GEC interview questions for AY99-00. A debriefing session will be held with the interviewers to review the AY 99-00 process and materials. Any resulting revisions will be incorporated into the AY 00-01 process. A viable assessment process is in place.

School of Arts and Science. The assessment process needs continuing, focused attention during AY 00-01. AY 99-00 saw the interim Dean (now Dean as of July, 2000) recognizing the need for review and revision of assessment efforts in the SAS. The process of "getting a handle" on the direction of the SAS in addition to developing a new BA in psychology were the primary foci of effort. A committee to review the SAS OA process was appointed and its work continues into AY 00-01. A solid OA strategy for both the Liberal Studies and the Psychology programs is anticipated by the end of AY 00-01.

School of Business. The School of Business (SBU), although reports for AY 98-99 were delayed, followed through during AY 99-00 with anticipated assessment activities. Regular attention to assessment concerns occurred at school meetings. A focus on writing skills

² The phrase "General Education Core (GEC)" replaces the phrase "Integrated Core Curriculum (ICC)" as of the end of AY 99-00.

was continued. Efforts to get all departments to begin and complete assessment activities in a timelier manner are needed. A review of assessment activities has already occurred with the secretary to the Dean of the SBU. The DOA will need to take an active role in monitoring this area because of an interim Dean having been appointed while the search for a new Dean continues through AY 00-01. The fact that the interim Dean is a former TU VPAA and "founding father" of assessment at TU should help smooth the transition and assure OA follow-through,

School of Criminal Justice. The School of Criminal Justice (SCJ) continued to develop and implement its assessment strategy. Regular attention to assessment occurred at monthly school faculty meetings, and realistic modifications in original assessment strategies were made. Senior focus groups as well as efforts to assemble an advisory board continued. The SCJ appears to be on track in its OA efforts.

School of Graduate Studies. The School of Graduate Studies (SGS) fully implemented its assessment plan, collected, and analyzed data. A detailed report by the SGS Dean shows the stated goals are being attained and the MBA program is on track and meeting the needs of its graduates. Initial efforts at assessment in the MCJ programs were completed.

School of Off-Campus Learning. This school was just formed during AY 98-99. It was anticipated that many of the same strategies used on the main campus would be used or adapted for satellite campus programs. This did not happen, and a refocus of attention is needed during AY00-01.

The following table is a Summary of Outcomes Assessment Status by School, Program, and Academic Year.

**Summary of Outcomes Assessment Status
by School, Program, and Academic Year**

Description			AY 98-99			AY 99-00		
School	Degree	Program	Plan Started	Plan Done	Data Gathered	Plan Started	Plan Done	Data Gathered
OAA								
	n/a	ICC/GEC		X	X			X
SAS								
	BA	Humanities		X	X	X		
		Social Science		X	X	X		
		Psychology	(Implemented AY00-01)			X		
SBU								
	BBA	Accounting		X	X			X
		Finance		X	X			X
		Hosp. Mgmt.		X	X			X
		Info. Systems		X	X			X
		Intl. Studies		X	X			X
		Management		X	X			X
		Marketing		X	X			X
SCJ								
	BCJ	Corrections		X	X			X
		Forensic Psych.		X	X			X
		Law Enfrcmt.		X	X			X
SOCL				SOCL				
		All programs	X			X		
SGS								
	MBA	Business			X			X
	MCJ	JAM	X					X
		FP	X					X

II: Introduction

History of Outcomes Assessment at Tiffin University

TU continues to move steadily forward in developing OA capabilities. During AY 99-00, the Office of OA worked cooperatively with the Deans and Faculty of all schools as well as limited elements of the university's administrative staff, to continue to develop TU's OA program.

Over the years, TU has clearly progressed in its efforts to assure a quality education for its students. In an effort to provide ever-stronger assurance that TU students receive a quality education, "the members of the faculty and staff of Tiffin University ... developed [the *1988-1989 Self Study*] in preparation for the November, 1989 visit by a North Central [Association of Colleges and Schools Commission on Institutions of Higher Education] Evaluation team" (p. i) and eventual accreditation by that body. TU's *1988-1989 Self Study* refers often to concern for a quality education; from the institution's mission statement (p. 3) to the Rationale of the General Education Program (p. 17) to the Objectives of Individual Majors (pp. 24-30), there is evidence of genuine effort to provide a quality education for students.

Intrinsic to the North Central Association's (NCA) accreditation process was (and is) OA. TU was notified by NCA in September, 1991 that NCA required a written plan for how the institution documents student academic achievement. Pursuant to that notification, the VPAA began a more concerted effort to develop specific strategies with which to accomplish OA. These strategies focused on NCA's "Components of an Assessment Plan":

1. The plan is linked to the mission, goals, and objectives of the institution;
2. The plan is carefully articulated and is institution-wide in conceptualization and scope;
3. The plan leads to institutional improvement;
4. The plan is being implemented according to a timeline;
5. The plan is administered.

The VPAA convened a committee to begin more structured and focused work on OA. Broad objectives were developed relating coursework to university mission and philosophy. This philosophy had been (and still is) published in the annually updated university catalog under the General Education Program heading. As developed by the faculty over a period of two years and implemented in the fall of 1989, the philosophy holds that

...the general education of the student is really what it means to have a college education, regardless of the major. ...The Tiffin University General Education Program consists of four components: the integrated core curriculum; an enriched major area of study; a large number of open electives; and a co-curricular program. ...Although the general education 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 (*Tiffin University 1997-1998 Catalog*, p. 17).

The VPAA's committee, therefore, organized its efforts into the coursework related to the General Education curriculum areas of:

1. Communications
2. Heritage

3. People and their universe
4. Arts (*Tiffin University 1992-1993 Catalog*, pp. 16-17).

The committee worked with individual faculty in each of the four areas. Specific courses were identified which related to the four areas. Faculty clarified or developed course objectives delineating how each course planned to accomplish objectives related to these four General Education curriculum areas.

In preparation for an NCA Focus Visit Team in February, 1994, efforts were broadened by the VPAA during the Fall Semester of AY 1993-1994 to develop pilot assessment projects in each of several departments including Communication Arts, English, Economics, Information Systems, History, Mathematics, and Psychology. Department Chairs were notified of this pilot-project by a June 11, 1993 memo, and liaison committee members were assigned to coordinate committee-department efforts. The Department Chair notices included the parameter that assessment strategies should relate to specific General Education curriculum areas outcomes objectives. The respective Departments developed assessment plans and submitted them to the VPAA's committee for review. After a series of revisions, the pilot-projects were implemented.

At about this same time, the VPAA also began work with the Division (now School) of Business to develop an assessment program for each of the BBA majors. This was in preparation for the NCA visit as well as in preparation for an evaluation visit by the Association of Collegiate Business Schools and Programs (ACBSP). The Division of Business elected to participate in a Major Field Test by the Educational Testing Service (ETS), with results returned to TU in December, 1993.

In April, 1994, the VPAA completed and submitted a survey to the Association of Independent Colleges and Universities of Ohio (AICUO). This was done in cooperation with the AICUO's efforts to measure progress toward National Education Goals of the National Association of Independent Colleges and Universities. It outlined TU's current OA plan.

November of 1994 saw the reorganization and refocusing by the VPAA of the OA committee. This committee then developed a process to investigate the outcomes of the first of the four General Education components (mentioned above), the GEC. A series of questions were designed to use in a one-on-one interview context with randomly selected students. Questions were developed by sub-committees in each of the four, broad, General Education curriculum areas (communications, heritage, people and their universe, and the arts). These questions were then combined into a series to be used in two, one-hour interviews, with each interviewer then compiling and submitting a summary report to the VPAA. This process has now been run SIX times, beginning in Spring Semester of 1995, and continuing in the Spring Semesters of 1996, 1997, 1998, 1999, and 2000.

In November of 1996, the VPAA and President established the TU Office of OA and appointed a DOA. The DOA has continued the process of reviewing assessment efforts to date, becoming more familiar with relevant assessment standards, and coordinating the development of a cohesive, institution-wide OA program. The primary current emphasis is on the various programs as follow:

1. Integrated Core Curriculum (now referred to only as GEC)
2. Bachelor of Arts in Liberal Studies
 - a. Humanities
 - b. Social Sciences
 - c. Individualized Program of Study
3. Bachelor of Arts in Psychology (implemented Fall Semester, 2000)

4. Bachelor of Business Administration
 - a. Accounting
 - b. Finance
 - c. Hospitality Management
 - d. Information Systems
 - e. International Studies
 - f. Management
 - g. Marketing
5. Associate of Business Administration
 - a. Accounting
 - b. Business
 - c. Computer Programming
 - d. Hospitality Management
6. Bachelor of Criminal Justice
 - a. Corrections
 - b. Forensic Psychology
 - c. Law Enforcement
7. Associate of Criminal Justice
 - a. Law Enforcement
8. Master of Business Administration
9. Master of Criminal Justice in Justice Administration Management
10. Master of Criminal Justice in Forensic Psychology

Rationale

The faculty and staff of TU are committed to excellence in the education and development of students. For over 100 years, TU has been about the business of realizing this commitment. “Tiffin University accepts as the basis for its philosophy the premise that each student is recognized as an individual and is educated in line with his or her own interest and abilities” (*Tiffin University 1997-1998 Catalog*, p. 4). The faculty and staff at TU share a strong, personal commitment to making a positive difference in the lives of the students. They derive great satisfaction from having a meaningful impact on their lives. Faculty and staff also share a profound sense of understanding that it is a privilege as well as a responsibility to deliver their best efforts as they are woven into the lives of those with whom they work and study, especially their students. In light of this appreciation, they seek ways to assure that their contacts with students at TU accomplish the formal goals of the institution. Perhaps more importantly, faculty and staff seek ways to better challenge themselves and their students as they engage in a process of mutual growth and development. This continues to be accomplished through a variety of methods referred to as monitoring, evaluation, or OA.

The impetus to assess the quality of what is done at TU comes from intrinsic and extrinsic sources. Intrinsically, the professionalism of faculty and staff at TU demands that they must be constantly evaluating what they purport to do, assessing whether or not they actually accomplish what they say they do, and improving how they do it. Extrinsically, there are many quarters expecting faculty and staff to demonstrate how well they accomplish their goals. These include students, parents, employers, graduate schools, governmental and accrediting agencies, and benefactors. Among accrediting agencies, NCA heads the list of external agencies requiring

demonstration of the quality of what TU claims to provide. The ACBSP has recognized the SBU with accreditation. Another hard reality is that there is a glut of academic institutions competing for students who are increasingly more sophisticated in seeking out a quality educational experience. Simply put, those institutions which have a clear sense of identity and purpose, are attuned to the needs of students, have a tested and continuously improved way of accomplishing that purpose, and have the sheer determination to succeed will survive. Those who do not will cease to exist.

Overview of Current OA Program

This document is a summary report of the AY 99-00 OA Program at TU. The Vice-President for VPAA has general authority and responsibility for assessment at TU. Executive responsibility lies with the DOA, who reports to the VPAA. The DOA is charged with coordinating assessment efforts university-wide, with a current emphasis on academic programs. As soon as the OA process for academics is firmly in place, other areas will also be addressed, e.g., student life, athletics, administration, alumni/-ae, employers, and parents. Preliminary efforts to involve administrative departments in OA began in AY 97-98 with revision of a student exit interview (See Appendix A) used by the Office of Enrollment Services. The form was revised to include some basic questions focused more on a student's experience and level of satisfaction with academics at TU.

The current focus of OA at TU is to have in place an assessment strategy for each academic program area, with each assessment strategy linked with the institutional mission, goals, and objectives. Academic program areas include all degrees at the undergraduate and graduate levels, and the GEC. These program areas are listed above under Section I: History of OA at Tiffin University.

The remainder of this document will delineate, program by program, the OA strategy, results, discussion, and recommendations for each academic program area.

III: OA by Academic Program: AY 99-00

This portion of the AY 99-00 OA Summary Report presents the OA strategies, results, discussion, and recommendations for each academic program area (as outlined above in Section I: Introduction: Overview of Current OA Program). This portion of the Summary Report also demonstrates how TU addresses the NCA-CIHE accreditation criterion that “successful assessment flows from the institution’s mission and educational purposes” (*NCA-CIHE Handbook of Accreditation, 1994-96*, p. 152).

Institutional Mission

AY 98-99 saw the completion of the first full year under TU's newly adopted mission statement. That new mission statement is as follows:

Tiffin University’s mission is to enable students, faculty, and staff of the Tiffin University community to be life-long learners, responsible citizens, and caring colleagues who contribute to their families, to their communities, to their careers, to their nation, and to a global society.

To achieve these goals, the University will:

- Improve constantly the academic curriculum, enrich campus life, and prepare our students to be leaders and scholars,
- Offer a setting for our faculty that is collegial and conducive to the creation and dissemination of knowledge and competence,
- Encourage and support all our employees in their personal and professional growth and in their career advancement,
- Consult and collaborate with employers, educational institutions and other external organizations to raise our service to our community, entrepreneurial spirit, and unflinching optimism among our students, our staff and our faculty.

The OA strategies for each academic program at Tiffin University flow from the institutional mission.

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. This Office, through the Office of Outcomes Assessment, specifically assumes responsibility for the assessment of the GEC³, since this program is an integral element of all undergraduate degree programs at TU. The following section of this report describes the strategy and presents the results of GEC OA efforts for AY 99-00.

General Education Core OA Strategy. The GEC curriculum is the first of a four-part general education process. It is taught and planned by the faculty of the School of Arts and Science, but for OA purposes, the GEC is treated as a program of the Office of Academic Affairs because the GEC is common to all undergraduate degree programs. A significant part of TU's institutional philosophy is a strong commitment to a General Education Program. At Tiffin University, we believe that the general education of the student is really what it means to have a college education, regardless of the major.

...The Tiffin University General Education Program consists of four components: the integrated core curriculum; an enriched major area of study; several open electives; and a co-curricular program (*Tiffin University 1999-2000 academic Bulletin*, p. 36).

GEC Outcome Objectives have been developed in four broad areas. Specifically, these four broad areas are:

1. Communications
2. Heritage
3. People and Their Universe
4. Arts (pp. 36-37)

A fifth area, Foundations, is also included in the GEC discussion, but is remedial in nature.

The GEC Outcome Objectives, by area, are:

1. Communications
 - a. To acquire knowledge of and to use various methods of organization and development in the writing of essays, analytic papers, and examinations at the skill level expected in the academic world.
 - b. To understand different critical approaches used in literature genres and to be able to use these approaches in the academic and professional worlds.
 - c. To develop the ability to stand before a group and present a reasonably polished verbal presentation of information in both an effective and efficient manner.
 - d. To develop a greater understanding of one's interpersonal communications skills and to utilize these in a positive manner in interpersonal and small-group interactions.
 - e. To be able to design an algebraic sentence for an application and then solve the problem.
 - f. To relate an algebraic expression to the visual form of graphing and interpret the graph in sentence form.
 - g. To interpret charts, graphs, and written summaries containing statistical information noting the evidence of bias or an incorrect use of a statistical technique or presentation.

³ GEC (General Education Core) replaces the former ICC (Integrated Core Curriculum)

h. To demonstrate a working knowledge of word processing, electronic spreadsheet, and database management software through the application of these tools in other areas of the student's academic program and experiential preparation.

2. Heritage

a. To demonstrate a working knowledge of the context of the American Heritage which includes political, religious, economic, and cultural values.

b. To have an increased awareness of the commonalities and diversities encompassed in the arts and humanities presentations of western civilization.

c. To understand the relevance of an idea or an issue within a specific historical time frame as well as the changes across historical contexts.

3. People and Their Universe

a. To develop an understanding of human nature as expressed through both functional and dysfunctional responses to the individual's environment as well as how these responses can arise, are maintained, and are changed.

b. To show an increased sensitivity for the aspects of human experience that are different from one's own.

c. To exhibit an ability to analyze and process moral and ethical issues that affect the self, other individuals, and social groups.

d. To understand the importance of economic planning and organizational thought in the development of human experience with particular emphasis on the role of work as it regards the individual, an organization, a society, and the global community.

4. Arts

a. To show an increased understanding of the relationship between cultural backgrounds and the expressive nature of fine arts.

b. To demonstrate a sense of appreciation for the work of an artist as presented in art, drama, literature, and music.

c. To show constructive evidence of the use and enjoyment of art, drama, literature, and music in one's life.

These objectives are coordinated with specific integrated core courses, which incorporate the same general objectives into course objectives.

<u>Obj.</u>	<u>Course(s)</u>	<u>Obj.</u>	<u>Courses</u>	<u>Obj.</u>	<u>Courses</u>
1, a	ENG141	2, a	ECO120, HUM300	4, a	ENG347, ENG360
1, b	ENG142	2, b	HUM300	4, b	ENG347, ENG360
1, c	COM130	2, c	HIS101, 102, 111, 112	4, c	ART201+, 303+
1, d	COM130	3, a	ECO120, PSY161		403+
1, e	MAT174		SOC191		
1, f	MAT174	3, b	PSY161, PHI305,		
1, g	ECO120, INS105,		SOC191		
	MAT174	3, c	PSY161, PHI305		
1, h	INS105	3, d	ECO120		

To evaluate whether or not stated GEC objectives are being accomplished, the VPAA's OA Committee developed a series of interview questions directly related to each of the four areas of Communications, Heritage, People and Their Universe, and Arts. (See also above in this document under Introduction, History of OA at Tiffin University). The members of the

GEC OA Committee use these interview questions in a one-to-one interview format. Each of several interviewers meets with about four randomly selected students for up to two hours per student.

The GEC OA Committee consists of seven faculty members (one is the DOA) who represent the three TU schools offering undergraduate degrees: Arts and Science, Business, and Criminal Justice. The DOA gets a list of all traditional, non-transfer, TU juniors from the Registrar, and then randomly (e.g., every third student on the list) selects twenty-eight to participate in the GEC OA interview process. Reserve, random selections are also made in the event a selected student is unavailable. Each committee member contacts the students assigned to him/her and arranges mutually convenient interview times. During and after the interviews, each interviewer records narrative comments from the interviews as well as quantitative information, summarizes it, and forwards it to the DOA for compilation and analysis. The committee later receives a copy of the summary report as well as an invitation to recommend changes to the GEC OA interview form or interview process. These are discussed and a revised draft is circulated among interviewers. Once there is a consensus on the usefulness of the interview form, the process for the upcoming year is put into motion. The summary report is also circulated among faculty and administrative personnel working in academic areas, e.g., the VPAA and all Deans.

The worksheet edition used in AY 99-00 incorporated a series of twenty (20) questions and subsections for a total of thirty-two (32) interview items directly related to each of the four GEC areas of Communications, Heritage, People and Their Universe, and Arts (*Tiffin University 1997-1998 Catalog*, p. 17). (See Appendix B of this report for the complete text of the GEC OA interview questions, full explanations of SR (Strength of Response), SGEC (Strength of Relationship to TU GEC Exposure), and SRC (Source of Response Content) scales used in the interview worksheets and in the Tables presented in the GEC section of this document. Both SR and SGEC scores use a 0-5 Likert-type scale.)

Results.⁴ This section presents results based on GEC OA data gathered during AY 99-00 from interviews with randomly chosen students. Of the twenty-eight students invited, twelve responded and completed an interview, i.e., 42.86% of the students invited were interviewed, a lower percentage (7.14%) than AY 98-99.

This Results section will refer to Tables 1, 2, 3, 4, 5, 6, 7 and 8 below. Table 1 presents a summary of GEC OA interview Ss' descriptive information. Table 2 presents mean SR and SGEC scores grouped by GEC interview sections: Communications, People and Their Universe, and Heritage and the Arts. Table 3 presents standard deviations, high and low scores for all SR responses grouped by GEC interview sections: Communications, People and Their Universe, and Heritage and the Arts. Table 4 presents standard deviations, high and low scores for all SGEC responses grouped by GEC interview sections: Communications, People and Their Universe, and Heritage and the Arts. Table 5 presents an ascending sort on mean SR and SGEC scores for all respondents across all interview questions used in the GEC OA interview for AY 99-00. Table 6 presents a summary of SRC scores reflecting self-reported sources of interview Ss' response

⁴ The author of this report wishes to acknowledge the ongoing contributions of the General Education Core Outcomes Assessment Committee for their assistance in developing the interview process, worksheets, and conducting interviews. Committee members are Bruce Bowlus, Teresa Burkett, Becky Fox, Judy Gardner, John Millar, and Teresa Shafer.

content. Table 7 presents a comparison of AY 97-98 and AY 98-99 SR and SGEC scores. Table 8 presents an ascending sort of SR-SGEC correlations by question number. The reader will also be referred to Chart 1 below, which presents SRC score frequencies by source type, and Chart 2, which presents correlations of SR and SGEC scores by question number.

Table 1, which presents a summary of GEC OA interview Ss' descriptive information, shows that a reasonable mixture of interviewees was selected. There is a wide range of majors, GPAs (average of 2.84), commuters (9)* and residents (2)*, men (4) and women (7). Ages cluster closely together with an average age of 20.55.

Table 1

AY 99-00: Summary of GEC OA Interview Ss' Descriptive Information*

Major	GPA	Commuter	Sex	Age
Forensic Psych	2.2	N	F	19
Forensic Psych	3.0	N	F	21
Hosp Mgmt	2.8	Y	F	20
Mgmt	2.12	Y	F	21
Mgmt	2.3	Y	M	22
UNK	UNK	UNK	UNK	UNK
Mgmt	UNK	Y	F	20
Hum Res Mgmt	3.8	Y	M	20
Finance	2.8	Y	M	20
Mktg	3.3	Y	M	20
Lib Studies	2.7	Y	F	23
Mktg	3.4	Y	F	20
	Ave.=2.84	Y=9	F=7	Ave.=20.55
		N=2	M=4	

(*Twelve Ss presented in the table. Two face sheets were incomplete.)

The following part of this Results section (see Table 2) presents a summary of the mean SR and SGEC scores grouped by the three main sections of interview questions, i.e., Communications, People and Their Universe, and Heritage and the Arts. The reader is referred to the bottom line of Table 2 below, where one can observe the following:

- The strongest mean SR score average (3.49) was in the Communications area.
- The strongest mean SGEC score average (3.45) was in the Communications area.
- The weakest mean SR score average (3.14) was in the Heritage and the Arts area.
- The weakest mean SGEC score average (2.56) was in the People and Their Universe area.

(The reader is referred to Appendix D for an AY 98-99/AY 99-00 GEC Interview Worksheet Item Equivalency Chart.)

Table 2

**AY 99-00: Mean SR and SGEC ⁵Scores
Grouped by GEC Interview Sections:
Communications, People and Their Universe, and Heritage and the Arts**

COMMUNICATIONS N=12			PEOPLE AND THEIR UNIVERSE N=12			HERITAGE AND THE ARTS N=12		
Q#	SR	SGEC	Q#	SR	SGEC	Q#	SR	SGEC
1	3.67	3.83	5a	3.79	2.92	11a	3.42	3.75
2a	3.63	3.50	5b	3.71	3.25	11b	3.42	3.50
2b	3.50	3.08	6	2.83	2.50	11c	3.08	3.67
3	3.46	3.83	7a	3.50	2.67	12	3.42	3.92
4	3.17	3.00	7b	3.67	2.67	13	3.50	2.00
			7c	2.50	2.25	14	2.83	1.75
			8	2.75	2.64	15	3.33	2.75
			9a	3.83	2.33	16a	2.68	2.18
			9b	3.92	2.50	16b	1.95	2.10
			9c	3.67	2.33	17a	3.38	3.25
			10a	3.00	2.17	17b	2.79	2.92
			10b	3.25	2.17	18	3.58	3.08
			10c	3.50	2.83	19	3.42	2.42
AVGS:	3.49	3.45		3.38	2.56		3.14	2.87

⁵ SGEC (Strength of Relationship to General Education Core) replaces SICC (Strength of Relationship to Integrated Core Curriculum).

The reader is now referred to Table 3 below to review the standard deviations as well as the high and low scores for all SR responses grouped by the GEC interview sections of Communications, People and Their Universe, and Heritage and the Arts. One can observe the following highlights (*High and low SR score ranges in all cases are 0 to 5*):

- The lowest standard deviation (SD) of .67, i.e., the least variability or highest level of consistency in mean SR scores, is found in item 12 in the Heritage and the Arts grouping. (See Appendix B for GEC worksheet questions).
- The lowest average SD of 1.19 is found in the People and Their Universe grouping.
- The highest SD of 1.75, i.e., the greatest variability or lack of consistency in mean SR scores is found in item 14 Heritage and the Arts grouping.
- The highest average SD of 1.29 is found in the grouping Heritage and the Arts.
- The highest HI score average of 5 is found in the Communications grouping.
- The lowest LOW score average of .92 is found in the Heritage and the Arts grouping.

Table 3

**AY 99-00: Standard Deviations, High and Low Scores:
All SR Responses Grouped by GEC Interview Sections:
Communications, People and Their Universe, and Heritage and the Arts**

COMMUNICATIONS N=12				PEOPLE AND THEIR UNIVERSE N=12				HERITAGE AND THE ARTS N=12			
Q#	SD	HI	LOW	Q#	SD	HI	LOW	Q#	SD	HI	LOW
1	1.07	5	2	5a	1.27	5	1	11a	1.38	5	1
2a	1.33	5	1	5b	1.21	5	1	11b	1.31	5	1
2b	1.17	5	1	6	1.75	5	0	11c	1.44	5	1
3	1.08	5	2	7a	1.17	5	1	12	0.67	5	3
4	1.70	5	0	7b	1.07	5	2	13	0.80	5	2
				7c	1.60	4	0	14	1.75	5	0
				8	1.48	5	0	15	1.30	5	1
				9a	0.83	5	2	16a	1.23	4	0
				9b	0.90	5	2	16b	1.56	4	0
				9c	1.07	5	2	17a	1.23	5	0
				10a	0.85	4	1	17b	1.62	5	0
				10b	1.29	5	1	18	1.08	5	2
				10c	1.00	5	2	19	1.38	5	1
AVGS:	1.27	5	1.2		1.19	4.85	1.15		1.29	4.85	.92

The reader is now referred to Table 4 below to consider standard deviations as well as high and low Scores for all SGEC responses grouped by the GEC interview sections of Communications, People and Their Universe, and Heritage and the Arts. In Table 4, the reader may observe the following highlights (*High and low SR score ranges in all cases are 0 to 5*):

- The lowest SD of .79, i.e., the least variability in mean SGEC scores, is found in item 12, which lies in the Heritage and the Arts grouping.
- The lowest average SD of 1.46 is found in the Communications grouping.
- The highest SD of 1.98, i.e., the greatest variability in mean SGEC scores, is found in item 19 of the Heritage and the Arts grouping.
- The highest average SD of 1.67 is found in the People and Their Universe grouping.
- The lowest average LOW score of 0 is found in the People and Their Universe grouping.
- The highest average HI score of 5 is found in the Communications grouping.

Table 4

**AY 99-00: Standard Deviations, High and Low Scores:
All SGEC Responses Grouped by GEC Interview Sections:
Communications, People and Their Universe, and Heritage and the Arts**

COMMUNICATIONS N=12				PEOPLE AND THEIR UNIVERSE N=12				HERITAGE AND THE ARTS N=12			
Q#	SD	HI	LOW	Q#	SD	HI	LOW	Q#	SD	HI	LOW
1	1.03	5	2	5a	1.38	5	0	11a	1.14	5	1
2a	1.51	5	1	5b	1.66	5	0	11b	1.57	5	0
2b	1.78	5	0	6	1.68	5	0	11c	1.15	5	1
3	1.19	5	1	7a	1.67	5	0	12	0.79	5	3
4	1.81	5	0	7b	1.61	5	0	13	1.28	4	0
				7c	1.83	5	0	14	1.71	5	0
				8	1.75	5	0	15	1.54	5	0
				9a	1.72	5	0	16a	1.94	5	0
				9b	1.83	5	0	16b	1.91	5	0
				9c	1.72	5	0	17a	1.66	5	0
				10a	1.53	4	0	17b	1.78	5	0
				10b	1.64	5	0	18	1.88	5	0
				10c	1.64	5	0	19	1.98	5	0
AVGS:	1.46	5	.80		1.67	4.92	0		1.56	4.92	.38

The Results focus now turns to the three overall strongest and weakest mean SR and SGEC scores, and the reader is referred to Table 5 below, where the following highlights are noted:

- The three strongest mean SR scores were for items 9b, 9a, and 5a.
- The three strongest mean SGEC scores were for items 12, 3, and 1.

- The three weakest mean SR scores were for items 16b, 7c, and 16a.
- The three weakest mean SGEC scores were for items 14, 13, and 16b.

The strongest mean SR score (3.92) was for question 9b, which reads: *"Making moral and ethical choices is often not easy, although we face questions of right and wrong daily. Please tell me about a challenging moral or ethical issue that has troubled you in the past year.*

b. Do you believe that your solution would be acceptable to your family, your peer group, and to society? Explain." The mean SGEC score (2.50) for this question was the twelfth weakest.

The second strongest mean SR score (3.83) was for question 9a, which reads: *"Making moral and ethical choices is often not easy, although we face questions of right and wrong daily. Please tell me about a challenging moral or ethical issue that has troubled you in the past year.*

a. How have you chosen to deal with this issue?" The mean SGEC score (2.33) was the eighth weakest.

The third strongest mean SR score (3.79) was for question 5a, which reads: *"Native Americans may legally operate gambling casinos in states that otherwise outlaw gambling. African-Americans and women have opportunities in the workplace made available to them through affirmative action plans.*

a. Is it proper for our society to correct the unfair practices of the past generations by singling out certain groups for special advantages? Consider this question both from your perspective as an individual and as a citizen of a democracy."

The mean SGEC score (2.92) for this question was the fourteenth strongest.

The strongest mean SGEC score (3.92) was for question 12, which reads: *"In today's newspapers, magazines, and TV, there is a lot of coverage about such things as littering, pollution, endangered species, and holes in the ozone layer. These topics all have to do with ecology. What is ecology, and should people care about it?"* The mean SR score for this item (3.42) was the sixteenth strongest.

The second strongest mean SGEC score (3.83) was for question 3, which reads: *"You have just been named to head a committee of people with different time commitments, skills, interests, and experiences. What things might you do to help this group work well together? To be productive?"*

The mean SR score (3.46) was the fourteenth weakest.

The third strongest mean SGEC score (3.83) was for question 1, which reads: *"What are some ways of enhancing an oral presentation?"* The related mean SR score (3.67) was the seventh strongest.

The weakest mean SR score (1.95) of all interview questions was for item 16b, which reads: *"Give the student a newspaper or magazine page. Have the student select a headline/topic and discuss its significance.*

b. What were the concerns of the author when the item was written?"

This item yielded the third weakest mean SGEC score (2.10).

The second weakest mean SR score (2.50) was on question 7c, which reads: *"Abortion, assisted suicide, and gun ownership are issues that stimulate heated, often bitter, debate.*

c. (This item is optional). How have you personally chosen to deal with this issue?"

Table 5

**AY 99-00: Ascending Sort on Mean SR and SGEC Scores
for All Respondents across All Interview Questions**

SR N=12		SGEC N=12	
Q#s.	Avg	Q#	Avg
16b	1.95	14	1.75
7c	2.50	13	2.00
16a	2.68	16b	2.10
8	2.75	10a	2.17
17b	2.79	10b	2.17
6	2.83	16a	2.18
14	2.83	7c	2.25
10a	3.00	9a	2.33
11c	3.08	9c	2.33
4	3.17	19	2.42
10b	3.25	6	2.50
15	3.33	9b	2.50
17a	3.38	8	2.64
11a	3.42	7a	2.67
11b	3.42	7b	2.67
12	3.42	15	2.75
19	3.42	10c	2.83
3	3.46	5a	2.92
2b	3.50	17b	2.92
7a	3.50	4	3.00
10c	3.50	2b	3.08
13	3.50	18	3.08
18	3.58	5b	3.25
2a	3.63	17a	3.25
1	3.67	2a	3.50
7b	3.67	11b	3.50
9c	3.67	11c	3.67
5b	3.71	11a	3.75
5a	3.79	1	3.83
9a	3.83	3	3.83
9b	3.92	12	3.92

This item yielded the seventh weakest mean SGEC score (2.25).

Question 16a was the third weakest mean SR score (2.68). This question reads: *"Give the student a newspaper or magazine page. Have the student select a headline/topic and discuss its significance.*

a. What factors make it newsworthy?" This item yielded the sixth weakest SGEC score (2.18).

The weakest mean SGEC score (1.75) was question 14, which reads: *"Sometimes events in history happen the way they do because of a set of special conditions at that time. For example, if Columbus had been blown off course and landed on Long Island instead of the West Indies, I might be asking you this question in Spanish. Discuss an event in history you are familiar with and the special circumstances that made it happen the way it did."* The mean SR score (2.83) for this question was seventh weakest.

The second weakest mean SGEC score (2.00) was question 13, which reads: *"No matter how old we are, all of us can remember important historical events and people. We may remember them because we experienced them or because we learned about them in school. Name an historical event that you remember and explain why it was significant."* The mean SR score (3.50) for this question was the tenth strongest.

The third weakest mean SGEC score (2.10) was question 16b, which reads: *"Give the student a newspaper or magazine page. Have the student select a headline/topic and discuss its significance.*

b. What were the concerns of the author when the item was written?"

The related SR score was 1.95, which was the weakest score.

The Results presentation now turns to Table 6 below. This offers a Summary of Source of Response Content (SRC) Scores Reflecting Self-reported Sources of Interview Ss' Response Content. Twelve categories were used to code Ss' responses to the GEC Interview Worksheet questions as follow:

Scale C: Source of Response Content (SRC):

- | | | |
|--------------------------|-------------------------------|--|
| 1. Parents and/or family | 5. Church | 9. Tiffin University ICC coursework |
| 2. Grade school | 6. Work experience | 10. Tiffin University Major coursework |
| 3. High school | 7. Military experience | 11. Tiffin University extracurricular activity |
| 4. Peers | 8. Individual/life experience | 12. Other (specify): _____ |

Table 6 shows that categories 9, 1, 8, and 10 were the top four self-reported sources of response influence, respectively. Category 9, Tiffin University GEC coursework, was rated most often as the source of influence in the in GEC interview Ss' responses. Immediately following Table 6, Chart 1 below presents a frequency distribution graph of the same data found in Table 6, visually emphasizing that category 9 clearly stands out as a source of influence on Ss' responses.

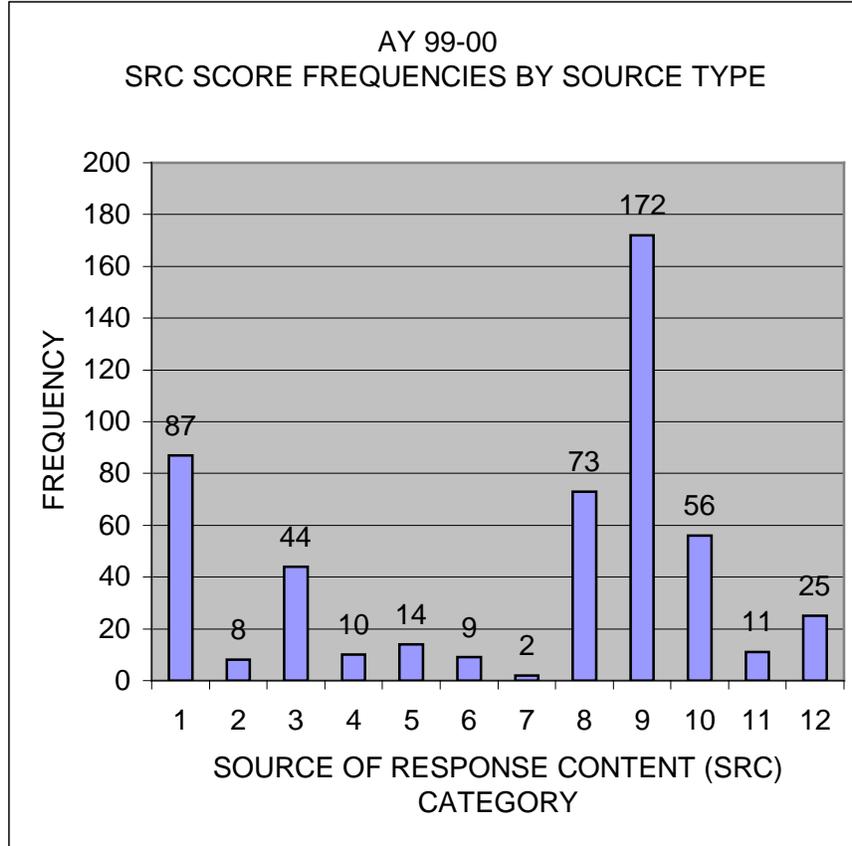
Table 6

**AY 99-00: Summary of SRC Scores Reflecting
Self-reported Sources of Interview Ss' Response Content**

Q#	Source of Response Content Categories											
	1	2	3	4	5	6	7	8	9	10	11	12
1	0	0	3	0	0	1	0	0	11	2	0	1
2a	1	1	2	0	0	0	0	2	10	1	0	0
2b	0	1	3	0	0	1	0	3	6	3	0	0
3	1	0	1	0	0	3	0	1	7	6	2	0
4	0	0	1	0	0	2	0	0	7	3	1	1
5a	5	0	1	0	1	0	0	5	6	2	1	0
5b	4	0	2	0	1	0	0	3	8	2	1	1
6	1	0	1	0	0	0	0	4	5	2	1	2
7a	6	0	3	1	1	0	0	1	6	2	1	1
7b	7	0	0	1	1	0	0	2	4	0	1	1
7c	3	0	0	1	1	0	0	2	3	0	0	0
8	0	0	0	0	0	0	0	4	6	3	0	1
9a	7	0	1	3	1	0	0	3	4	0	0	0
9b	8	0	1	2	1	0	0	3	2	0	0	0
9c	9	0	0	1	2	0	0	3	3	1	1	0
10a	4	0	1	0	0	0	0	3	4	3	0	1
10b	4	0	1	0	0	1	0	6	3	2	0	0
10c	5	0	0	0	0	0	0	3	5	3	0	0
11a	3	0	1	0	1	0	0	2	7	3	0	0
11b	3	0	0	0	1	0	0	2	7	1	0	1
11c	3	0	1	0	0	0	0	3	8	2	0	1
12	2	0	2	0	0	0	0	1	8	2	0	0
13	2	3	6	0	0	0	0	1	1	1	0	4
14	2	0	4	0	0	0	0	1	3	0	0	3
15	1	1	1	1	0	0	0	3	5	4	0	2
16a	1	0	2	0	0	0	0	1	4	1	0	2
16b	1	0	1	0	0	0	0	1	4	2	0	2
17a	1	0	1	0	1	0	1	1	7	1	1	0
17b	1	0	2	0	1	0	1	2	5	1	0	0
18	1	1	2	0	0	0	0	4	7	1	0	1
19	1	1	0	0	1	1	0	3	6	2	1	0
Totals:	87	8	44	10	14	9	2	73	172	56	11	25

Chart 1

**AY 99-00 SRC Score Frequencies by Source Type:
Self-reported Sources of Interview Ss' Response Content**



- | | | |
|--------------------------|-------------------------------|--|
| 1. Parents and/or family | 5. Church | 9. Tiffin University ICC coursework |
| 2. Grade school | 6. Work experience | 10. Tiffin University Major coursework |
| 3. High school | 7. Military experience | 11. Tiffin University extracurricular activity |
| 4. Peers | 8. Individual/life experience | 12. Other (specify): _____ |

Referring now to Table 7 below, a Comparison of AY 98-99 and AY 99-00 SR and SGEC Scores, the following highlights are noted:

- The three largest increases in SR scores were:
 - Item #5b @ 30.29%
 - Item #14 @ 27.01%
 - Item #7b @ 22.22%
- The three largest increases in SGEC scores were:
 - Item #7c @ 84.09%
 - Item #19 @ 74.54%
 - Item #7b @ 68.42%
- The three largest decreases in SR scores were:
 - Item #16b @ -40.91%
 - Item #7c @ -31.82%
 - Item #6 @ -24.83%
- The three largest decreases in SGEC scores were:
 - Item #14 @ -17.27%
 - Item #10a @ -17.16%
 - Item #10b @ -17.16%
- The three least-changed SR scores were:
 - Item #11c @ 0.21%
 - Item #15 @ 0.78%
 - Item #17b @ 0.81%
- The three least-changed SGEC scores were:
 - Item #2b @ 0.00%
 - Item #4 @ -2.50%
 - Item #1 @ -4.17%

Table 7

COMPARISON OF AY 98-99 AND AY 99-00 SR and SGEC SCORES

AY 98-99			AY 99-00			Change			
Q#	SR AVE/ ITEM	SGEC AVE/ ITEM	Q#	SR AVE/ ITEM	SGEC AVE/ ITEM	SR +/-	SGEC +/-	SR %	SGEC %
1	3.23	4.00	1	3.67	3.83	0.44	-0.17	13.49	-4.17
2a	3.77	3.08	2a	3.63	3.50	-0.14	0.42	-3.83	13.75
2b	3.75	3.08	2b	3.50	3.08	-0.25	0.00	-6.67	0.00
3	3.23	2.38	3	3.46	3.83	0.23	1.45	7.04	60.75
4	2.92	3.08	4	3.17	3.00	0.24	-0.08	8.33	-2.50
5a	3.69	2.31	5a	3.79	2.92	0.10	0.61	2.69	26.39
5b	2.85	2.00	5b	3.71	3.25	0.86	1.25	30.29	62.50
5c	3.62	2.08	n/a						
6	3.77	2.08	6	2.83	2.50	-0.94	0.42	-24.83	20.37
7a	3.92	2.38	7a	3.50	2.67	-0.42	0.28	-10.78	11.83
7b	3.00	1.58	7b	3.67	2.67	0.67	1.08	22.22	68.42
7c	3.67	1.22	7c	2.50	2.25	-1.17	1.03	-31.82	84.09
8	3.08	2.85	8	2.75	2.64	-0.33	-0.21	-10.63	-7.37
9a	3.17	1.83	9a	3.83	2.33	0.67	0.50	21.05	27.27
9b	3.36	1.82	9b	3.92	2.50	0.55	0.68	16.44	37.50
9c	3.58	1.67	9c	3.67	2.33	0.08	0.67	2.33	40.00
10a	3.62	2.62	10a	3.00	2.17	-0.62	-0.45	-17.02	-17.16
10b	3.46	2.62	10b	3.25	2.17	-0.21	-0.45	-6.11	-17.16
10c	3.69	1.92	10c	3.50	2.83	-0.19	0.91	-5.21	47.33
11a	3.00	2.92	11a	3.42	3.75	0.42	0.83	13.89	28.29
11b	3.08	2.69	11b	3.42	3.50	0.34	0.81	11.04	30.00
11c	3.08	2.62	11c	3.08	3.67	0.01	1.05	0.21	40.20
12	3.31	2.81	12	3.42	3.92	0.11	1.11	3.29	39.50
13	3.46	1.50	13	3.50	2.00	0.04	0.50	1.11	33.33
14	2.23	2.12	14	2.83	1.75	0.60	-0.37	27.01	-17.27
15	3.31	2.08	15	3.33	2.75	0.03	0.67	0.78	32.41
16a	3.23	2.08	16a	2.68	2.18	-0.55	0.10	-16.99	5.05
16b	3.31	2.00	16b	1.95	2.10	-1.35	0.10	-40.91	5.00
17a	2.92	2.69	17a	3.38	3.25	0.45	0.56	15.46	20.71
17b	2.77	2.54	17b	2.79	2.92	0.02	0.38	0.81	14.90
18	3.46	2.46	18	3.58	3.08	0.12	0.62	3.52	25.26
19	3.00	1.38	19	3.42	2.42	0.42	1.03	13.89	74.54
Ave score change:						-0.11	0.43	-1.87	22.06

Chart 2 below presents a graphic display of the correlations of SR and SGEC scores by question number. The following highlights are noted:

- The three strongest positive correlations were for items:
 - 9b @ 0.91
 - 9a @ 0.86
 - 9c @ 0.85
- The three weakest correlations (positive or negative) were for items:
 - 16b @ -0.01
 - 3 @ 0.03
 - 16a @ -0.06 and
 - 10c @ 0.06
- The three strongest negative correlations were for items:
 - 19 @ -0.27
 - 16a @ -0.06
 - 16b @ -0.01

Chart 2
Correlation of SR and SGEC Scores by Question Number

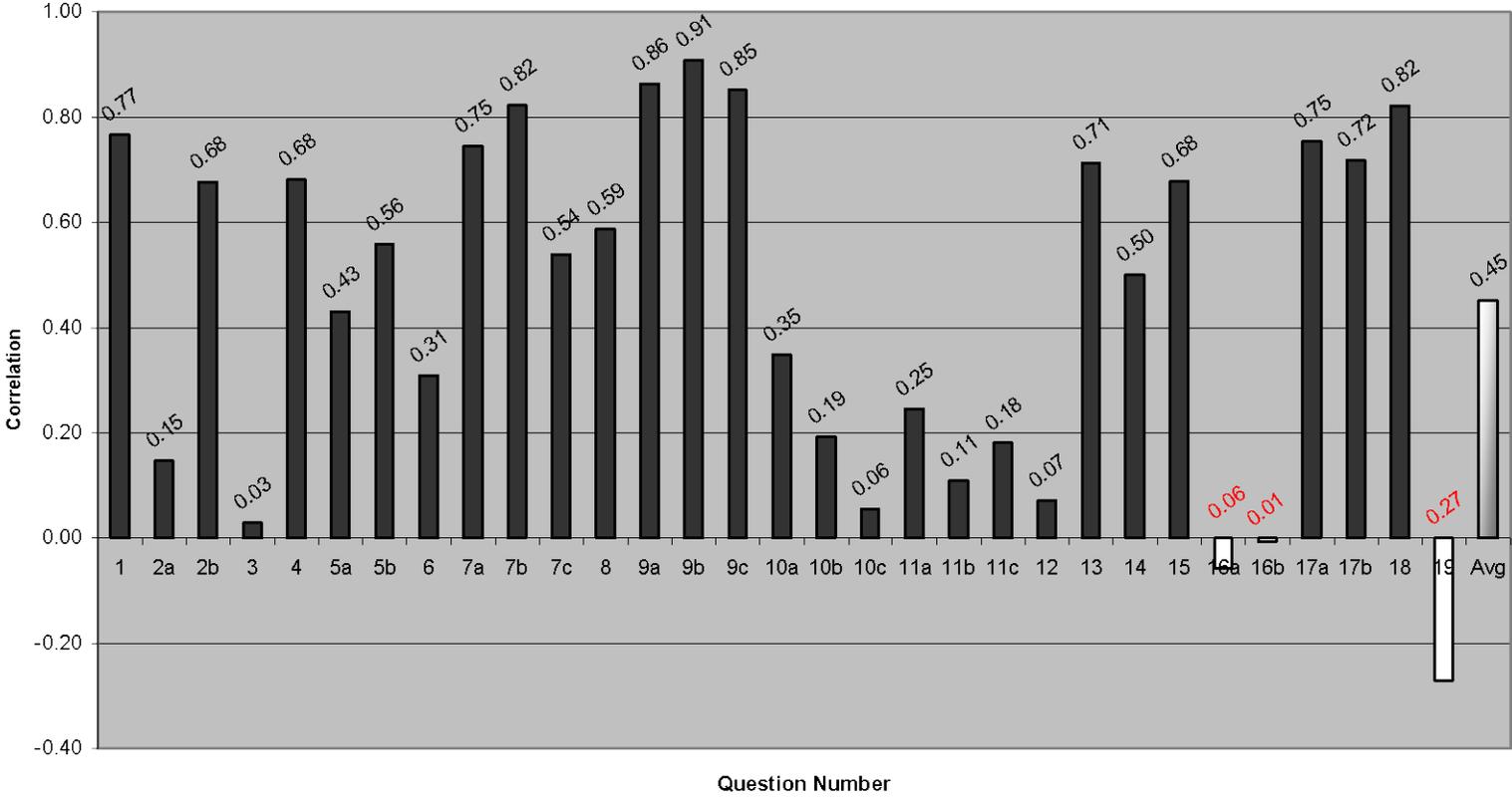


Table 8 shows that seventeen of the SR-SGEC correlations occurred with a value of 0.50 or higher, i.e., 55% of all items had at least a moderately strong correlation ranging from item #14 @ 0.50 to item #9b @ 0.91.

Table 8

Ascending Sort of SR-SGEC Correlation

SR-SGEC Correlation N=12	
<i>P</i>	Q#s.
-0.27	19
-0.06	16a
-0.01	16b
0.03	3
0.06	10c
0.07	12
0.11	11b
0.15	2a
0.18	11c
0.19	10b
0.25	11a
0.31	6
0.35	10a
0.43	5a
0.50	14
0.54	7c
0.56	5b
0.59	8
0.68	2b
0.68	15
0.68	4
0.71	13
0.72	17b
0.75	7a
0.75	17a
0.77	1
0.82	18
0.82	7b
0.85	9c
0.86	9a
0.91	9b
0.45	Avg

Discussion.

The focus now turns to a discussion and analysis of the data presented above in the Results section. All scores will be interpreted cautiously, since the influence of pre-existing and current intervening respondent variables are unknown at present. That is to say, factors such as variations in the quality of a respondent's high school education, other prior experiences, intelligence, personality, family background, varying extra-curricular involvements, job status, and/or other personal and environmental factors have not been identified or studied as to their impact on a given student's performance. Scores will also be discussed with the University's open admissions policy in mind. Other unknowns may include any unintentional rater-biases such as restriction of range. In addition, the GEC Worksheet rating scales have not been tested for reliability or validity.

The SR average of all respondents across all three major GEC areas was 3.29 (compared with the AY 98-99 score of 3.30), a middle-of-the-road score, and a .003% decrease in the strength of responses over AY 98-99, i.e., essentially unchanged. The criteria for scores falling in the 3.0-3.99 range on the 0-5 SR scale are: *Student's response demonstrates familiarity with the question's topic area. Response to the question is average. The response indicates the student remembers the topic from TU class, other learning experience, general reading, radio or TV news, or personal experience. With more time, a more coherent response might be presented. Examples are mostly relevant.* This SR score, therefore, suggests an average strength of response according to the interviewers' ratings. This appears consistent with another independent measure of student performance, ACT scores. The average ACT score for a TU freshman entering in AY 99-00 was 19.5, a middle-of-the-road score in that arena.

The mean SGEC average of all respondents across all three major GEC areas was a 2.83 (compared to the AY 98-99 average SGEC score of 2.33), a less-than-average score based on the GEC OA rating scale, but a 21.46% increase in the strength of relationship to the General Education Core over AY 98-99. The criteria for scores falling in the 2.0-2.99 range on the 0-5 SGEC scale read: *Response somewhat related to GEC course experiences. Student recalls topic from class and has been affected by it, but outside influence still noticeable.* The SGEC scores present an ambiguous picture. Assuming instrument validity, they suggest that pre-existing factors such as family or high school experience are generally more significant in SR scores than the influence of the GEC. However, this less-than-average score seems mitigated by the results of the SRC scale and the indicators presented in Table 6 and Chart 1 above. The latter reveal a strong showing in the influence of the GEC on the respondents' answers during the GEC interviews. The GEC, again in AY 99-00, clearly surfaces as an important influence on student thinking at TU based on these results.

The reader is again referred to Table 2 above. To recap, this table reflects that

- The strongest mean SR score average (3.49) was in the Communications area.
- The strongest mean SGEC score average (3.45) was in the Communications area.
- The weakest mean SR score average (3.14) was in the Heritage and the Arts area.
- The weakest mean SGEC score average (2.56) was in the People and Their Universe area.

As seen in chart #2 and table #8, the average correlation between SR and SGEC scores by question was .45, a moderately strong relationship. Table 8 shows that seventeen of the SR-SGEC correlations occurred with a value of 0.50 or higher, i.e., 55% of all items had at least a moderately strong correlation ranging from item #14 @ 0.50 to item #9b @ 0.91. However, a relatively strong average SR score of 3.29 and a weaker SGEC average score of 2.83 confounds

the significance of the strength of this correlation. This seems to indicate that, although the general strength of Ss' responses were rated as average by the interviewers, the strength of the responses seems to have less to do with the influence of the GEC than perhaps other intervening factors such as prior learning in high school, family, or personal experience. As noted earlier, though, the SRC scale conflicts with this interpretation and suggests that the GEC does have a strong influence on the TU student (see table #6 and chart #1 above).

**The real deal on the correlations is ??????????????
*****Stopped here**

Recommendations.

Based on the above GEC data and discussion, the following recommendations are offered to the Office of Academic Affairs and the GEC OA Interview Committee.

1. The relationship between narrative GEC OA goals could be more clearly connected to the content of the GEC Interview Worksheet in the same vein as GEC course objectives have been related to specific GEC courses, i.e., which items in the GEC worksheet are intended to address which stated goal(s)?
2. A careful review of the AY 97-98 and AY 98-99 Annual Summary Reports should be conducted to determine whether the data as collected, organized, analyzed, and interpreted are meeting the needs of the GEC OA process. Is the information as collected asking the right questions (validity); is the statistical analysis meaningful and useful; does the follow-up to the analysis "complete the loop" in the GEC OA process and lead to meaningful revisions?
3. The GEC OA Interview Committee should clarify the nature of the interrelationship(s) (if any) of the SR, SGEC, and SRC scales and resulting scores.
4. The AY 98-99 Summary Report should be discussed freely and openly among the faculty of all schools within TU.
5. Revisit the student interviewee recruitment process for ways to increase the number of interviews successfully completed.
6. Continue the practice of annually reviewing the GEC OA Interview Worksheet for clarity, redundancy, validity, etc., and revise as needed.
7. Continue the practice of developing a timeline for GEC OA activities in AY 99-00.
8. The GEC OA committee or other *ad hoc* body should review the GEC goals and related GEC courses as outlined above in Section III, and consider revisions as needed.
9. The GEC OA committee should meet each year for an in-service session on completion of the current year's GEC OA worksheet and other interview procedures to help assure that complete information is gathered for all respondents.

Coordination with Office of Enrollment Services.

UPDATE WITH JUDY GARDNER ASAP

Although full-scale efforts at involving administrative departments in OA will be delayed until completion of the AY 98-99 Self-Study process, an opportunity was seen to make some

seminal efforts at OA within the Office of Enrollment Services during AY 98-99. This Office uses an exit interview form to gather information from willing students who are leaving TU for any reason. Four items were added to elicit information regarding the student's level of satisfaction with his or her academic experience. A sample of this survey form is found in Appendix A. Its use will commence with the fall semester, 1998. Information gathered through this process will be included in future efforts to assess the impact of the academic experience on TU students.

School of Arts and Science

AY 99-00 was a year of rebuilding with regard to OA in the SAS. AY 97-98 saw the SAS faculty move from a tentative to a confirmed OA strategy. This strategy focuses on the evaluation of the Bachelor of Arts in Liberal Studies program. AY 98-99 saw the OA process for the SAS falter due to a change in Deans, the subsequent hiring of a new Dean, and that person's death. This added to a loss of focus regarding OA in the SAS. The recent appointment of a permanent Dean should help assure that OA plans are implemented and data is collected and analyzed. Discussions have already occurred within SAS about how best to refocus on OA, and an SAS OA review committee has been appointed and met several times during Spring Semester of 2000. Efforts of this committee will continue through AY 00-01 and beyond as needed. In addition to revamping the Liberal Studies OA strategy, an OA plan needs to be developed for the incoming Psychology program. What follows below presents the most current OA plans of the SAS. The reader should keep in mind that these plans are undergoing a review process.

Mission.

The mission of the SAS is tied directly to the University Mission, which in part seeks to "...prepare our students to be leaders and scholars..." (*Tiffin University AY 99-00 Academic Bulletin*, p. 11). The mission of the SAS, believing that students are individuals with particular interests and abilities, is to provide students with a contemporary education so that they can meet today's challenging needs in business, industry, government, education, research, and society.

Goal.

The goal of the School of Arts and Science is to help students seek a broad understanding of human knowledge and experience, to comprehend where they have come from, the effect that understanding has on who they are today, and how that will affect the choices they make tomorrow.

Objectives.

Via a collegial partnership with students and the faculty of the other Schools of Tiffin University, the School of Arts and Science will:

1. provide an interdisciplinary program leading to the Bachelor of Arts Degree in Liberal Studies in the Humanities
2. provide an interdisciplinary program leading to the Bachelor of Arts Degree in Liberal Studies in the Social Sciences
3. provide an interdisciplinary program which helps the student meet the basic requirements of the University's GEC
4. provide students with instruction and facilities in an environment that promotes personal, educational, and social growth
5. provide well-educated, professionally-active, supportive faculty who keep abreast of current trends in their disciplines.
6. update SAS curricula to meet ever-changing student needs.
7. provide individual advising for students in order to help them develop to their fullest potential.
8. provide referrals for individual counseling for students to help them with their personal concerns.
9. assist students in obtaining employment by maintaining current faculty contacts in faculty members' respective fields and by referring SAS students to TU's Office of Career Services.

10. help students learn an integrated perspective of human cognitive, affective, behavioral, and physiological processes/dynamics
11. help students develop a grounding of knowledge in its historical and theoretical context
12. develop critical thinking, analytical writing, and communications skills
13. help students develop a sound basis for ethical decision-making

School of Arts and Science OA Strategies.

The primary vehicles to accomplish the mission, goals, and objectives of the School of Arts and Science are the curricula of the GEC and the two majors of the Bachelor of Liberal Studies degree. Tiffin University awards the Liberal Studies degree in three programs of study/majors: Liberal Studies in the Humanities, and Liberal Studies in the Social Sciences, and an individualized course of study. The latter needs to have attention with regard to OA. The assessment strategies for the GEC are presented above in the section dealing with OA activities of the Office of Academic Affairs. The assessment strategies for the Liberal Studies majors follow immediately below.

Bachelor of Liberal Studies OA Strategy.

Humanities & Social Studies. The Liberal Studies Major in the Humanities, the Liberal Studies Major in the Social Sciences, and the individualized program are interdisciplinary majors. The School of Arts and Science assembles an OA portfolio for each Liberal Studies student. The OA portfolio is designed to present material that demonstrates both the student's accumulation of knowledge in the fields she/he has studied, and the student's development of skills for integrating knowledge in an interdisciplinary fashion. To this end, the portfolio contains the following materials:

1. a copy of an early, freshman level writing sample collected by the English Department.
2. for each of the three concurrencies completed by the student:
 - a. the student's written proposal for the concurrency
 - b. a copy of the concurrency approval form signed by each participating professor, the Coordinator for the Major, the Dean of Arts and Sciences, and the VP for Academic Affairs.
 - c. a copy of the final concurrency project
 - d. written assessments of the concurrency by all participating professors
 - e. final grade for the concurrency
3. a sample of scholarly research completed by the student
4. a copy of any paper or research presented by the student in a professional arena
5. all senior seminar work (the senior seminar project material in the portfolio should be the same as the material included for each concurrency)
 - a. the student's written proposal for the senior seminar
 - b. senior seminar approval form signed by each participating professor, Coordinator for the Major, the Dean of Arts and Sciences, and the VP for Academic Affairs
 - c. a copy of the final senior seminar project
 - d. written assessments of the senior seminar by all participating professors
 - e. final grade for the senior seminar

The Chair of the English and Communication Arts Department keeps each student's portfolio file, and updates it as necessary until the student has fulfilled all requirements for graduation. Each student will be advised to keep a copy of his/her own portfolio materials.

An advantage of this proposed assessment process is that it makes use of material already being produced by the student in the course of working toward a degree from Tiffin University. All Liberal Studies majors are required to complete three concurrencies⁶ and a senior seminar.

For assessment purposes, the English writing sample is used as a pretest of incoming Liberal Studies majors. The senior seminar functions as a posttest. Across the three concurrencies, the Liberal Studies student must illustrate competency throughout the eight areas of emphasis prescribed as goals when the majors were established:

1. Critical thinking

A low level example would be the demonstrated ability to define a problem, select a technique/paradigm/theory for analysis and apply it to the problem so as to arrive at a solution or conclusion.

2. Analytical writing

A low-level example would be the demonstrated ability to communicate in writing the critical thinking process.

3. Communications skills

These would include the demonstrated ability to identify and understand the constituents of a particular audience as demonstrated through the successful oral, visual and/or written achievement of a specific goal (for example, a dramatic performance and documented audience response).

4. Multicultural global perspective

Demonstration of awareness of unique aspects of different cultures and ways of thinking.

5. Grounding of knowledge in historical and theoretical context

A low-level example would be the identification and explanation of how a specific economic theory provides a context for understanding the Industrial Revolution in England.

6. Sound basis for ethical decision-making

An example would be the demonstrated ability to apply several different value systems to the same ethical issue (for instance, breaking confidentiality).

7. Explore forms of expression

Students should be encouraged to produce at least one concurrency project, which is not limited to a written paper.

8. Extensive writing and scholarly research

Liberal Studies faculty should nurture students to write papers to present at professional conferences.

For each concurrency, the student will write a proposal detailing how the proposed concurrency project will achieve each of these stated goals. This proposal becomes a part of the student's portfolio. The portfolio file (to be used both for OA and for graduate school applications) will also include written assessments from each professor involved in each concurrency. These written assessments will address how well the project has met both the student's and the program's goals, and will be translated into a letter grade in accordance with University policy of letter grades for courses within the major.

⁶ Concurrent enrollment in any two courses offered in the Liberal Studies degree program. The student works closely with both professors to develop an interdisciplinary project. Each concurrency earns one hour of academic credit. A total of three concurrencies must be completed to earn the degree.

For each concurrency completed, the file should contain a proposal, the final project, and each of the faculty evaluations, as well as the final letter grade for the concurrency.

Permanent portfolio files will be kept by the Dean of Arts and Sciences and will include, in addition to concurrency materials, copies of an early, freshman English writing sample, a sample of scholarly research, any professional presented papers, and all senior seminar work.

For the purpose of better achieving the goals of the Liberal Studies major published in the student catalog, the following concurrency guidelines should be observed:

1. The deadline for student submission of a written proposal for a concurrency shall be the end of finals week of the term prior to taking the concurrency.
2. The deadline for registering for a concurrency shall be the same deadline as that for registering for any other course at Tiffin University, the end of the first week of classes.
3. Concurrency students shall meet once a week with all concurrency professors.

Results and Discussion.

Portfolio materials were collected as planned by SAS faculty and assembled in portfolios. However, as noted above, because of extensive administrative changes, no other planned assessment activities or related analyses were conducted by the SAS during AY 99-00.

Recommendations.

1. Using the AY 99-00 report as a basis, the Dean of the SAS and the DOA should work closely together with SAS faculty to develop a workable OA timeline for the upcoming academic year.
2. Assure that all OA efforts in the SAS are documented as the AY progresses.
3. Assure that concerns raised and/or lessons learned in AY 99-00 are processed within the SAS and are used to revise and/or create strategies for appropriate change in AY 00-01.

Use of Information Gained in the Process of Arts and Science Assessment.

The SAS faculty will meet at least once a year by department and as a school to review the conclusions reached once all assessment processes are completed. These meetings will serve as an opportunity to review program strengths and weaknesses and begin the process of strengthening what works and eliminating and/or revising what does not work. The assessment process itself will also be reviewed for efficiency and effectiveness. This will all be done in coordination with the Office of OA and documented as it evolves to form a record of assessment efforts and impact.

School of Business

The following narrative is presented verbatim as submitted by Dean Timothy Schultz of the School of Business.

Business School Outcomes Assessment

The School of Business Outcome Assessment for 1998-1999 has an important change from previous years. The School has been using the ETS Major Field of Study in Business standardized test as an element in outcomes assessment. The School felt that no more useful information was being derived from the test. Every year the test told us that the economics requirement needed to be improved. We have sent to the curriculum committee (last year) a recommendation for a change in the economics requirement, but it was put on hold while the integrated core was being revised.

In 1998-1999 we changed the assessment to having the entire Business School Faculty review the final project or paper in each major's culmination course. Last Spring the Business School Dean randomly selected and randomly distributed the paper and projects to see if the faculty felt that 90% of the students had done 'B' work or better. In our first attempt the students did meet the 90% cutoff. We feel this is a way on ensuring that all the Business students at all of our locations have the same quality of work.

**SCHOOL OF BUSINESS
OUTCOME ASSESSMENT PROGRAM**

Mission Statement: Tiffin University’s Business School will assist students in their development of communication, technical, critical thinking and analytical skills appropriate to business administration and their specific area of study.

<u>Intended Outcomes</u>	<u>Assessment Criteria</u>	<u>Met</u>	<u>Evidence</u>
1. Graduates will find employment in an Area related to their academic program.	At least 90% of graduates will either indicate on the annual Career services placement form that they have had an offer they are considering, or have accepted an offer or have made other plans which preclude them from accepting employment.	Yes	Career Services Information.
2. Graduates will exceed a 90% minimum standard on Capstone Project preparation as judged by the School Faculty.	Each department would designate a “capstone” course that includes a student project assignment for its majors. A committee will determine the number that meets the minimum standard of a “B”.	No	85% met “B” or better.
3. Graduates will believe that they are well-prepared for their careers.	At least 90% of graduates will rate their preparation for a career as a rating of at least 4. (Exit Questionnaire item 4)	Yes	Graduate Exit Questionnaire.
4. To insure the intended outcomes will remain foremost in the minds of the faculty, the faculty will commit to continued development in both instructional strategies and their discipline area of instruction.	Each faculty member will prepare a written report that will demonstrate an involvement in professional organizations, seminars, conferences, education, training, scholarly activities and other appropriate professional activities.	Yes	ACBSP Faculty Load Report. Every faculty was involved in either scholarly activities, professional activities, or business and industry interaction.

**DEPARTMENT OF ACCOUNTING
OUTCOME ASSESSMENT PROGRAM**

<u>Intended Outcomes</u>	<u>Assessment Criteria</u>	<u>Met</u>	<u>Evidence</u>
1. Accounting graduates will compare favorably with graduates of other colleges as to academic preparation in business.	The average score of accounting graduates will equal or exceed the national average of scores on the Major Field Achievement Test. (MFAT)	Yes	The Accounting students scored over 90% on the School of Business assessment paper.
2. Graduates will have access to information about various career opportunities available.	The Accounting Club will have at least two meetings per semester with an emphasis on potential careers.	Yes	The Accounting Club met several times each semester.
3. The Accounting faculty will keep in contact with potential employers of Accounting graduates.	An Accounting Advisor Board will meet at least once a year.	Yes	An Accounting Board met and discussed the Accounting curriculum.

**DEPARTMENT OF FINANCE
OUTCOME ASSESSMENT PROGRAM**

<u>Intended Outcomes</u>	<u>Assessment Criteria</u>	<u>Met</u>	<u>Evidence</u>
1. Demonstrate understanding of finance principles/concepts comparable to others majoring in finance nationwide.	Finance majors shall complete a nationally normed standardized test during the second semester of their junior year or during the first semester of their senior year. TU students shall achieve mean scores equaling or exceeding the national average for similar finance programs	Yes	The Finance students scored over 90% on the School of Business assessment papers.
2. Communication Skills: ability to communicate with clarity and effectiveness in oral or written modes.	Faculty assessment based on class-room participation, student-teacher conversations, and written sub-missions to the faculty.	Yes	All Finance courses have regular written requirements.
3. Analytical Skills: ability to organize thoughts, plan analytical projects, apply appropriate assessment devices and finance principles/concepts/ equations to real world problems/ issues.	Faculty assessment based on class-room participation and solutions (oral or written) to problems, projects or case studies.	Yes	Finance courses combine oral & written analytical requirements based on problems, case studies, or media issues.
4. Values and Ethics: demonstrate an awareness and understanding of values and ethics in the field of finance, and some of the consequences of failure to function according to statutory and contemporary conformance standards of practitioners.	Faculty assessment through class-room participation <u>and conduct</u> , oral and written responses to problems, projects, case studies, and contemporary issues in business and society.	Yes	Faculty stresses the assumption of "Utmost Good Faith" in all financial transactions. Regular discussions based on values, ethics, & trust are included in every course. Exam periods are monitored openly & closely.

**DEPARTMENT OF FINANCE
OUTCOME ASSESSMENT PROGRAM
Page 2**

<u>Intended Outcomes</u>	<u>Assessment Criteria</u>	<u>Met</u>	<u>Evidence</u>
5. Demonstrate an apprentice level of understanding of finance and its various sub-disciplines (business finance, risk management, insurance, personal finance, investments and international finance).	Faculty assessment of the student's assimilation of the several academic and functional components of finance, and his/her understanding of the significant principles/ concepts in each sub-discipline and their applications to real world challenges.	Yes	Investment course during Spring Semester inspired two students to pursue possibilities of a student Investment Club. VP Development, VP Business Affairs, Dean School of Business, and Chair Finance endorsed the concept/proposal. Subsequently approved by President with authorization to receive \$25,000 from TU Development Fund for Initial Investment Club to be active by 1999-2000. Entirely operated by students with Faculty/Staff advice & oversight.
6. Satisfaction of Finance graduates with the quality and quantity of academic courses available to them during their period of study at TU.	Graduate responses to select questions in Exit Interview Questionnaire.	Yes	The School of Business Exit Questionnaire.
7. Finance graduates were able to obtain employment <u>in their chosen</u> type of employment within six months of graduation. Alternative: achieve acceptance into a graduate study program for the ensuing academic year. (Exception: persons who choose to travel or take a break.)	Exit Interview Questionnaire entries regarding employment. Congratulatory graduation card from the Department; to be mailed in May each year. Follow-up card to be mailed in August, following graduation.	Yes	Personal conversations with graduating Seniors. Example: One May 1997 Graduate was referred a finance position with Dana Corp in proceeding December 1998.

**DEPARTMENT OF HOSPITALITY MANAGEMENT
OUTCOME ASSESSMENT PROGRAM**

<u>Intended Outcomes</u>	<u>Assessment Criteria</u>	<u>Met</u>	<u>Evidence</u>
1. Hospitality Management graduates will compare favorably with graduates of other universities offering similar programs.	Internship evaluations will indicate that potential graduates are academically prepared for careers in the hospitality industry.	Yes	The Internship students' evaluation results on overall performance were rated average and above.
2. Graduates will have access to current information regarding employment opportunities in the hospitality industry.	The Career Planning and Placement Center will maintain contact with potential employers.	Yes	The Director of Career Planning publishes weekly bulletins in the Dragon Droppings regarding internship and job opportunities.
3. Graduates will be knowledgeable of career choices and strategies for selecting entry-level positions in the hospitality industry.	The Hospitality Management Club will meet bi-monthly and provide programs with H.M. alumni as guest speakers.	Yes	The H/M Club met every 2 months in the Fall '98 & Spring '99. We entertained one alumnae at our meetings, Jolene Ruffing, AAA.
4. Graduates will be knowledgeable of current products & services available to the hospitality industry.	Students will attend the annual Ohio Hotel/Motel Association annual convention and show and the Ohio Restaurant Association annual convention and exhibition. T.U. will provide a booth for display with student staffing.	Yes	Students attend the educational seminars at the Ohio H/M Assoc. convention in Cincinnati, Ohio.
5. The Advisory Board will keep the hospitality management program updated to ensure graduate competencies.	The Board will meet annually to review all facets of the H.M. program.	No	

**DEPARTMENT OF INTERNATIONAL STUDIES
OUTCOME ASSESSMENT PROGRAM**

<u>Intended Outcomes</u>	<u>Assessment Criteria</u>	<u>Met</u>	<u>Evidence</u>
1. Graduates will find employment in an area related to their academic program.	At least 90% of graduates will either indicate on the annual Career Services placement form that they have had an offer they are considering, or have accepted an offer or have made other plans which preclude them from accepting employment.	Yes	The International Studies students scored over 90% on the School of Business assessment paper.
2. Graduates will compare favorably with graduates of other universities as indicated by a standardized test.	The average score of graduates on the Major Field Achievement Test (MFAT) from Educational Testing Services will meet Division of Business current standards.	Yes	Information from Career Services.
3. Graduates will believe that they are well-prepared for their careers.	At least 90% of graduates will rate their preparation for a career as a rating of at least 4 (Exit Questionnaire item 4).	Yes	School of Business Exit Questionnaire.
4. The International Studies faculty will keep in contact with potential employers of new graduates.	An International Studies Advisory Board will meet at least once a year. Additionally, faculty membership in local international trade organizations is encouraged.	No	The Board did not meet.
5. Students will be exposed to people from different cultures.	Students majoring in International Studies will be encouraged to join the International Student Association (ISA).	Yes	The students were encouraged.

**DEPARTMENT OF INFORMATION SYSTEMS
OUTCOME ASSESSMENT PROGRAM**

<u>Intended Outcomes</u>	<u>Assessment Criteria</u>	<u>Met</u>	<u>Evidence</u>
1. IS graduates will find employment in their chosen field.	At least 85% of IS graduates will either be employed in the IS profession or have made other plans which may prevent them from accepting employment.	Yes	Information from Career Services.
2. IS graduates will compare favorably with graduates of other colleges and universities in academic preparation.	The average scores of IS graduates will exceed the national average of scores on the MFAT and will also be above the national average in the MIS area.	Yes	The Information Systems students scored over 90% on the School of Business Assessment paper.
3. Graduates will have access to information about various career opportunities in the IS field.	Students will be involved in student clubs (Tiffin User Group - TUG, Association for Systems Management - ASM) and meet at least twice a semester.	Yes	The organization met about careers in 1998-1999.
4. IS faculty will be up-to-date in their field.	All faculty members will participate in seminars, conferences and professional organizations.	Yes	ACBSP Faculty Load Reports.

**DEPARTMENT OF MANAGEMENT
OUTCOME ASSESSMENT PROGRAM**

Page 2

<u>Intended Outcomes</u>	<u>Assessment Criteria</u>	<u>Met</u>	<u>Evidence</u>
3. Presentation skills.	Measured by analyzing student oral presentations in a senior capstone course, MG495 Business Policy required for graduation of all Management majors. Group case assignment results require an oral presentation by one of the group members. Case evaluation sheets provide comments on the quality of the oral presentation. a presentation free of major faults such as excessive reading, lack of eye contact, limited explanation of ideas was viewed as evidence of satisfactory, or better presentation skills. The standard is that at least 60% of all student presentations demonstrate satisfactory presentation skills	N/A	No response from Management Department.

End of verbatim report by Dean Schultz

Recommendations

Overall, the SBU appears to be on track in its assessment efforts. The SBU Dean and the DOA should clarify the OA expectations and plans of the SBU to assure better continuity and timely report completion in AY 99-00.

School of Criminal Justice

The SCJ continued in AY 98-99 to implement the OA plans laid out in earlier years. The current OA strategy for the SCJ is as follows:

Mission. Believing that students are individuals with particular interests and abilities, the mission of the School of Criminal Justice is to provide students with a contemporary education so that they can meet today's challenging needs in business, industry, government, the helping professions, education, research, and society.

Goal. The goal of the School of Criminal Justice is to graduate scholars and practitioners in the field of Criminal Justice who are qualified to take on leadership roles in the fields of corrections, forensic psychology, or law enforcement.

Objectives. Via a collegial partnership with students, the SCJ will:

1. Offer students an educational program, which provides specific skills for career productivity and knowledge to expand their horizons in and beyond the world of their chosen careers through opportunities to gain specialized technical knowledge and practical field experience.
2. provide students with instruction and facilities in an environment that promotes personal, educational, and social growth as well as insight into the many facets of the field of criminal justice
3. Provide well educated, professionally active, supportive faculty who keep abreast of current trends in their disciplines.
4. Update CJ curricula to meet ever-changing career needs.
5. Provide individual advising for students in order to help them develop to their potential.
6. Provide referrals for individual counseling for students to help them with their personal concerns.
7. Assist students in obtaining employment by maintaining current faculty contacts in corrections, forensic psychology, and law enforcement and by referring CJ students to TU's Office of Career Services.
8. Help students learn an integrated perspective of human cognitive, affective, behavioral, and physiological processes/dynamics
9. Help students learn a sense of their place in history, the world, and their unique and shared cultural heritage
10. Help students understand the relationship of criminal justice agencies to other dimensions of the criminal justice system and to society as a whole

Department of Corrections.

Mission. Believing that students are individuals with particular interests and abilities, the mission of the Department of Corrections is to provide students with a contemporary education so that they can meet today's challenging needs in business, industry, government, the helping professions, education, research, and society.

Goal. The goal of the Department of Corrections is to graduate scholars and practitioners who are qualified to take on leadership roles in the field of Corrections.

Objectives. Via a collegial partnership with students, the Department of Corrections will:

1. Offer students an educational program, which provides specific skills for career productivity and knowledge to expand their horizons in and beyond the world of their chosen careers through opportunities to gain specialized technical knowledge and practical field experience.
2. Provide students with instruction and facilities in an environment that promotes personal, educational, and social growth as well as insight into the many facets of the field of Corrections
3. Provide well educated, professionally active, supportive faculty who keep abreast of current trends in their disciplines.
4. Update Corrections curricula to meet ever-changing career needs.
5. Provide individual advising for students in order to help them develop to their potential.
6. Provide referrals for individual counseling for students to help them with their personal concerns.
7. Assist students in obtaining employment by maintaining current faculty contacts in Corrections and by referring Corrections students to TU's Office of Career Services.
8. Help students learn an integrated perspective of human cognitive, affective, behavioral, and physiological processes/dynamics
9. Help students learn a sense of their place in history, the world, and their unique and shared cultural heritage
10. Help students understand the relationship of Corrections to other dimensions of the criminal justice system and to society as a whole

Department of Forensic Psychology.

Mission. Believing that students are individuals with particular interests and abilities, the mission of the Department of Forensic Psychology is to provide students with a contemporary education so that they can meet today's challenging needs in business, industry, government, the helping professions, education, research, and society.

Goal. The goal of the Department of Forensic Psychology is to graduate scholars and practitioners who are qualified to take on leadership roles in the field of Forensic Psychology.

Objectives. Via a collegial partnership with students, the Department of Forensic Psychology will:

1. Offer students an educational program, which provides specific skills for career productivity and knowledge to expand their horizons in and beyond the world of their chosen careers through opportunities to gain specialized technical knowledge and practical field experience.
2. Provide students with instruction and facilities in an environment that promotes personal, educational, and social growth as well as insight into the many facets of the field of Forensic Psychology
3. Provide well educated, professionally active, supportive faculty who keep abreast of current trends in their disciplines.
4. Update Forensic Psychology curricula to meet ever-changing career needs.
5. Provide individual advising for students in order to help them develop to their potential.
6. Provide referrals for individual counseling for students to help them with their personal concerns.
7. Assist students in obtaining employment by maintaining current faculty contacts in Forensic Psychology and by referring Forensic Psychology students to TU's Office of Career Services.

8. Help students learn an integrated perspective of human cognitive, affective, behavioral, and physiological processes/dynamics
9. Help students learn a sense of their place in history, the world, and their unique and shared cultural heritage
10. Help students understand the relationship of Forensic Psychology to other dimensions of the criminal justice system and to society as a whole

Department of Law Enforcement.

Mission. Believing that students are individuals with particular interests and abilities, the mission of the Department of Law Enforcement is to provide students with a contemporary education so that they can meet today's challenging needs in business, industry, government, the helping professions, education, research, and society.

Goal. The goal of the Department of Law Enforcement is to graduate scholars and practitioners who are qualified to take on leadership roles in the field of law enforcement.

Objectives. Via a collegial partnership with students, the Department of Law Enforcement will:

1. Offer students an educational program, which provides specific skills for career productivity and knowledge to expand their horizons in and beyond the world of their chosen careers through opportunities to gain specialized technical knowledge and practical field experience.
2. Provide students with instruction and facilities in an environment that promotes personal, educational, and social growth as well as insight into the many facets of the field of Law Enforcement
3. Provide well educated, professionally active, supportive faculty who keep abreast of current trends in their disciplines.
4. Update Law Enforcement curricula to meet ever-changing career needs.
5. Provide individual advising for students in order to help them develop to their potential.
6. Provide referrals for individual counseling for students to help them with their personal concerns.
7. Assist students in obtaining employment by maintaining current faculty contacts in law enforcement and by referring Law Enforcement students to TU's Office of Career Services.
8. Help students learn an integrated perspective of human cognitive, affective, behavioral, and physiological processes/dynamics
9. Help students learn a sense of their place in history, the world, and their unique and shared cultural heritage
10. Help students understand the relationship of Law Enforcement to other dimensions of the criminal justice system and to society as a whole

Bachelor of Criminal Justice OA Strategy.

The primary vehicle to accomplish the mission and objectives of the School of Criminal Justice are the curricula of the various majors of the Bachelor of Criminal Justice degree. Tiffin University awards this degree in three programs of study/majors: corrections, forensic psychology, and law enforcement. In general, outcomes in the School of CJ are assessed using a variety of approaches common across all three departments, including:

1. An annual grade analysis across all courses and all departments. This analysis will look for unusual or outlier patterns, e.g., skewed grade distributions that deviate from the expected pattern in a given course or area.
2. A periodic review of all CJ syllabi to assure that:
 - a. course content across all offerings provides continuity from lower to upper levels, an appropriate interdisciplinary flavor, and that any content overlap from course to course is appropriate.
 - b. Proper course sequencing is in effect.
 - c. Depth of content is appropriate.
 - d. Course content across all sections of the same course is consistent via common departmental course syllabi specifying minimum course content guidelines.
3. A follow-up survey of SCJ graduates at one and five years after graduation to determine:
 - a. Perceptions of the adequacy of their education
 - b. Recommendations for program improvement
4. Formation of a SCJ advisory board to assist the faculty of the SCJ in assuring the quality of degree programs. This advisory board will be composed of:
 - a. Graduates
 - b. Employers of SCJ graduates
 - c. Federal, state, and/or local key informants
 - d. This advisory board will offer its perceptions of the quality and adequacy of an SCJ education as well as recommendations for program improvement
5. An annual informal group exit interview by SCJ faculty with randomly selected graduating seniors to determine:
 - a. Students' perceptions of their SCJ experience.
 - b. Students' recommendations for change or status quo maintenance in SCJ offerings.
6. Assurance of quality instructional techniques by SCJ faculty via a minimum annual classroom visitation of all SCJ faculty by a peer SCJ faculty member on a regular rotating basis.
7. An annual review of the SCJ student academic advising process as to appropriate course selection, sequencing, and timely graduation.
8. Ongoing coordination of the SCJ student career advising process with the TU Office of Career Placement.
9. The dissemination and processing of all outcomes information generated by the items listed above as it becomes available in regularly scheduled SCJ faculty meetings.
10. The annual review of these SCJ assessment strategies with amendments as needed.
11. SCJ assessment data will be summarized in an annual report and acted on as needed.

SCJ Assessment Timeline.

With the SCJ Dean and the Director of Outcomes Assessment, and under the direction of the SCJ Department Chairs, the SCJ faculty will write their own plans that will detail a departmental timeline for who is responsible for completing which task by what time. The following items correspond to the items listed above under the heading "Bachelor of Criminal Justice OA Strategy."

1. Annual Grade Analysis. The Department Chairs submit a report of findings to the SCJ Dean by June 1 each academic year. The Dean then puts it in an annual report for the SCJ.

2. Syllabi Review. The Department Chairs submit a report of findings to the SCJ Dean by June 1 of each academic year. The Dean of the SCJ and Department chairs will see that curriculum issues will be resolved.
3. Follow-up Survey of Graduates. Faculty who teach the Research Methods classes shall conduct a follow-up survey of SCJ graduates at designated intervals and report findings to the Dean of the SCJ.
4. Formation of a SCJ Advisory Board. Based on recommendations from the SCJ faculty and subject to the approval by the SCJ Dean and the Vice President of Academic Affairs, a SCJ Advisory Board will be formed by May 15, 1998. The Board will meet once each year at least, preferably during the fall semester. Program developments, progress, and issues will be presented and advice solicited. Good ideas will be incorporated into the program agenda of the SCJ.
5. Informal Group Exit Interview. SCJ Department Chairs will meet with some graduating seniors by March 1 of each year and report their findings to the Dean of the SCJ who will insure that suggested worthy improvements are implemented in later semesters.
6. Peer Teaching Evaluation. Department Chairs of the SCJ will construct a schedule for conducting a peer teaching evaluation of every faculty member each year. Results will be given to the evaluated faculty member, the Dean of the SCJ, and the Vice President for Academic Affairs.
7. Review of Advising Process. If the main campus advising coordinators on campus do not conduct such an evaluation, the counseling faculty within the SCJ shall develop a brief evaluation form which will be administered to all CJ advisees, summarize the findings, and submit a final report to the Dean of the SCJ and the head of the advising program at TU.
8. Coordination of the SCJ Career Advising Process with the TU Office of Career Placement. The SCJ faculty will keep a notebook on every contact and information sharing activity they have with the TU Office of Career Placement and hold one meeting with the staff from each organization once a year, preferably in the month of October, to discuss common interests. The SCJ faculty member involved in the meeting will take minutes at the meeting and give them to the Dean of the SCJ to insure that there is follow-up. The Dean of the SCJ can include the developments in the annual report of the School.
9. Dissemination of All Outcomes Assessment Information. At every SCJ faculty meeting, all available outcomes assessment information will be distributed and discussed.
10. Annual Review of SCJ Assessment Strategies. At the last SCJ faculty meeting of the academic year, the faculty will review and deliberate the adequacy of all outcomes assessment strategies. Needed changes will be passed on to the Dean of the SCJ and necessary responsibilities will be delegated to appropriate faculty.
11. Summary of Assessment Findings. Annual reports will be prepared by each department chair and submitted to the Dean of the SCJ who will then compile the assessment findings into an annual report for the SCJ.

Use of Information Gained in the Process of Assessment.

The School of Criminal Justice will meet at least once a year by department and as a school to review the conclusions reached once all exit examination grading is completed. These meetings will serve as an opportunity to review program strengths and weaknesses and begin the process of strengthening what works and eliminating and/or revising what does not work. The

assessment process itself will also be reviewed for efficiency and effectiveness. This will all be done in coordination with the Office of OA and documented as it evolves to form a record of assessment efforts and impact.

Results.

The following information in this SCJ Results Section is presented verbatim from the SCJ summary report for AY 98-99 as prepared by Dean Jack Collins and immediate past Dean Keith Haley. (Minor, non-substantive, format editing was done by the DOA for continuity and appearance within the overall TU institutional report).

SCHOOL OF CRIMINAL JUSTICE OUTCOMES ASSESSMENT FOR AY 1998-1999

June 24, 1999

BACKGROUND

The School of Criminal Justice is in its second year under a formalized outcomes assessment process. Well-conceived evaluation applied to actual performance is paramount to the success of any notable organization. The zeal, with which organizations attempt formalized evaluation, however, must be tempered with the reality that evaluation is overall directed toward improving performance and not conducting evaluation. Nor should evaluation be shelved during the target time period and dragged out at the end as a necessary evil to be completed.

In many ways the fight for 1998-1999 is over and the School of Criminal Justice has relied on its innate sense of evaluation. In our offices, classrooms, advising sessions, and faculty meetings the School of Criminal Justice has indeed assessed how we are doing as an education enterprise.

We initiated a Master of Criminal Justice program in Justice Administration. Initially, fifty-eight graduate students were enrolled. Four of which have dropped the program, only one due to being dissatisfied. As the year has gone on, four new students have been added. It is anticipated that we will have an excellent growth in Academic Year 1999-2000. We continue to improve our field internship program. We continue working on outcome assessment process, anticipating the accreditation visit.

The School of Criminal Justice faculty anticipates an enthusiastic and rewarding evaluation effort over the next academic year as we prepare for an accreditation reaffirmation visit from the North Central Association Commission on Institutions of Higher Education.

THE ASSESSMENT PROCESS IN THE SCHOOL OF CRIMINAL JUSTICE

The Departments of Corrections, Forensic Psychology, and Law Enforcement comprise the School of Criminal Justice. A Bachelor of Criminal Justice degree is awarded to students who successfully complete the required department curriculum and university general education requirements. In 1999 twenty-nine students graduated with a baccalaureate degree from the School of Criminal Justice. Two people obtained an associate degree in Law Enforcement.

School of Criminal Justice Assessment Activity

Eleven assessment activities have been identified and approved by the School of Criminal Justice faculty. They are as follows:

1. Annual grade analysis in courses and department.
2. Periodic review of all course syllabi.
3. A follow-up survey of School of Criminal Justice graduates.
4. Formation and assistance of a School of Criminal Justice Advisory Board.
5. An annual informal group exit interview of randomly selected graduating seniors.
6. Peer evaluation of teaching.
7. Annual review of the School of Criminal Justice advising process.
8. Coordination of the School of Criminal Justice advising process with Tiffin University's Office of Career Placement.
9. Dissemination and action on all outcome assessment results by means of discussions and delegation of needed action steps to appropriate faculty and administrators.
10. Annual review of assessment criteria with revision as needed.
11. The School of Criminal Justice will also regularly address assessment in an annual report.

1. Annual Grade Analysis

Table 1 below identifies the 23 individual course titles that the School of Criminal Justice offered during the 1998-1999 academic year along with the mean grade point scores awarded in each course. Means were averaged for courses with multiple sections during the academic year.

Table 1. School of Criminal Justice Course Grade Point Means for 1998-1999

<u>Fall 1998</u>		<u>Spring 1999</u>	
Course	Mean	Course	Mean
Intro to Crim. Just.(3) #	2.8	*Intro to Crim Just	2.9
Criminal Law (2)	2.7	Victimology (2)	3.3
Research Methods (2)	3.3	Police & Society	2.6
Psych of Violence	3.3	Applied Crim Inv.	3.9
Fund of Crim Inv	3.6	Agency Management	3.6
Law Enf Super.	3.0	Juv. Just. Syst. (2)	3.3
Computers in Law Enf.	3.5	Proseminar in CJ	3.7
Police & Community	3.5	Crim Procedures	2.1
Correctional Thought	3.4	Ethical Issues	3.8
Case Management	3.6	Psych & Law	4.0
Probation & Parole	2.9	Crisis Int.	3.5
Self Assessment	4.0	Crime Analysis	3.6
Comp. CJ Systems	3.2		

Fall 1998 Avg. GP Mean=3.3

Spring 1998 Avg. GP Mean=3.4

(#) Number of course sections indicated if more than one.

The mean of all course grade point scores ranged from a high of 4.0 in Self Assessment and (Psych & the Law)** to a low of 2.1 in Criminal Procedures. The average GPA course mean for the Fall of 1998 was 3.3 and 3.4 for the Spring semester of 1999, some indication of consistency in faculty evaluation of student performance.

*[** When dealing with small numbers, small number changes result in large means changes. In Psych & the Law, twelve students were registered and only four received a grade, with the remaining receiving an "I" (incomplete).]*

The School of Criminal Justice faculty also taught regular titled courses to 2 students independently who were not able to meet the scheduled course during the academic year. Both students took Independent Research 470. Since the School of Criminal Justice offers so few course offerings during the summer semester, summer courses were not included in the analysis. Students often did better academically in regular title courses taught to them independently, probably a result of some degree of self-selection where they felt comfortable taking a course where the essential burden was on them to accomplish the objectives of the course.

Four students took their internships during the 1998-1999 academic year. All did quite well. This is attributed to the fact they all had high profile positions which offered the opportunity to excel in their chosen field. They started the Internship with high enthusiasm and vigor.

Some patterns emerge from the data that might be expected. Courses that are traditionally content laden, the introductory courses, seemed to have the lowest course means. Self-

assessment and Applied Criminal Investigation, likely to be structured as hands on courses had the higher-grade point course means.

Table 2 below displays a distribution of course grade point means for all 25 School of Criminal Justice courses offered during the 1998-1999 academic year.

Table 2. Distribution of CJ Course Grade Point Means 1998-1999

Course	Mean
Self Assessment	4.0
Psych & the Law	4.0
Applied Crim. Inv.	3.9
Ethical Issues	3.8
Proseminar	3.7
Fund. Of Criminal Inv.	3.6
Case Management	3.6
Agency Management	3.6
Crime Analysis	3.6
Police & Community	3.5
Crisis Intervention	3.5
Correctional Thought	3.4
Research Methods (2)#	3.3
Victimology (2)	3.3
Juv. Just Syst (2)	3.3
Psyche of violence	3.3
Comp. CJ Syst	3.2
Law Enforcement Super	3.0
Intro. To Criminal Justice (4)	2.9
Probation & Parole	2.9
Criminal Law (2)	2.7
Police and society	2.6
Criminal Procedures	2.1

(#) Number of course sections indicated if more than one.

The course grade point means ranged from a high of 4.0 to a low of 2.1. Seventeen (72%) of the School of Criminal Justice classes had a course grade point mean of 3.0 or higher. The average grade awarded in the School of Criminal Justice is 3.3 At first glance; one conclusion is that the School of Criminal Justice has a liberal grading policy, a trait that would set them apart from most departments and schools in a majority of colleges in the nation. On the other hand, the “straight bell curve” model of grading is not universally accepted as an evaluation policy anywhere. Some faculty for example, employ a mastery concept that allows students to resubmit

work and retake exams until they reach a high level of competency for which they are rewarded a high grade. It is likely to assume that more than one grading philosophy guides evaluation decisions of the faculty in the School of Criminal Justice. These assessment results to grading will be discussed in faculty meetings during the 1999-2000 school year.

2. Review of All Course Syllabi

The Dean of the School of Criminal Justice examined all of the course syllabi that were used in courses taught by all full-time and adjunct faculty during the 1998-1999 academic year. The syllabi were examined for clarity, the amount of useable information for students, content redundancy with other syllabi, and the inclusion of standard information generally deemed appropriate by faculty in all disciplines, accrediting bodies, and education authorities.

The syllabi varied in description from one doubled-sided sheet of paper without course objectives and content identified to syllabi of seven pages including course description, rationale, content, and World Wide Web hotlinks to pertinent URL addresses. The syllabus is essentially the faculty member's prerogative, but some standardization will be helpful for future assessment. The syllabus should also tell the student in writing precisely what is going to happen in a course.

A recommended Syllabus can be found in Appendix "A" of this SCJ report.

3. Follow-up Survey of School of Criminal Justice Graduates

Due to the change of Deans this activity, once again slipped through the cracks. According to the School of Criminal Justice Assessment Plan, the survey is to be conducted by faculty who teach the Research Methods classes and the results are to be reported to the Dean of the School of Criminal Justice. Research Methods faculty was not notified of this requirement aside from the approval and circulation of the assessment plan during the academic year. The Research Methods faculty will be notified of this project by the Dean of the School of Criminal Justice at the First School faculty meeting in the Fall 1999 semester.

4. Formation and Assistance of a School of Criminal Justice Advisory Board

Reported in the Assessment report of Academic Year 1997-1998, initial work was done to accomplish this activity. The School of Criminal Justice contacted two criminal justice professionals who have agreed to serve on the Advisory Board. The faculty has been requested to furnish names of potential candidates for the Advisory board. We will attack this activity with vigor during the academic year 1999-2000, with the anticipation of having an Advisory Board in place by the end of the 1999-2000 academic year.

5. Group Exit Interview of Graduating Seniors

In compliance with the Outcome Assessment procedures, the School of Criminal Justice held its first Exit interview session. On May 22, 1999, six students representing all disciplines in the

School of Criminal Justice and five faculty members met in the Heritage room to identify the student's thoughts as they completed their degree program at Tiffin University.

Six basic questions prepared by the Director of Outcomes Assessment were presented to the Group. Those questions were:

1. To you, what are the goals of the degree program you chose?
2. In your view, did you accomplish those goals?
3. What helped accomplish those goals?
4. What got in the way of accomplishing your goals?
5. If you could pick one thing to change about your degree program, what would it be?

Overall the responses were very positive. The students believe that the faculty was able to meet, and many times surpass their intended goals. Due to the student's exposure to the different faculty, they were able to build on their initial goals.

The students as a whole believed that they accomplished the goals, which they brought to Tiffin University. Some actually said they surpassed their expectations.

Much credit was given to the faculty in assisting the students in accomplishing their individual goals. Those who had little expectation as they entered college were able to identify what direction they wish to follow after graduation. Some indicated their wish to enter the world of research, as they believe their work would be more satisfying. Others believe that their education would be beneficial in the job market, especially in the area of advancement.

Some of the areas, which interfered with the accomplishing the goals, were:

1. Number of required courses for their Major.
2. Core: Criminology and Juvenile Justice should become mandatory for all tracks in the program.
3. Some teaching methods or strategies should be fine-tuned.
4. Changing the semester in which the Proseminar is taught.

The faculty will investigate the aforementioned concerns. They will attempt to make changes where possible. Some of the courses identified could be easily taken as electives during the school year. With reference to the proseminar, we will look into changing it to a different semester for the academic year 2000 - 2001.

In 1999 - 2000 all instructors will receive an evaluation from the dean, and will also be observed by one of their peers. Those who have identified some shortcomings have already made arrangements to improve their presentation skills.

Overall, we believe that Tiffin University has successfully assisted those students interviewed, in accomplishing and surpassing their stated goals. We also believe because of this process, the School of Criminal Justice can improve their curriculum and service in the future.

6. Peer Evaluation of Teaching

Due to the transition of Deans, peer evaluation of teachers was not conducted. With the new governance this process is mandatory. The Dean will initiate a peer evaluation schedule during the Spring of 1999-2000.

7. Annual Review of the School of Criminal Justice Advising Process

Student advising is a primary and frequent function of any faculty member in the School of Criminal Justice. Formal evaluation of the advising function has not been done. During the 1999-2000 academic year, both faculty and students will be consulted to determine the effectiveness of the advising process. During the fall and spring semesters, 5 students in each of the four years of undergraduate study will be randomly selected by the Dean and asked to convey in one or two handwritten pages the answer to this question, "Describe how you feel about the advising process in the School of Criminal Justice and at Tiffin University."

Since this is the start of an assessment of student advising in the School of Criminal Justice, a qualitative response will best elicit information that perhaps can be formulated the following year into a questionnaire of 3 or 4 objective questions that can help the SCJ evaluate and improve its advising process. A total of 20 students spanning all four years of their education will allow the School's faculty to see what varying perspectives on advising exist the longer students study in their majors. Freshmen and seniors would probably be most dependent on faculty advice, although that remains to be seen. The Dean of the School of Criminal Justice can randomly select students from the list of advisees of each faculty member, administer the questionnaire, and tally the results with the help of department chairs. A brief report of the finds will be prepared and shared with the faculty at a meeting where improvements to the advising process can be devised. The next year's evaluation of the advising process will capture how successful the improvements were.

8. Coordination of the School of Criminal Justice Advising Process with Tiffin University's Office of Career Placement

The School of Criminal Justice will continue to work cooperatively with Tiffin University Office of Career Placement. A number of examples of this kind of cooperation can be identified: (1) the two units shared criminal justice employment openings; (2) the School of Criminal Justice faculty assisted in identifying and arranging several major criminal justice speakers for events jointly sponsored by the two units; (3) the School of Criminal Justice faculty also attended a Office of Career Placement internship supervisor recognition meeting.

Where students get their academic and career advice has been an issue between academic units and centralized career placement divisions for decades in colleges and universities. In most cases, faculty members that are well read in the literature of their field and have active involvement with criminal justice agencies will be best informed about career qualifications in criminal justice, subtle shifts in agency perspectives toward the development of new specialties, internship needs, and relationships with agency executives. Some faculty is more interested in this segment of their responsibilities than others. Often career placement offices take up the slack when faculty shun these duties. Each unit shares the concern for seeing that the students obtain satisfying employment.

The faculty cannot, however, keep pace with the daily opening and closing of employment vacancies in criminal justice for a region or nation. We are fortunate to have a placement office that does attempt to systematically track criminal justice employment opportunities. With World Wide Web technology, the tracking is at once easier and more difficult. In short there is more opportunity to know, therefore, more to keep track of. Faculty appreciate diligent staff in career placement offices who make the job of directing students toward satisfying career easier.

The School of Criminal Justice is to record all contacts and information sharing activities with the Office of Career Placement and hold a join meeting during the month of October to discuss common interest. The results of the meeting are to be shared with the Dean of the School of Criminal Justice. Results and issues can be included in an annual report. These additional procedures will be put into operation during the 1999-2000 academic year.

9. Dissemination and Action on All Outcomes Assessment Results

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

1. Annual Review of Assessment Criteria

On the agenda of the first faculty meeting of the year, the School of Criminal Justice will examine the past academic year's assessment results and procedures, taking remedial action where appropriate. Responsibilities for improving performance will be delegated among the entire criminal justice faculty. During this academic year, the School of Criminal was involved in a number of new activities such as strengthening their association with the International Association of Crime Analysts. The school of Criminal Justice, with the assistance of Graduate School, initiated their first Master of Justice Administration (MJA) program. Starting a baccalaureate degree program in Marion, and arranging a major speaker series. We did not hold a final faculty meeting where assessment was discussed. Our agenda for next year will be filled with assessment issues with the completion of our first Master of Criminal Justice program, the continuation of our involvement with the Crime Analysis Center, expansion of the Lima degree program and the Marion degree program becoming operational.

11. Summary of Assessment Findings in an Annual Report

The results of the formalized assessment that transpired this year will be included in a School of Criminal Justice annual report. Department chairs are to prepare reports whose results comprise key content for the Dean's annual report. That did not happen this year. We were busy. Much time was spent in the start up of the Master of Justice Program, and planning for the new Forensic Psych track.

CONCLUSION

With the primordial structure for evaluation now in place, we can engage the process fully during the next academic year and look forward to continued improved performance in the School of Criminal Justice.

Due to the changing of the guard, (Dean), we were unable to complete all the assessment criteria. Much effort and time was spent on fine tuning the Forensic Psych track in our Graduate Program. Start date for the Forensic Psych Program is Fall of 1999.

In the last analysis, our success in the School of Criminal Justice will depend on the quality ideas and on our careers in the "immortal profession." Both of these features of a successful organization can be enhanced through continuous and thorough evaluation.

APPENDIX A to SCJ REPORT

SCHOOL OF CRIMINAL JUSTICE
TIFFIN UNIVERSITY
COURSE SYLABUS

COURSE: Title

INSTRUCTOR: Name etc.

PHONE AND E-MAIL:

OFFICE: Room location and OFFICE HOURS

TABLE OF CONTENTS

COURSE DESCRIPTION
COURSE RATIONALE
PREREQUISITES
COURSE GOALS AND OBJECTIVES
TEXT(S), READINGS, AND SUPPLEMENTAL CLASS MATERIALS
OUTLINE OF COURSE CONTENT

METHODS OF INSTRUCTION
SUMMARY OF CLASS PROTOCOL
ATTENDANCE AND COURSE WITHDRAWAL POLICIES
COURSE REQUIREMENTS AND THE SEMESTER GRADE
STATEMENT ON ACADEMIC HONESTY
STATEMENT ON PLAGIARISM
ABOUT THE INSTRUCTOR

End of SCJ report by Deans Collins and Haley.

School of Graduate Studies

The following information is taken verbatim from a summary report for AY 99-00 submitted by the SGS Dean Ellen Jordan. (Minor, non-substantive, format editing was done by the DOA for continuity and appearance within the overall TU institutional report).

The School Of Graduate Studies Tiffin University Outcomes Assessment 1999-2000

The Tiffin University Graduate School began in 1990 with its' initial offering of the MBA program. In 1998 the program was expanded to include two more offerings of the MBA program (a fulltime day program on the main campus and at the Lorain Degree Center) and the first offering of the MCJ (Master of Criminal Justice). In the fall of 1999 the MBA program was taken to the Lima Degree Center upping the offerings to four. Also the MCJ which first ran with a JA (Justice Administration Concentration) added a FP (Forensic Psychology) concentration. By fall 1999 the total graduate student enrollment was approximately 200. On May 6, 2000 one hundred students received MBA/MCJ degrees from Tiffin University. The total retention rate maintained at above 90%.

In the planning stages for fall 2000 are a weeknight offering at the Lorain Degree Center of the MBA and the MBA program offered on-line through E-College. Course development, accreditation and program marketing are in process. Faculty additions will supply the support necessary to expand the course offering in the graduate school.

The external environment has shown many changing trends over this past decade. Demographically the need to further one's education has continually grown. All aspects of the business world have demanded their employees to stay current and continue with life long learning. The MBA was once a degree for men, big business, large cities and global connection. Now, even the private business entrepreneur sees the need to go further in their studies. Tuition reimbursement has become a bargaining tool in the job interview process. A market begging for a master's degree was criminal justice. The field has grown by leaps and bounds due to the criminal population's growth. The initial offering of the MCJ produced a class of 55 students, far exceeding the forecasted 25. The total graduate student population has increased only slightly this past academic year. The MCJ class began in fall 1999 with a class of 44. Overall rate of growth MCJ & MBA was 10%. The admission process is showing more of an increase for the 2000-2001 academic year. Total applications are up 20 % (May 2000) and admissions are up 19% from May 1999.

The cultural trends of the new millennium were witnessed in student body makeup. There is a continuous increase in the percentage of females and minorities in each class of the MBA. The MCJ has an enrollment of 35% female and 40% minority. The desire of international students to come to the USA to study keeps our web page active. The development of the on-line offering will attract the international market in a user-friendly manor. Many students are still having trouble leaving their countries due to visa problems. Currently in the MBA program we have students from Canada, Ecuador, South Africa, England, Bangladesh, Pakistan, Puerto Rico and Korea. We have applications from China, Nigeria, Rumania and Japan. Such cultural diversity adds greatly to the graduate class environment.

Economically the costs of graduate school have risen along with all college budget needs. Technology has been the driving force in controlling tuition, books and curriculum. The economy is intertwined with demand, supply, distribution and production. We have the ability to continually review, evaluate and improve the graduate programs. Being a hands on and highly visible faculty allows Tiffin University to be adaptable and flexible with the ever changing economy. Graduate school curriculums have become based in the practitioner's world. Students and employer's want to be able to see immediate results. The use of technology in teaching methods, student feedback, document transfer and presentation skills have grown in importance and expectations.

As The School of Graduate Studies enters the next decade, the structure for assessment and planning is already in place. Tiffin University's outcomes assessment director has done a super organizational job over the past two years in guiding us through the process. The School of Graduate Studies has a seven-step assessment strategy:

1. Continuous evaluation of courses & faculty
2. Exit outcome survey of evaluation of program worth
3. Semi-annual update of alumni including outcomes assessment survey
4. Advisory board yearly evaluation of program
5. Monthly meetings of graduate faculty and staff
6. Recruitment evaluation and marketing strategy evaluation
7. 5-year plan position

The School of Graduate Studies School Mission is as follows: a. to offer the best in education by having the top faculty in experience, educational credentials, and recognition among peers, b. to focus on competencies needed to succeed today & tomorrow, & c. to pay full attention to student needs and make their education a positive, challenging, enjoyable experience.

The resources necessary to accomplish these goals will include more fulltime faculty, continuous technology improvement, professional development of faculty and staff, and leadership in the administrative positions. The competition in the next decade will intensify. Tiffin University will succeed if growth, support, pride, understanding continues. New energetic hires and motivation of the "burn-outs" is a must. Technology and distance learning are the new challenges.

The School of Graduate Studies completed a self-study for North Central Accreditation in the fall of 1999.

Tiffin University
School of Graduate Studies
Self-Study

- *Graduate education to be more both focused in content & purpose and more intellectually demanding than undergraduate education*

The Tiffin University Graduate programs offer courses designed to supplement and enhance the abilities and skills possessed by professionals practicing in the fields of business and criminal justice. Theories and case studies are applied in such a manner as to bear relevance to actual decision making situations and bring a focus of practical application to courses.

Emphasis is placed on students learning to lead and participate in groups. Particular attention is paid to communicative ability, presentation skills, the application of computer technology, problem solving, global awareness, self-evaluation & growth, ethics, adaptability, teamwork, diversity, and life balance.

- *Graduate faculty to possess terminal degrees appropriate to the instruction they provide*

There were 48 classes taught in the fall & Spring Terms. Thirty-eight were taught by terminally degreed professorsclose to 80% with the inclusion of MBA as terminal this percentage moves to 45.....close to 94%. All professors were experienced in their field.

- *Graduate faculty and graduate students to be engaged in scholarship involving research and practice as appropriate to the discipline or field*

All graduate faculties are members of national professional organizations. Most present papers, chair sessions, sit on panels and hold committee assignments. An area that will be stressed this upcoming academic year will be paper publication and book writing/editing. The MBA classes are involved with not for profit consulting.

- *Graduate faculty and graduate students interacting frequently with opportunities for individual student-faculty discussion and advising*

All faculty hold office hours accessible to their students. There is a fulltime Director of Program Co-ordination for all graduate students. The MCJ and the MBA students are brought together for workshops and social events.

- *An academic governance structure for graduate education that assures the quality of graduate offerings through such means as reviewing the rigor and currency of courses, evaluating the coherence of certificate and degree programs, and measuring the achievement of stated educational objectives*

In the assessment outcomes for the graduate school, a 7 step plan has been implemented including; alumni surveys, teaching evaluations, course evaluations, program evaluation on a semester bases by graduate faculty, and accreditation review for standards.

- *Full and accurate information provided by the institution to students and to the public about it's graduate offerings, appropriately distinguishing among free standing courses, certificate programs, and degree programs.*

Tiffin University's web site includes a continuously updated graduate school page. This page includes information on all programs, faculty, costs, an on line application and direct contact. Open houses and information nights are held at all sites and in surrounding cities. View books, radio spots, etc are conducted and supervised by the director of recruitment.

Assessing the School of Graduate Studies' seven-step assessment strategy:

1. *Continuous evaluation of courses & faculty*

Even though the courses/instructors are evaluated by student evaluations each term, the ability of the school of graduate studies to thoroughly evaluate the programs has become an immense burden. The offering of **50** courses versus the original **8** per term has created a very time consuming process. The manpower in the school has been reduced to a single director from two, an administrative assistant (also responsible for 7 faculty members) and the dean.

This summer a graduate faculty meeting will take place including MCJ and MBA faculty to evaluate administrative policies, curriculums and procedures. The additional faculty hired for the 2000-2001 academic year will help with the drastic need created by the new offerings.

2. *Exit outcome survey of evaluation of program worth*

A survey is being designed to send to the 100 graduates. This will be given each year to evaluate immediate program worth.

3. *Semi-annual update of alumni including outcomes assessment survey*

This summer the alumni survey completed in 1998 will be sent to the last two years new alumni. This will be judged against the results of the 1998 (92-97) survey.

4. *Advisory board yearly evaluation of program*

This was an area of great concern that was discussed with the school of CJ and Business but did not have any follow-through. It will be on the agenda for the summer graduate faculty meeting.

5. *Monthly meetings of graduate faculty and staff*

Weekly meetings were consistent for the staff of the graduate school throughout the year. The reorganization of the staff after the promotion of the Program Director to faculty was the Director of Recruitment & Marketing to Director of the Graduate School. The responsibilities of the Program Director have been spread to the three remaining staff members. The office will be requesting that this be reevaluated for the fall. The office is open 6 days a week from 8 AM to 6:15 PM to accommodate all the different offerings. More help is necessary for recruitment, program coordination and student satisfaction.

Graduate faculty meetings were held within the two schools of CJ and Business. There are no "fulltime" graduate instructors.

6. *Recruitment evaluation and marketing strategy evaluation*

The Director of the graduate school reports to the Dean and the Vice President with monthly admission statistics. He meets monthly with the recruiting committee and with the marketing committee.

7. *5-year plan position*

The five-year plan position to grow, expand and appeal to minorities and international students has been a major part of the mission of the school. New program offerings and the expansion to the on-line will expand our international interest. We are continually looking ahead for new markets and possible program offerings. The School of Arts & Science is in the planning stages of a MA.

The growth and success of the School of Graduate Studies will depend heavily on the support of the university.

(End of report from SGS Dean Ellen Jordan).

Recommendations. The SGS and the SCJ have collaborated well and worked with the DOA on development of assessment criteria for the Master of Criminal Justice Degree currently being planned. These assessment strategies along with existing plans for the MBA should continue as in previous years after the SGS reviews same for effectiveness.

IV. Summary Discussion of OA Program

During AY 98-99, the Office of Academic Affairs, in its focus on the Integrated Core Curriculum, and the four Schools of Tiffin University (Arts and Science, Business, Criminal Justice, and Graduate Studies) had mixed results in OA. Each of the four Schools and the OAA continued their focus on steady, incremental progress in the complex undertaking of designing, implementing, and maintaining an OA program. The SAS needs to refocus itself on a viable assessment plan and implement it. While the SBU has a plan, it has met with limited success in executing it. The SGS and SCJ have set a great example of aggressive and thorough plans for OA. The newly established SOCL will need to develop a plan for OA and begin to implement it.

An important priority for AY 99-00 will be for the Schools to review and revise, as needed, their respective curricula and OA strategies in light of AY 98-99 OA findings, thus creating an integrated, self-amending process or loop. The OAA through the DOA also needs to keep a focus on the overall institutional OA process to ensure coordination of all efforts across the University. In partial recognition of this need for coordinated effort, the DOA and VPAA will review all AY 98-99 OA reports, identify major issues needing attention, review these issues with the Deans, and lay out a plan of action based on the issues identified.

A major AY 99-00 activity that will have an impact on TU OA efforts is the Self-Study process begun in the fall semester of 1998. An integral part of the Self-Study will be consideration of the new TU mission statement adopted by the Board of Trustees at its May 2, 1998 meeting. The President appointed the VPAA, DOA, representatives of each School, and representatives of selected administrative departments to the Self-Study Committee.

A process for assessment and revision of TU's OA activities themselves must be provided for. TU must make certain that its internal assessment processes are regularly calibrated to help assure the usefulness of the information generated by its OA activities. The essential OA procedure for the GEC and degree programs is, at present, as follows:

1. In any given academic year, the OA plans are devised/reviewed and revised by Deans and faculty within each academic program.
2. Deans and faculty establish the current period's OA timeline within each program.
3. Following the timeline, OA activities are carried out and data are collected.
4. The OA data are analyzed and interpreted within each program/School for program-specific implications.
5. The GEC/School response to the data analysis is planned and documented. This includes addressing any needed academic changes as well as any needed assessment process changes.
6. The DOA collates GEC and School data and analysis from each program in annual OA summary report.
7. The VPAA and DOA review the summary data and analyze them for School-specific and University-wide implications.
8. The VPAA reviews the analysis with the President.
9. The VPAA and DOA meet with the Deans to review the past AY's outcomes.
10. See #1.

One indicator that might show the need for a revision of the OA process itself would be a scenario in which a School identifies ongoing problems which detract from accomplishing the School's stated goals and objectives, but which are not formally addressed by any aspect of the

School's existing OA strategy. In this case, the validity of the OA process itself would be called into question, and the School would need to review the issue and adapt its OA strategy accordingly. This might mean devising a completely new OA tool or fine-tuning some aspect of an existing plan.

Each School as well as the OAA may want to consider expert external validation studies of OA techniques and/or instruments currently in use. As each School/Office and the University as a whole places more reliance on the OA process for planning purposes (an integral part of "closing the loop"), the need for assurance of validity grows.

V. Appendices

A. Exit Interview Form (Office of Enrollment Services)

**TIFFIN UNIVERSITY
EXIT SURVEY**

Please take a few minutes to complete this survey. Please be candid, all information will be kept confidential.

Your Name _____ Age _____
Home Address _____ City _____ State _____

Year in School _____ Gender _____ TU Major _____
Were you involved in TU Athletics? Yes ___ No ___ Sport(s) _____
Were you a member of any student organizations? Yes ___ No ___
If so, what organization(s)? _____

What are your reasons for leaving Tiffin University? _____

What were your main reasons for enrolling at Tiffin University? _____

What did you expect to get from your major course of study? _____

Did your experiences live up to your expectations? _____
What helped you? _____

What got in the way? _____

If you are transferring to another college or university:

Name of school _____
Intended Major _____
What are your reasons for enrolling at the new college or university?

Do you plan to participate in sports there? ___ If so, which sport? _____
What did you like best about Tiffin University? _____

Continued on the reverse side

What did you like least about Tiffin University? Please explain. _____

If you were the President of Tiffin University and could change anything, what would it be?

Have you lived on-campus? _____ If so, where? _____

What did you like best about your experience on campus? _____

What did you like least? _____

If you lived off-campus, how far did you travel to get to campus? _____

How many days per week? _____

Have you worked while going to school?

On-Campus _____ How many hours per week? _____

Off-Campus _____ How many hours per week? _____

Would you recommend TU to others? _____ Why? _____

Please return this completed form, in the envelop provided, to

**Judy Gardner
Vice President for Enrollment Services
Tiffin University
155 Miami Street
Tiffin, OH 44883**

If you have any questions or wish to discuss the survey or your experience at Tiffin University please feel free to call Judy Gardner at 1-800-968-6446. If you wish to return to Tiffin University at any time in the future please do not hesitate to call Judy for assistance.

**THANK YOU FOR COMPLETING OUR SURVEY
WE WISH YOU THE VERY BEST
IN YOUR FUTURE ENDEAVORS!**

B. Office of Academic Affairs: AY 99-00 ICC (GEC) Interview Worksheet

The following document is a sample of the worksheet used in AY 99-00 by the GEC OA Committee.

TIFFIN
UNIVERSITY

Integrated Core Curriculum (GEC)
Outcomes Assessment Worksheet: 99-00

Interviewer: _____ Date: _____

Student: _____ Major: _____

Age: _____ Sex: _____ GPA: _____ Commuter: Y / N Fr / So / Jr / Sr Tradit. / Non-tradit.

Materials needed for this interview:

- 1. Refreshments for yourself and the student being interviewed.*
- 2. Two copies of a graph for Communications question #2a (attached).*
- 3. Two copies of a magazine or newspaper article for Heritage and the Arts question #16 (attached).*
- 4. Pen ,writing pad, and/or tape recorder (with respondent's permission) as you prefer.*
- 5. A blank Consent for Participation form (or verification that one has already been completed).*
- 6. A blank curriculum sheet for any major to use with question #20.*

Instructions:

*This worksheet is intended for use during Integrated Core Curriculum Outcomes Assessment student interviews. Conduct the interview in a setting free from distractions and interruptions, including phone calls. Explain to the student that the interview is intended to gather information to evaluate how TU core curriculum courses have had an impact on him/ her. **The interview is not an evaluation of the student.** Take time to answer any questions the student might have, put the student at ease, and offer refreshments. If a particular question elicits no response, confusion, discomfort, etc., you may rephrase the question for the student, but in such a way that you do not prompt an answer. If a question is omitted for any reason, make a note on your scoring sheet in the "Comments" area about the reason.*

Each question has a space for your comments. Some interviewers may prefer to take separate, more extensive notes or tape record the interview. Please reaffirm the student's permission first.

The interview may be conducted in one meeting or more at the mutual discretion and convenience of the respondent and the interviewer.

RESPONSE RATING SCALES

All responses should be rated using the following scales:

Scale A: Strength of Response (SR):

- 0: Student's response is or is equivalent to "No opinion" or "No response"
- 1: Student's response demonstrates little or no knowledge in the question's topic area. Response is vague and rambling. Examples are inappropriate or only marginally related. Response is barely adequate.
- 2: Student's response demonstrates recognition of the question's topic area. Response is at times relevant to the question, but suggests confusion, hesitation, or sketchy knowledge. Examples are appropriate but vague. Response is below average.
- 3: Student's response demonstrates familiarity with the question's topic area. Response to the question is average. The response indicates the student remembers the topic from TU class, other learning experience, general reading, radio or TV news, or personal experience. With more time, a more coherent response might be presented. Examples are mostly relevant.
- 4: Student's response demonstrates a better-than-average familiarity with the question's topic area. Recognition of the topic is obvious. Response is mostly confident, with readily presented examples and development of ideas. Rare irrelevancy of response.
- 5: Student's response demonstrates near-expert familiarity with the question's topic area. Recognition of the topic is obvious. Response is confident, thorough, well-organized, and shows clear insight into the intricacies of the issue(s). No area of the response is irrelevant.

Scale B: Strength of Relationship to TU ICC Exposure (SICC):

This scale requires the interviewer to assess for each response, perhaps with a direct question, where the student learned what he/she includes in his/her response.

- 0: Response has no relationship to ICC course experiences. Student very clear about origin of knowledge prompting response. Clearly outside ICC and TU.
- 1: Response has minimal relationship to ICC course experiences. Student may recall topic from class, but primarily refers to other experience outside ICC or TU.
- 2: Response somewhat related to ICC course experiences. Student recalls topic from class and has been affected by it, but outside influence still noticeable
- 3: Response related to ICC course experiences. Influence of ICC experience as significant as other experience.
- 4: Response primarily related to ICC course experiences. Minimal outside influence.
- 5: Response clearly and completely related to ICC course experiences. No outside influence.

Scale C: Source of Response Content (SRC)*:

- | | | |
|--------------------------|-------------------------------|--|
| 1. Parents and/or family | 5. Church | 9. Tiffin University ICC coursework |
| 2. Grade school | 6. Work experience | 10. Tiffin University Major coursework |
| 3. High school | 7. Military experience | 11. Tiffin University extracurricular activity |
| 4. Peers | 8. Individual/life experience | 12. Other (specify): _____ |

***INTERVIEWERS PLEASE NOTE: You are asked to note ALL SRC categories which apply for each question, in order of strength of influence on response content, i.e., strongest influence is listed first, followed by influences of decreasing strength.**

COMMUNICATIONS QUESTIONS

1. What are some ways of enhancing an oral presentation?

Comments:

SR 0 1 2 3 4 5
SICC 0 1 2 3 4 5
SRC _____ (1-12)

Did respondent report any special positive or negative influences on his/her answer to this question, e.g., a particular course, instructor, or other factor?

2. Present a graph (received with interview forms) and

a. Ask the student to interpret it.

Comments:

SR 0 1 2 3 4 5
SICC 0 1 2 3 4 5
SRC _____ (1-12)

Did respondent report any special positive or negative influences on his/her answer to this question, e.g., a particular course, instructor, or other factor?

b. Politicians use polls or surveys to support their stand on issues. Economists use graphs to analyze the relationship between supply and demand. Las Vegas uses the principles of probability to insure that the "house" will win. All of these are examples of how applied mathematics and statistics play a role in today's world. Comment on another aspect of mathematics or statistics that is commonly used today.

Comments:

SR 0 1 2 3 4 5
SICC 0 1 2 3 4 5
SRC _____ (1-12)

Did respondent report any special positive or negative influences on his/her answer to this question, e.g., a particular course, instructor, or other factor?

3. You have just been named to head a committee of people with different time commitments, skills, interests, and experiences. What things might you do to help this group work well together? To be productive?

Comments:

SR 0 1 2 3 4 5
SICC 0 1 2 3 4 5
SRC _____ (1-12)

Did respondent report any special positive or negative influences on his/her answer to this question, e.g., a particular course, instructor, or other factor?

4. Describe an application where spreadsheet software can be used to more effectively solve a problem.

Comments:

SR	0	1	2	3	4	5
SICC	0	1	2	3	4	5
SRC	_____ (1-12)					

Did respondent report any special positive or negative influences on his/her answer to this question, e.g., a particular course, instructor, or other factor?

PEOPLE AND THEIR UNIVERSE QUESTIONS

5. Native Americans may legally operate gambling casinos in states that otherwise outlaw gambling. African-Americans and women have opportunities in the workplace made available to them through affirmative action plans.

a. Is it proper for our society to correct the unfair practices of the past generations by singling out certain groups for special advantages? Consider this question both from your perspective as an individual and as a citizen of a democracy.

Comments:

SR 0 1 2 3 4 5
SICC 0 1 2 3 4 5
SRC _____ (1-12)

Did respondent report any special positive or negative influences on his/her answer to this question, e.g., a particular course, instructor, or other factor?

b. How might sensitivity training and education in cultural diversity be an important part of governmental actions directed toward equal opportunity?

Comments:

SR 0 1 2 3 4 5
SICC 0 1 2 3 4 5
SRC _____ (1-12)

Did respondent report any special positive or negative influences on his/her answer to this question, e.g., a particular course, instructor, or other factor?

6. What is the most important economic or political news you have heard this year? How do you see this news affecting you, your family, your business, or the world?

Comments:

SR 0 1 2 3 4 5
SICC 0 1 2 3 4 5
SRC _____ (1-12)

Did respondent report any special positive or negative influences on his/her answer to this question, e.g., a particular course, instructor, or other factor?

**7. Abortion, assisted suicide, and gun ownership are issues that stimulate heated, often bitter, debate.
a. Select one of these issues and briefly explain the arguments on both sides of the issue.**

Comments:

SR 0 1 2 3 4 5
SICC 0 1 2 3 4 5
SRC _____ (1-12)

Did respondent report any special positive or negative influences on his/her answer to this question, e.g., a particular course, instructor, or other factor?

b. In a democracy like the United States, it is necessary to find ways to compromise on even the most controversial issues. How would you propose to bring the two sides on this issue together?

Comments:

SR 0 1 2 3 4 5
SICC 0 1 2 3 4 5
SRC _____ (1-12)

Did respondent report any special positive or negative influences on his/her answer to this question, e.g., a particular course, instructor, or other factor?

c. (This item is optional). How have you personally chosen to deal with this issue?

Comments:

SR 0 1 2 3 4 5
SICC 0 1 2 3 4 5
SRC _____ (1-12)

Did respondent report any special positive or negative influences on his/her answer to this question, e.g., a particular course, instructor, or other factor?

8. Assume that the Federal Reserve has recently adjusted its discount rate. The discount rate is the interest that the federal government charges its member banks to borrow money. What will this change mean to you, your family, your business, our nation, or the world? [Discuss two or more of the latter.]

Comments:

SR 0 1 2 3 4 5
SICC 0 1 2 3 4 5
SRC _____ (1-12)

Did respondent report any special positive or negative influences on his/her answer to this question, e.g., a particular course, instructor, or other factor?

9. Making moral and ethical choices is often not easy, although we face questions of right and wrong daily. Please tell me about a challenging moral or ethical issue that has troubled you in the past year.

a. How have you chosen to deal with this issue?

Comments:

SR 0 1 2 3 4 5
SICC 0 1 2 3 4 5
SRC _____ (1-12)

Did respondent report any special positive or negative influences on his/her answer to this question, e.g., a particular course, instructor, or other factor?

b. Do you believe that your solution would be acceptable to your family, your peer group, and to society? Explain.

Comments:

SR 0 1 2 3 4 5
SICC 0 1 2 3 4 5
SRC _____ (1-12)

Did respondent report any special positive or negative influences on his/her answer to this question, e.g., a particular course, instructor, or other factor?

c. Is it important to you that your moral code and ethical behavior conform to majority standards?

Comments:

SR 0 1 2 3 4 5
SICC 0 1 2 3 4 5
SRC _____ (1-12)

Did respondent report any special positive or negative influences on his/her answer to this question, e.g., a particular course, instructor, or other factor?

10. Understanding human behavior, while often challenging, is useful in our professional and personal lives.

a. Why might one person, given all the advantages of a loving home environment, fail to find personal and professional success in life?

Comments:

SR 0 1 2 3 4 5
SICC 0 1 2 3 4 5
SRC _____ (1-12)

Did respondent report any special positive or negative influences on his/her answer to this question, e.g., a particular course, instructor, or other factor?

b. On the other hand, how might you explain the success of a personally well adjusted and highly motivated professional whose formative years were spent in a terrible home environment?

Comments:

SR 0 1 2 3 4 5
SICC 0 1 2 3 4 5
SRC _____ (1-12)

Did respondent report any special positive or negative influences on his/her answer to this question, e.g., a particular course, instructor, or other factor?

c. Do you believe that an individual's behavior is the result of a few childhood episodes, or do you believe that people develop through a variety of experiences over a lifetime? Explain.

Comments:

SR 0 1 2 3 4 5
SICC 0 1 2 3 4 5
SRC _____ (1-12)

Did respondent report any special positive or negative influences on his/her answer to this question, e.g., a particular course, instructor, or other factor?

HERITAGE AND THE ARTS QUESTIONS

11. Around the world, people live in groups and societies of different kinds. Within these groups and societies, people dress, speak, build, write, and worship in many common ways. Some would say this is because they share a common culture.

a. What is culture?

Comments:

SR 0 1 2 3 4 5
SICC 0 1 2 3 4 5
SRC _____ (1-12)

Did respondent report any special positive or negative influences on his/her answer to this question, e.g., a particular course, instructor, or other factor?

b. Give some examples to show what you mean.

Comments:

SR 0 1 2 3 4 5
SICC 0 1 2 3 4 5
SRC _____ (1-12)

Did respondent report any special positive or negative influences on his/her answer to this question, e.g., a particular course, instructor, or other factor?

c. Why are cultures different/similar in different parts of the world?

Comments:

SR 0 1 2 3 4 5
SICC 0 1 2 3 4 5
SRC _____ (1-12)

Did respondent report any special positive or negative influences on his/her answer to this question, e.g., a particular course, instructor, or other factor?

12. In today's newspapers, magazines, and TV, there is a lot of coverage about such things as littering, pollution, endangered species, and holes in the ozone layer. These topics all have to do with ecology. What is ecology, and should people care about it?

Comments:

SR 0 1 2 3 4 5
SICC 0 1 2 3 4 5
SRC _____ (1-12)

Did respondent report any special positive or negative influences on his/her answer to this question, e.g., a particular course, instructor, or other factor?

13. No matter how old we are, all of us can remember important historical events and people. We may remember them because we experienced them or because we learned about them in school. Name an historical event that you remember and explain why it was significant.

Comments:

SR 0 1 2 3 4 5
SICC 0 1 2 3 4 5
SRC _____ (1-12)

Did respondent report any special positive or negative influences on his/her answer to this question, e.g., a particular course, instructor, or other factor?

14. Sometimes events in history happen the way they do because of a set of special conditions at that time. For example, if Columbus had been blown off course and landed on Long Island instead of the West Indies, I might be asking you this question in Spanish. Discuss an event in history you are familiar with and the special circumstances that made it happen the way it did.

Comments:

SR 0 1 2 3 4 5
SICC 0 1 2 3 4 5
SRC _____ (1-12)

Did respondent report any special positive or negative influences on his/her answer to this question, e.g., a particular course, instructor, or other factor?

15. Life in the USA is constantly changing. For example, most people used to live on farms. Today, most people live in a town or a city. To you, how else has the USA changed significantly (religiously, economically, politically, socially, etc.) over time?

Comments:

SR 0 1 2 3 4 5
SICC 0 1 2 3 4 5
SRC _____ (1-12)

Did respondent report any special positive or negative influences on his/her answer to this question, e.g., a particular course, instructor, or other factor?

16. Give the student a newspaper or magazine page. Have the student select a headline/topic and discuss its significance. (Sample page received with interview forms).

a. What factors make it newsworthy?

Comments:

SR 0 1 2 3 4 5
SICC 0 1 2 3 4 5
SRC _____ (1-12)

Did respondent report any special positive or negative influences on his/her answer to this question, e.g., a particular course, instructor, or other factor?

b. What were the concerns of the author when the item was written?

Comments:

SR 0 1 2 3 4 5
SICC 0 1 2 3 4 5
SRC _____ (1-12)

Did respondent report any special positive or negative influences on his/her answer to this question, e.g., a particular course, instructor, or other factor?

17. Art can reflect a society at the time the art is created. For example, the preoccupation with religious themes in the art of the Middle Ages reflected the strong influence of Christianity in European society at the time.

a. Give a different example of how art reflects a society at the time the art is created.

Comments:

SR 0 1 2 3 4 5
SICC 0 1 2 3 4 5
SRC _____ (1-12)

Did respondent report any special positive or negative influences on his/her answer to this question, e.g., a particular course, instructor, or other factor?

b. How might art be used to alter or shape a society?

Comments:

SR 0 1 2 3 4 5
SICC 0 1 2 3 4 5
SRC _____ (1-12)

Did respondent report any special positive or negative influences on his/her answer to this question, e.g., a particular course, instructor, or other factor?

18. There are pyramids in Egypt, a Great Wall in China, a Taj Mahal in India, and monuments in Washington, D.C. Museums and societies preserve battlefields, books, dishes, and many other things. Why should we care about them?

Comments:

SR 0 1 2 3 4 5
SICC 0 1 2 3 4 5
SRC _____ (1-12)

Did respondent report any special positive or negative influences on his/her answer to this question, e.g., a particular course, instructor, or other factor?

19. What is “The Golden Rule” and is it unique to this culture?

Comments:

SR 0 1 2 3 4 5
SICC 0 1 2 3 4 5
SRC _____ (1-12)

Did respondent report any special positive or negative influences on his/her answer to this question, e.g., a particular course, instructor, or other factor?

20. (Before starting this question, at your discretion, give the interviewee a copy of a sample curriculum sheet (attached) to have a visual representation of the ICC.) The integrated core is an essential part of your degree program. It is aimed at doing a number of things: providing a foundation for your upper level courses; giving you an opportunity to develop a multicultural, global perspective; grounding your knowledge in its historical and theoretical context; establishing a basis for ethical decision-making; helping you to become a contributing citizen of the world.

a. Based on your experience at TU with this integrated core curriculum, do you think these goals are being reached for you?

b. What shows you that these goals are being reached?

c. What helped?

d. What got in the way?

e. What does TU need to add/drop/change in order to better to reach these goals?

INDIVIDUAL INTERVIEW SUMMARY SHEET for (name): _____

Please use this sheet to summarize the raw rating data you have gathered during an individual interview.

Q#	SR	SICC	SRC	COMMENTS
1				
2a				
2b				
3				
4				
5a				
5b				
6				
7a				
7b				
7c				
8				
9a				
9b				
9c				
10a				
10b				
10c				
11a				
11b				
11c				
12				
13				
14				
15				
16a				
16b				
17a				
17b				
18				
19				
20				
TOTALS				
AVES				

Consent for Participation in the Tiffin University Outcomes Assessment Program

(To be completed by the respondent before assessment activities begin.)

Tiffin University (TU) deeply appreciates your willingness to consider being a part of the Outcomes Assessment (OA) process. Before you agree to participate, you are entitled to be fully informed about it. This document is intended to accomplish that goal and to document your willingness to participate.

This program is being conducted to evaluate how well TU is accomplishing its goals and objectives as publicized in the current catalog, university Self-Study, and the university's most recent Five-Year Plan. **This program is not an evaluation of you, but of how well this university is accomplishing its stated goals.** Assessment may involve a variety of techniques common to a structured evaluation process, including but not limited to interviewing, note-taking, tape-recording, videotaping, testing, or completing surveys. In most cases, you will not be asked to be involved more than a few hours per year.

Your participation and responses will be kept fully confidential and anonymous for external reporting purposes. Your identity and specific answers will be known only to the university's Vice-President for Academic Affairs, the Director of OA, and OA committee members. Any records produced in any form during this process will be used solely for academic research purposes and will be available only to those directly involved in the OA process. **Your responses will in no way affect your grades or likelihood of graduation.**

Your signature gives consent to TU to contact you as needed after graduation via phone calls or mailed questionnaires. This will be done to get a more complete view of what difference an education at Tiffin University has made for you both personally and professionally.

Your consent to participate in this program or to be contacted in the future by TU **may be revoked at any time by you.** TU will then stop any further efforts to contact you in regard to this OA program except to the extent that action may have already been taken in reliance on this consent and before revocation of consent.

Your signature below means that you have been fully informed about the TU OA Program and freely agree to participate.

Signed:

Witnessed:

(Respondent)

(Date)

(TU representative)

(Date)

C. Proseminar in Criminal Justice: Sr. Competency Exam #982

PROSEMINAR IN CRIMINAL JUSTICE

Senior Competency Exam # 982

Name _____

Briefly answer the following questions.

1. What are the three major components of the criminal justice system?
2. Which level of government has the most law enforcement agencies?
3. What level of proof is required to find a person guilty at trial? To adjudicate a child delinquent?
4. What are four reasons for punishing offenders or employing criminal sanctions?
5. Concerning the Bill of Rights, what is meant by the incorporation argument?
6. Which amendments contain the due process clauses in the Bill of Rights?
7. Name three of the major schools of criminology or crime causation.
8. What are the 8 Index Crimes?
9. What is meant by a crime clearance rate?
10. What is meant by the crime rate?
11. What is an ex post facto law?
12. What do *mens rea* and *actus reus* mean?
13. Which right in the Bill of Rights was first made to apply to the states by U.S. Supreme Court decision?
14. Why are the years 1972 and 1976 significant in U.S. death penalty history?
15. What is the major equity problem associated with the administration of the death penalty in the United States?
16. What is meant by the "hands-off philosophy?"
17. What does selective incapacitation mean?
18. What is the legal definition of a crime?
19. What is meant by NIBRS and the UCR?
20. What does differential association mean?
21. What is social learning theory?
22. What are positivism and classical criminology?
23. Which amendment to the U.S. Constitution generally governs search and seizure issues?
24. What is community policing?
25. What does unit management (or direct supervision) mean in jail and prison administration?
26. Name five federal law enforcement agencies.
27. What is the significance of *Mapp v. Ohio*, 1961?
28. When may a police officer use deadly force?
29. Name four legal tests that have been used to determine insanity.
30. What is meant by intensive supervision?

Identify these people: 31. August Vollmer 32. William Rehnquist 33. Sandra Day O'Connor
34. Cesare Lombroso 35. Gary Gilmore 36. James Q. Wilson 37. Ernest van den Haag 38.
Robert Martinson 39. Robert Peel 40. Janet Reno

D. AY 98-99/AY 99-00 GEC Interview Worksheet Item Equivalency Chart.

AY 98-99 GEC Interview Worksheet Item Numbers	AY 99-00 GEC Interview Worksheet Item Numbers
1	1
2a	2a
2b	2b
3	3
4	4
5a	5a
5b	5b
6	6
7a	7a
7b	7b
7c	7c
8	8
9a	9a
9b	9b
9c	9c
10a	10a
10b	10b
10c	10c
11a	11a
11b	11b
11c	11c
12	12
13	13
14	14
15	15
16a	16a
16b	16b
17a	17a
17b	17b
18	18
19	19
20a-e	20a-e

VI. Glossary of Acronyms

The following is a listing of abbreviations and terms used in this report.

ACBSP	Association of Collegiate Business Schools and Programs
ACJ	Associate of Criminal Justice
AICUO	Association of Independent Colleges and Universities of Ohio
AY	Academic year
BBA	Bachelor of Business Administration
BCJ	Bachelor of Criminal Justice
CJ	Criminal Justice
DOA	Director of Outcomes Assessment
DSM-IV	Diagnostic and Statistical Manual of Mental Disorders, 4th Ed.
ETS	Educational Testing Service
GEC	General Education Core
GPA	Grade Point Average
ICC	Integrated Core Curriculum
IS	Information Systems
ISA	International Student Association
LE	Law enforcement
MBA	Master of Business Administration
MCJ	Master of Criminal Justice
NCA-CIHE	North Central Association (of Colleges and Schools Commission on Institutions of Higher Education)
OA	Outcomes Assessment
OAA	Office of Academic Affairs
SAS	School of Arts and Science
SBU	School of Business
SCJ	School of Criminal Justice
SGEC	Strength of Relationship to TU GEC Exposure
SD	Standard Deviation
SGS	School of Graduate Studies
SR	Strength of Response
SRC	Source of Response Content
TU	Tiffin University
VPAA	Vice-President for Academic Affairs