TIFFIN

UNIVERSITY

**OFFICE OF OUTCOMES ASSESSMENT
SUMMARY REPORT
ACADEMIC YEAR 2000-2001**

Prepared for

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by

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I. Executive Summary

This report presents a summary of Tiffin University's (TU) outcomes assessment strategies, data gathered, analysis conducted, and conclusions reached as a result of assessment activities carried out in Academic Year (AY) 2000-2001. The report consists of the following main sections: executive summary; introduction; assessment plans and outcomes by academic program within schools; summary discussion; appendices; and a glossary. The reader is referred to the Table of Contents for the main sections' subdivisions. A glossary of acronyms used is included on the very last page for quick reference.

Overall.
AY 2000-2001 saw continued progress over AY 1999-2000 across most of the TU Schools and departments. Each School now has goals and objectives in place, along with outcomes assessment strategies. During AY 2000-2001, all Schools were more attentive to the task of assessment and have followed through with implementing those strategies. As all participants in the assessment process became more involved with it, the level of sophistication rose, and the utility of the assessment activities became more apparent. The Office of Outcomes Assessment along with the President and the VPAA continued to stress the importance "closing the loop" in each assessment effort, i.e., each Schools and departments need to use the information obtained from the previous year's assessment activities as the basis for assessment in the following year. The Director of Outcomes Assessment (DOA) continued making status reports at the general faculty and the individual school meetings to help keep the issue of outcomes assessment in everyone's minds.

Office of Academic Affairs: General Education Core.
This year a Focus Group setting was used to gather the data to assess the impact the GEC was having on the students. 3 group interviews were conducted ranging from 3 to 6 students in each group. The formats of the questions were similar to that of the previous year, with some changes to the questions and to the rating of the respondents. Each department that had a course in the GEC was requested to submit between 3-5 questions. Before the focus group interviews were conducted, the DOA and two faculty raters sat together and discussed each question and a consensus was reached as to what questions should be included, and what were 'acceptable' responses to them.   After the interviews, debriefing sessions were held with the DOA and the faculty raters. There were some issues that came up after each group interview, and some possible changes were suggested. At this point the revisions will be noted, but no major changes in the questions will probably be made for AY 2001-2002. The reason for this is that comparisons with the following year will not be valid if changes are made after only 1 year.

School of Arts and Science.
The assessment plan for the School of Arts and Science (SAS) that was developed by the committee was put into place in AY 2000-2001, and the process of gathering the data has begun. Details of the SAS assessment efforts are detailed in the SAS section of this report.

School of Business.

The School of Business (SBU), completed all the assessment activities. There were several changes at the departmental levels for the 2000-2001 academic year. Outcomes assessment issues were discussed at school meetings and changes were suggested and made.

School of Criminal Justice.

The School of Criminal Justice (SCJ) continued to develop and implement its assessment strategy. Assessment issues were discussed at school meetings and some modifications have been made and implemented. Senior focus groups as well as the formation of an advisory board continued.

School of Graduate Studies.

The School of Graduate Studies (SGS) continued its assessment efforts by incorporating the 'three-year update of alumni including outcomes assessment survey' in its assessment plans. The report from the SGS Dean shows that the stated goals are being met and the MBA and MCJ programs are performing well.

School of Off-Campus Learning.

The School of Off Campus Learning (SOCL) offers similar programs that are offered on the main campus. Most of these programs although administratively separate, fall within the disciplines of the other schools like the SBU, the SGS or the SCJ. The SBU for example assesses the Organizational Management program offered at the Lorain Degree center. A separate assessment strategy for the SOCL has therefore not been developed.

II: Introduction

History of Outcomes Assessment at Tiffin University

TU continues to move steadily forward in developing OA capabilities. During AY 2000-2001, 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. General Education Core (GEC)
2. Bachelor of Arts
    a. Liberal Studies
    b. Psychology
3. Bachelor of Business Administration
    a. Accounting
    b. Finance
    c. Hospitality Management
    d. Information Systems
    e. International Studies
    f. Management
    g. Marketing
    h. Organizational Behavior
4. Bachelor of Criminal Justice
    a. Corrections
    b. Forensic Psychology
    c. Law Enforcement
5. Associate of Business Administration
    a. Accounting
    b. Business
    c. Information Technology
6. Associate of Criminal Justice
    a. Law Enforcement
7. Master of Business Administration
8. Master of Criminal Justice in Justice Administration Management
9. Master of Criminal Justice in Forensic Psychology

In AY 2000-2001 the university administration demonstrated its commitment to the OA process by appointing a DOA who had only a half-time teaching load rather than a full load with additional stipend as had been done it the past. This allows the DOA to spend more time and effort on what the university views as an important and vital part of the education process namely the Outcomes Assessment process.

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. 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 2000-2001 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 2000-2001

This portion of the AY 2000-2001 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 GEC, 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 2000-2001.

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 and the School of Business. The GEC includes 2 courses from the SBU, 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 2000-2001 academic Bulletin,* p. 37).

This year for the first time a Focus Group approach was used to evaluate whether or not the GEC objectives were being accomplished. The rationales for the Focus Group rather than the individual interviews by several faculty/staff members on a one-to-one basis with the students are as follows:

1. Time constraints for the individual faculty/staff members
2. Non-standard rating of the responses i.e. what one faculty/staff member may rate as a 5, may be rated as a 4 by another person (there were as many as seven different people interviewing students last year)
3. In a one-on-one setting there may have been some students who were reluctant to answer for fear of saying the 'wrong answer'. The group setting afforded the students 'safety in numbers'.
4. The 'interviewer' was not involved in the rating of the responses, and therefore could concentrate on the questions, and delve deeper for clarification when needed.
5. One student's response could help others to react to it possibly with a different point of view

To assess whether or not stated GEC objectives are being accomplished, the DOA requested each department that offered courses in the GEC to develop 3-5 questions each. Questions that the department members felt would be good indicators of whether or not the students got the required knowledge or skill from the GEC courses. The DOA along with two faculty members reviewed the questions and pared them down so that the Focus Group interviews could be conducted win approximately 2 hours.

The DOA got a list of all non-transfer, TU juniors and seniors from the Registrar, and then contacted students by e-mail, in person or by telephone. There were a total of 14 students who attended the three focus group sessions although approximately 25 had volunteered. The focus groups interviews were spread out over 3 days with staggered times so that students could pick and choose convenient times that matched their schedules. At each session, the same questions were posed to the students, and the two faculty members rated the responses. During and after the interviews, each rater recorded comments from the interviews as well as quantitative information. The information from each rater was then summarized by the DOA for compilation and analysis. Following each interview session, there was a short debriefing session during which the DOA and raters discussed what worked or did not, and clarifications were made. There were several recommendations that were made to improve the process for the next academic year. These will be reviewed during the year and changes made will be reflected in next year's report.

The worksheet edition used in AY 2000-2001 incorporated a series of nineteen (19) questions and subsections for a total of twenty-five (25) interview items directly related to each of the four GEC areas of Communications, Communications, Humanities, Sciences and Art & Literature. There was one open-ended general question (with 5 sub-sections) regarding the GEC in general. (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.)

AY 1999-2000/AY2000-2001 GEC Continuity Issues. The recommendations based on GEC analysis in AY1999-2000 were as follows:

1.   Continue to clarify the relationship between narrative GEC OA goals and 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 continuing review of past Annual OA 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 continue to clarify the nature of the interrelationship(s) (if any) of the SR, SGEC, and SRC scales and resulting scores, as begun in the AY 2000-2001 analysis with the use of correlation to examine the SR-SGEC score relationships.

4.   The AY 2000-2001 Summary Report regarding the GEC specifically and the report as a whole should be discussed freely and openly among the faculty of all schools within TU, and this discussion should be documented, especially as regards taking the results and making meaningful decisions about curriculum and resource allocation. In other words, "close the loop" of data gathering, analysis, interpretation, program review and improvement, and resource allocation.

5. Continue to examine the GEC interviewee recruitment process for ways to increase the number of interviews successfully completed, and improve the generalizability of the conclusions and recommendations drawn from the analysis.

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 00-01.

8. 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. The potential for interviewer subjectivity needs to be reduced with constant movement toward standardization of the interview process and Ss' response interpretation and rating.

9. Given that the GEC OA process has been conducted for six consecutive years, consider a multi-year macro-analysis of the data gathered so far in GEC interviews to determine whether any trends can be identified, as well as resulting implications for GEC revisions and/or resource allocation by TU.

10. Explore ways to identify whether or not a given respondent took a course addressed by an interview question, i.e., some GEC courses are part of a four-out-of-five pick-list, leaving the realistic likelihood that some students will not have taken a course addressed in the worksheet.

11. Explore the possibility that there might be a relationship between SR and SGEC scores and time elapsed since a course in that content area was taken.

12. Explore the possibility that there might be a relationship between SRC codes reported and time elapsed since a course in that content area was taken or the respondent had an experience relevant to the question content.

13. Explore the possibility that a respondent's discomfort/embarrassment at looking foolish during an interview might lower the likelihood of asking for clarification when a question is not understood. (Do interviewers need to be sensitized to this possibility and/or do start-up procedures for the interview need improvement?)

14. Consider the possibility of incorporating a pre/post element into GEC OA by taking some measure of GEC concerns during Freshmen Institute or other appropriate freshman venue.

15. Consider the use of standardized ETS products to assess GEC outcomes.

Actions taken during AY 2000-2001 based on these recommendations were:

1. Regarding recommendation #1, action is still pending.

2. Regarding recommendation #2, some new questions were added and some modified. The questions came from the individual departments themselves. This was done because each department knows what to look for in their discipline, this should add to the validity of the questions. The results gained will need to be reviewed so as to 'close the loop'.

3. Regarding recommendation #3, this year's report includes the use of correlation to examine the relationship between SR and SGEC scores. The outcome of this process is presented and discussed further below.

4. Regarding recommendation #4, the DOA will continue to present reports on the overall status of OA at TU at most faculty and school meetings during AY 2001-2002. The DOA also encouraged the Deans of each School to make OA a regular and documented part of their monthly School meetings.

5.   Regarding recommendation #5, students who volunteered and attended the focus group sessions were awarded 2hours of co-curricular credit for their time and input.

6.   Regarding recommendation #6, the GEC interview process was reviewed and as mentioned above the focus group interview was adopted and the questions were modified and changed.

7.   Regarding recommendation #7, a rough, unwritten timeline based on previous years' experience was used by the DOA during AY 2000-2001.

8.   Regarding recommendation #8, the DOA and the faculty raters met before and after each session to clarify questions and possible responses. Since there were only two raters this year, the variation among raters was reduced thus adding reliability to the process.

9.   Regarding recommendation #9, the no action was taken on the previous years' data since a new methodology was being used for the interviews.

10.   Regarding recommendation #10, it was not determined if each individual student had taken a course, since the probability that all student in a group had not taken a particular course was unlikely.

11.   Regarding recommendation #11, no specific action was taken on this item.

12.   Regarding recommendation #12, no specific action was taken on this item

13.   Regarding recommendation #13, one of the reasons of conducting the group interview was to lower the discomfort level of the students and make it easier for them to answer.

14.   Regarding recommendation #14 this will be addressed in AY 2001-2002.

15.   Regarding recommendation #15, this issue is still being explored.

Results. This section presents results based on GEC OA data gathered during AY 2000-2001 from the focus group interviews conducted on April 16, 17, & 18, 2001 with the volunteer students. Of the sixty students invited, twenty-eight responded favorably, but only thirteen actually attended one of the three focus group interviews, i.e., 21.7% of the students that were invited were actually interviewed, a significantly lower percentage than AY 1999-2000. Some of the reasons that the percentage was so low include a much larger number of students invited, and schedule conflicts that did not allow some of the students to attend. However of the twenty-eight who said that they would attend thirteen did make it to the interviews (46.4%) a slightly better rate than AY 1999-2000 (which was 42.9%). This is an ongoing concern, and will be addressed in the recommendation section of this report.

This Results section will refer to Tables 1, 2, 3, 4, 8, and 9 below. Table 1 presents mean SR and SGEC scores grouped by GEC interview sections: Communications, Humanities, Sciences, Art and Literature. Table 2 presents standard deviations, high and low scores for all SR responses grouped by GEC interview sections: Communications, Humanities, Sciences, Art and Literature. Table 3 presents standard deviations, high and low scores for all SGEC responses grouped by GEC interview sections: Communications, Humanities, Sciences, Art and Literature. Table 4 presents a summary of SRC scores reflecting self-reported sources of interview Ss' response content. Table 5 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.

The following part of this Results section (see Table 1) presents a summary of the mean SR and SGEC scores grouped by the four main sections of interview questions, i.e., Communications, Humanities, Sciences, Art and Literature. The reader is referred to the bottom line of Table 1 below, where one can observe the following:

- The strongest mean SR score average (3.64) was in the Humanities area.
- The strongest mean SGEC score average (2.71) was in the Communications area.
- The weakest mean SR score average (2.62) was in the Art and Literature area.
- The weakest mean SGEC score average (1.77) was also in the Art and Literature area.

Table 1

AY 2000-2001: Mean SR and SGEC Scores
Grouped by GEC Interview Sections:
Communications, Humanities, Sciences, Art and Literature

COMMUNICATIONS N=15			HUMANITIES N=15			SCIENCES N=15			ART and LITERATURE N=15		
Q#	SR	SGEC	Q#	SR	SGEC	Q#	SR	SGEC	Q#	SR	SGEC
1	4.17	3.00	1	4.00	2.50	1	4.17	2.50	1	2.50	2.50
2a	3.17	2.80	2	4.17	2.00	2	3.17	3.33	2	2.50	1.83
2b	2.33	2.00	3	4.17	2.17	3	2.50	3.17	3a	2.67	1.33
3a	2.17	3.00	4	3.00	1.80	4	3.17	3.33	3b	2.80	1.40
3b	2.83	3.33	5a	3.20	2.60	5	4.33	1.33			
3c	1.50	1.83	5b	3.60	2.40	6	2.17	1.33			
4	4.50	3.00	5c	3.67	3.50						
			6	3.33	2.83						
AVGS	2.95	2.71		3.64	2.48		3.25	2.50		2.62	1.77

The reader is now referred to Table 2 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, Humanities, Sciences, Art and Literature. 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 .84, i.e., the least variability or highest level of consistency in mean SR scores, is found in item 4 in the Communication grouping, and in item 5a in the Humanities. (See Appendix B for GEC worksheet questions).
- The lowest average SD of 1.13 is found in the Humanities grouping.
- The highest SD of 2.04, i.e., the greatest variability or lack of consistency in mean SR scores is found in item 3a Communication grouping.
- The highest average SD of 1.64 is found in the grouping Arts and Literature.
- The highest HI score average of 5 is found in the Arts and Literature grouping.
- The lowest LOW score average of .75 is found in the Arts and Literature grouping.

Table 2

AY 2000-2001: Standard Deviations, High and Low Scores:
All SR Responses Grouped by GEC Interview Sections:
Communications, Humanities, Sciences, Art and Literature

COMMUNICATIONS N=15				HUMANITIES N=15				SCIENCES N=15				ART and LITERATURE N=15			
Q#	SD	HI	LOW	Q#	SD	HI	LOW	Q#	SD	HI	LOW	Q#	SD	HI	LOW
1	0.98	5	3	1	1.10	5	3	1	0.98	5	3	1	1.38	5	1
2a	1.17	5	2	2	0.98	5	3	2	1.60	5	1	2	1.38	5	1
2b	1.97	5	0	3	0.98	5	3	3	1.52	5	1	3a	1.86	5	1
3a	2.04	5	0	4	1.41	5	2	4	1.72	5	1	3b	1.92	5	0
3b	1.60	5	0	5a	0.84	4	2	5	0.82	5	3				
3c	1.76	4	0	5b	0.89	5	3	6	1.47	5	1				
4	0.84	5	3	5c	1.21	5	2								
				6	1.63	5	1								
AVGS	1.48	4.83	0.83		1.13	4.88	2.38		1.35	5.00	1.67		1.64	5.00	0.75

The reader is now referred to Table 3 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 5, the reader may observe the following highlights *(High and low SR score ranges in all cases are 0 to 5)*:

- The lowest SD of 1.03, i.e., the least variability in mean SGEC scores, is found in item 3a, of the Art and Literature grouping.
- The lowest average SD of 1.29 is found in the Humanities grouping.
- The highest SD of 2.17, i.e., the greatest variability in mean SGEC scores, is found in item 2a of the Communications grouping.
- The highest average SD of 1.75 is found in the Humanities grouping.
- The lowest average LOW score of 0 is found in the Art and Literature.
- The highest average HI score of 5 is found in the Communications grouping.

Table 3

AY 2000-2001: Standard Deviations, High and Low Scores:
All SGEC Responses Grouped by GEC Interview Sections:
Communications, Humanities, Sciences, Art and Literature

COMMUNICATIONS N=15				HUMANITIES N=15				SCIENCES N=15				ART and LITERATURE N=15			
Q#	SD	HI	LOW	Q#	SD	HI	LOW	Q#	SD	HI	LOW	Q#	SD	HI	LOW
1	1.41	5	1	1	1.05	4	1	1	1.38	5	1	1	1.76	5	0
2a	2.17	5	0	2	1.10	3	0	2	1.37	5	2	2	1.72	5	0
2b	2.00	5	0	3	1.17	3	0	3	1.60	5	1	3a	1.03	3	0
3a	1.79	5	0	4	1.10	3	1	4	1.63	5	1	3b	1.67	4	0
3b	1.86	5	0	5a	1.52	5	1	5	1.21	3	0				
3c	1.94	5	0	5b	1.67	5	1	6	1.21	3	0				
4	1.10	5	2	5c	1.22	5	2								
				6	1.47	5	1								
AVGS	1.75	5.00	0.33		1.29	4.13	0.88		1.40	4.33	0.83		1.55	4.25	0

The Results focus now turns to the three overall strongest and weakest mean SR and SGEC scores where the following highlights are noted:

- The three strongest mean SR scores were for item 4 in the Communications area, item 5 in the Sciences area, and a 4-way tie by item 1 in the Communications area, items 2 &3 in the Humanities area, and item 1 in the sciences area.9b, 9a, and 5a.
- The three strongest mean SGEC scores were for item 5c in the Humanities area, item and a 3-way tie by item 3b in the communications area, and items 2 and 4 in the Sciences area.
- The three weakest mean SR scores were for item 3c in the Communications area, and a 2-way tie between item 3a in the Communications area and item 6 in the Sciences area.
- The three weakest mean SGEC scores were for items 5 & 6 in the Sciences area and item 3a in the Art and Literature area.

The Results presentation now turns to Table 4 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 4 shows that categories 9, 8, and 10 were by far the top 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 4, Chart 1 below presents a frequency distribution graph of the same data found in Table7, visually emphasizing that category 9 clearly stands out as a source of influence on Ss' responses.

Table 4

**AY 2000-2001: Summary of SRC Scores Reflecting
Self-reported Sources of Interview Ss' Response Content**

	Q#	1	2	3	4	5	6	7	8	9	10	11	12
Communications	Q1						2		2	2	3		
Communications	Q2a						1		1	3	2		
Communications	Q2b						1		1	3	3		
Communications	Q3a								1	2	2		
Communications	Q3b						1		1	2	2		
Communications	Q3c								1	2	2		
Communications	Q4			1			1		1	4	3		
Humanities	Q1			1	1		1		4	2	1		
Humanities	Q2				1		2		3	1	3		
Humanities	Q3				1		1		4	2	1		
Humanities	Q4								4	1	1		1
Humanities	Q5a					1			3	4	1		
Humanities	Q5b			1			1		3	4	2		
Humanities	Q5c						1		3	4	3		
Humanities	Q6			1	1		1		2	3	2		
Sciences	Q1			1	1		1		3	3	1		
Sciences	Q2				1				2	5	2		
Sciences	Q3								2	5	1		
Sciences	Q4								3	4	3		
Sciences	Q5				1				3	1	2		1
Sciences	Q6				1				3	3	1		1
Art & Literature	Q1			2	1				3	2	1		
Art & Literature	Q2			1	1				2	3			
Art & Literature	Q3a			1	1				3	2			
Art & Literature	Q3b								4	1			
		0	0	9	11	1	14	0	62	68	42	0	3

Chart 1

AY 2000-2001 SRC Score Frequencies by Source Type:
Self-reported Sources of Interview Ss' Response Content

AY 00-01 SRC Score frequencies by Source Type
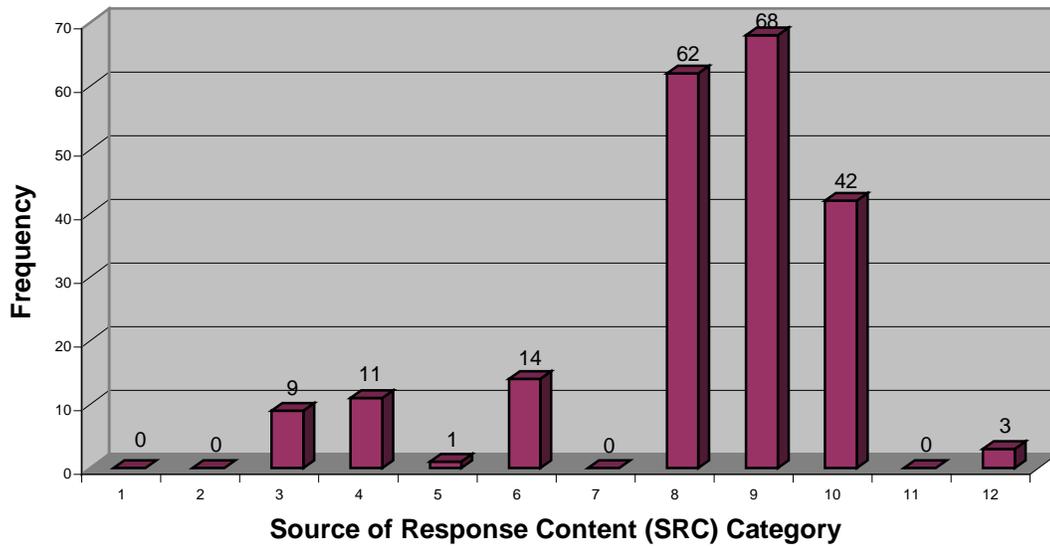
1. *Parents and/or family* 5. *Church*   9. *Tiffin University GEC coursework*
2. *Grade school*   6. *Work experience*   10. *Tiffin University Major coursework*
3. *High school*   7. *Military experience*   11. *Tiffin University extracurricular activity*
4. *Peers*   8. *Individual/life experience* 12. *Other (specify):_____*

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:
  - 1 in Art and Literature   @   0.95
  - 6 in Humanities   @   0.94
  - 2 in Art and Literature   @   0.88
- The three weakest correlations (positive or negative) were for items:
  - 3a in Art and Literature   @   -0.03
  - 2 in Sciences   @   0.06
  - 5a in Humanities   @   0.08
- The three strongest negative correlations were for items:
  - 5 in Sciences   @   -0.74
  - 2a in Communications   @   -0.66
  - 2 in Humanities   @   -0.37 and
  - 5b in Humanities   @   -0.37

Chart 2
Correlation of SR and SGEC Scores by Question Number

Table 5 shows correlations in descending order.

Table 5

Descending Sort of SR-SGEC Correlation

	SR-SGEC Correlation N=15	
Art & Literature	Q1	0.95
Humanities	Q6	0.94
Art & Literature	Q2	0.88
Sciences	Q6	0.75
Communications	Q1	0.72
Art & Literature	Q3b	0.65
Communications	Q4	0.44
Humanities	Q5c	0.40
Communications	Q3a	0.38
Sciences	Q1	0.37
Sciences	Q4	0.33
Humanities	Q4	0.32
Humanities	Q1	0.17
Communications	Q3c	0.15
Humanities	Q5a	0.08
Sciences	Q2	0.06
Art & Literature	Q3a	-0.03
Communications	Q3b	-0.11
Sciences	Q3	-0.12
Humanities	Q3	-0.20
Communications	Q2b	-0.31
Humanities	Q5b	-0.37
Humanities	Q2	-0.37
Communications	Q2a	-0.66
Sciences	Q5	-0.74

School of Arts and Science

      The text following immediately is a verbatim insertion of the SAS's annual OA report as prepared by Dean Teresa Shafer. (Minor, non-substantive changes were made by the DOA to conform the SAS report to the formatting of the university-wide report).

<div align="center">

School of Arts and Science
Outcomes Assessment Report AY00/01
Teresa E. Shafer, Ph.D.
Dean, School of Arts and Science

</div>

      AY00/01 was a year of clarification and focus for the School of Arts and Science's (SAS) programs. The School devoted a portion of each monthly meeting to Outcomes Assessment (OA) either for the Bachelor of Arts Degree in Liberal Studies (BALS) or the Bachelor of Arts Degree in Psychology (BA-PSY).

      SAS hereby documents its OA plan for both the BALS and the BA-PSY degree programs. The School believes that these OA plans are and should be a dynamic rather than static process. As such, they will be in a constant state of review and revision as results indicate the need for change.

      SAS developed its OA program strategies with the University and SAS missions in mind. The processes described below provide the basis for a linkage among all aspects of missions, goals, and objectives from the institutional to the course-specific level. SAS, as part of the University, incorporates into the School's mission the spirit of multiculturalism and global perspective from the opening statement of the institutional mission as well as the first sub-item to "improve constantly the academic curriculum … and prepare our students to be leaders and scholars." (See the University Bulletin)

SAS Mission

      The School of Arts & Sciences has as its mission to provide all students at Tiffin University with a common, cohesive understanding of the foundations and current directions of human thought, especially as represented in the products of classical and modern arts, natural and social sciences, literature, history, philosophy, and mathematics. The School of Arts & Sciences further strives to develop within each student the skills to form and communicate ideas, beliefs, and knowledge about these and other domains of study effectively, both in written and in spoken discourse. (As approved by SAS on 11/21/00)

<div align="center">

Outcome Assessment Strategy for BALS

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      Late in AY99/00 a committee or four faculty members was established to review and propose an OA strategy for the BALS program. The committee reported its review throughout the remainder of AY 99/00 and submitted its proposal at the 11/21/00 School meeting. This proposal included a revised SAS Mission Statement and Goals and Objectives for the BALS

program as well as a fully developed process to accomplish the program evaluation. After considerable discussion, the proposal was accepted.

The School continued to discuss and refine the OA process with respect to the proposed evaluation rubrics. A final revision of the proposal was accepted by the School on 3/27/01. The assessment plan involves four areas of evaluation: 1) Senior project portfolios, 2) Senior project presentations, 3) Freshman writing samples, and 4) Concurrency project writing samples. Details of the final plan are below.

Goals of the Liberal Studies Program

The Liberal Studies Program within the School of Arts & Sciences provides each of its majors with the opportunity to conduct a unique, integrative exploration of any set of four domains of knowledge[1] included within the School's courses of study. The goals of this program are that students not only will learn content significant to each of the domains, but also will discover personally meaningful interconnections among them. In addition, students will acquire the skills attendant to and experience the satisfaction that comes with having taken significant, personal control of their own educational experiences. (As approved by SAS on 11/21/00)

Objectives of the Liberal Studies Program

By completion of the requirements of the Liberal Studies Program, the student will demonstrate:

1. An integrated perspective[2] in knowledge of human social, cognitive, affective, behavioral, and physiological processes consistent with the selected four domains of study.

2. A grounding of this knowledge in its historical and theoretical context.
3. Awareness and understanding of and tolerance for alternative perceptions of and ways of knowing about reality.
4. Critical, divergent, and synthetic thinking.
5. Analytical writing.
6. Multi-modal communication skills.
7. Ethical decision-making. (As amended by SAS on 3/27/01)

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[1] The LS student selects four of the following eight disciplines or three of the following disciplines and one area outside the SAS: fine arts, history, literature, philosophy, economics, political science, psychology, and sociology.

[2] In this evaluation process, "integrated perspective" means an interdisciplinary way of understanding a topic, i.e., faculty evaluators from the disciplines concerned concur that the evidence being evaluated demonstrates a synthesis of ideas from two or more areas of study.

Courses Contributing to Accomplishment of LS Objectives

Objectives	100 Level	200 Level	300 Level	400 Level
LS1	ENG142 PSY101, 190 SOC101, 190 ECO120, 190	PSY263,290,265 SOC250,280,290 ENG249 NAT2XX	A&S395 ENG3XX PSY360,362, 363,369,390 SOC310,320,360, 361,380,390,393	A&S470,471,499 ENG4XX PSY440,445,485 SOC400
LS2	ENG142 HIS101,102, 111,112,190,191 PHI101 POL101 PSY101,190 SOC101,190	ART2XX HIS290 PSY263,265 SOC250,280,290	ART3XX HIS 302,390 NAT350 PSY362,363,365, 390 SOC310,320,360, 361,380,390,393	PSY440,445,485 SOC400
LS3	ENG142 PHI101 POL101 SOC101	HUM210,220 PHI210 POL210 PSY263,265	HUM300 SOC360	PSY440,445
LS4	COM130 ECO120 ENG142 MAT173,174,175 POL101 PHI101 PSY101 SOC101	COM230,241 ECO221,222 MAT273,281 PHI201,210 PSY263,265,333 SOC2XX	A&S300 COM344,346 ECO321,322 MAT361,373 PHI301 POL310 PSY360,362,363, 365,369	COM441 ECO420,422,424 MAT461 POL400 SOC400
LS5	ENG141, 142 HIS1XX PSY101 SOC101	ENG2XX HIS2XX PSY263,265 SOC2XX	ENG3XX PSY333,360,362, 365,369 SOC3XX	ENG4XX PSY440,445 SOC400
LS6	COM130 ENG141, 142	COM230,241 ENG241	COM344,346	COM441
LS7	ENG142 PHI101 PSY101 SOC101	PHI201,210 PSY263,265	PHI305 PSY360,362,369 SOC3XX	PSY440,445 SOC400

Outcomes Indicators for the Objectives of the Liberal Studies Program

Evidence that the Liberal Studies program has accomplished the objectives set by the SAS for its students will be presented in:

1. Senior project portfolios
2. Senior project presentations
3. Freshman writing samples
4. Concurrency[3] writing samples

Students' written proposals for senior projects at the outset of the semester in which the senior project is done will incorporate the four interdisciplinary areas chosen as part of their LS course of study. The basis of the senior project presentations will ideally flow from a synthesis of the students' three concurrencies and a senior project design developed when students complete their Research Design courses. The presentations will ideally demonstrate integration of the concurrency theme (if one exists) with the four chosen degree areas. The presentation will also incorporate clear evidence of competency in the objectives of the Liberal Studies Program in formats appropriate to the students' degree program, including but not limited to such formats as:

1. Live performances.
2. Audiovisual media.
3. Artwork.
4. Case presentation and analysis.
5. Creative writing.

All senior project presentations will be thoroughly documented by the student and include the following written elements in a senior project portfolio to be kept on file by the SAS:

1. The project proposal.
2. Rationale for the presentation.
3. Demonstration of how the presentation meets the requirements for the senior project.
4. Demonstration of how the student has fulfilled the objectives of the BALS program.
5. A review of relevant literature in the disciplines being integrated
6. Other materials appropriate to the student's senior project.

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[3] A concurrency is defined as a 1-semester-hour course in which a student, in cooperation with two faculty members in any discipline, completes a mutually defined interdisciplinary project that demonstrates a synthesis of both disciplines.

Outcomes Assessment Method for the Liberal Studies Program

A two-pronged approach will assess whether the LS program has met its goals and objectives as outlined above:

1. Evidence of student development during involvement in the LS program will be partly based on comparison of a freshman, mid-program, and senior sample of student writing. The freshman sample is taken from a student's first ENG141 written product. Mid-program samples of writing are writing samples produced in the student's three concurrencies. The senior sample of writing is the portfolio developed by the student for the senior project. The samples will both be scored using Educational Testing Service writing analysis software as well as the judgment of faculty evaluators using a scoring rubric developed by SAS faculty. See Appendix A.

2. The senior project presentations and project documentation will be evaluated by a panel of at least three faculty designated by the SAS Dean. Faculty assignment will be rotated and selections made based on expertise relevant to a given student's area of study. To strengthen inter-rater reliability, Likert-style rating scales will be used. See Appendix B and C. The faculty panel will also develop additional evaluation criteria for an individual student's senior project appropriate to the unique nature of that project and the student's four selected areas of study. The student will participate in the design and be fully informed of these unique criteria.

3. Upon completion of the rated review of freshman, concurrency, and senior writing samples as well as the rated review of the senior project presentation, the faculty panelists will confer among themselves, aggregate the ratings, and compose and submit to the SAS Dean a narrative of an appropriate length summarizing their collective impressions of such areas as:
   a. Strengths and weaknesses noted with reference to each LS program objective
   b. A description of the overall progress across the LS program of the students observed
   c. Implications for LS program review/revision based on the analysis of student performance
   d. Other observations as appropriate

4. Copies of the report will go to:
   a. SAS Dean
   b. LS coordinator
   c. SAS faculty
   d. Director of outcomes assessment

5. The SAS Dean will assure that a review and discussion of the report is on the SAS meeting agenda no later than the second SAS faculty meeting of the following fall semester. The Dean will also assure that actions taken arising from this process are thoroughly documented and implemented as soon as possible and/or appropriate.

Timeline Across Span of Student's Tenure

The student will complete all aspects of his/her degree in close consultation with the academic advisor and the LS coordinator. The LS coordinator will at least annually review the SAS files of each LS major to assure writing samples are being collected as outlined in this document.

Freshman year:
- SAS begins file for each LS student; files housed in SAS office
- At least one writing sample collected from sections of ENG141; added to student's file; student starts own file of written work
- Student meets with LS coordinator for thorough review of scope of LS program and evaluation criteria
- Student receives copy of assessment criteria
- Four areas of study identified
- Concurrency theme discussed with LS coordinator and academic advisor
- First concurrency planned; to be completed in sophomore year

Sophomore year:
- Ongoing advising
- First concurrency completed; copy added to student's file
- Concurrency theme discussed and confirmed with LS coordinator and academic advisor
- Second concurrency planned; to be completed in junior year

Junior year:
- Progress on concurrencies reviewed
- Concurrency theme reviewed and confirmed with LS coordinator and academic advisor
- Second concurrency completed; copy added to student's file
- Third concurrency planned; to be completed by end of senior fall semester
- Research design plans discussed and integrated with concurrency theme
- Senior project discussed and tentatively planned
- Senior portfolio process reviewed in detail

Senior year:
- All concurrencies are completed by end of fall semester and before senior project; copies added to student's file
- Senior project proposal submitted
- Faculty panel identified and appointed by SAS Dean
- Senior project developed, presented, and evaluated
- Faculty panel meets to discuss ratings and draft brief report for student's file
- Data from all panel ratings and reports aggregated anonymously for LS program assessment; narrative prepared; submitted to SAS Dean and LS Coordinator

AY 00/01 BA-LS OA Results

An assessment committee was appointed by the SAS Dean in April 2001 and proceeded with its assessment immediately. While it was understood that the current graduating class would not necessarily meet the new objectives of the program, it was felt that a trial run of the assessment process and evaluation instruments should be undertaken so that further refinement could take place in AY01/02.

The committee used a two-prong approach to assess the Liberal Studies program: 1) an evaluation of writing samples and 2) an evaluation of the Senior Seminar presentations. With regards to the writing skills, it was determined that written samples were not always available to allow the tracking of the intellectual and cognitive growth from freshman status to senior status. Additionally, some students had not completed all their coursework yet and therefore written samples were missing from their portfolios and thus unavailable for assessment.

As for the second prong of the assessment, A&S 499: Senior Seminar serves as the capstone course for the Liberal Studies major. This course provides a forum through public presentation of individually designed topics, whereby students present written and oral examples of their synthesis of four domains of study as well as their overall program growth and development. The illustrated competences include an understanding of the ideas and concepts, theories and research methods relevant to the selected disciplines as well as a comprehensive understanding of the foundations and directions of thought in the areas within the program. Students are also expected to illustrate the skills to form and communicate ideas, beliefs, and knowledge and apply critical thinking techniques to these domains of study effectively in both written and spoken discourse.

Through observation, three faculty members, in addition to the faculty member responsible for teaching the course, evaluated student projects from the course. Lack of sufficient documentation hampered a thorough evaluation. Despite the fact that a rating scale was designed, it was unable to be fully utilized due to a lack of documentation and relevancy to the disciplines involved. It was not clear to the evaluation team which areas of study within the core disciplines were the focus of the students' projects. For example, the students during their oral presentations did not clearly delineate which disciplines they were representing. Additionally, the rating scale was heavily skewed to the social sciences and thus limited its effectiveness in assessing other disciplines within SAS from which the students could select.

Discussion and Recommendations

Based on these findings, the committee recommends an improved data collection and documentation mechanisms be utilized which will allow for the collection of both electronic and hard copy of all writing samples used in both prongs of the OA process.

The committee also recommends that a new rating scale be designed for the Senior Seminar evaluation that includes equal weight for all disciplines within the major areas of emphasis. It is also recommended that a more complete mechanism be established to collect documentation materials resulting from the project so that they are available for the committee's review. The School should also consider restructuring A&S 499: Senior Seminar. If it is to continue as the capstone course for the major and a significant part of the assessment strategy, then restructuring its objectives to more closely fit the overall program goals seems appropriate.

The committee further recommends that the Liberal Studies coordinator provide a handout to students outlining the major's goals and expectations. This will help students better understand the program and be more successful in matriculating and achieving success. This handout should follow the student timeline from freshman to senior status and detail specific expectations at each step. This handout could also serve university advisors in better informing students.

The committee commends the high level of learning accomplished by the students but feels the assessment process should be altered to give a more detailed account of the program's success. As designed the Liberal Studies program encourages education for the sake of acquiring skills and knowledge in four chosen areas of study. The program further encourages students to actively participate in their learning process thereby, enhancing their intellectual and personal growth and development.

Outcome Assessment Strategy for BA-PSY

The BA-PSY was a new program in AY 00/01. The Department of Social Sciences (DSS) concentrated its efforts on devising a suitable OA for its major. The Chair of the DSS outlined the final proposal at the SAS meeting on 4/17/01. There are four elements to the assessment: 1) Pre/Post testing, 2) Senior projects, 3) Exit interviews, and 4) Negotiated assessment. After some discussion, the proposal was accepted and is outlined below.

Goals of the Psychology BA Program

The BA-PSY Program within the School of Arts & Sciences provides comprehensive preparation both for post-baccalaureate employment and for continued, graduate-level education. The goals of this program are that students will learn a broad range of concepts, issues, and theories emerging from the scientific study of behavior and experience, and will acquire skills appropriate both to entry-level employment in psychological service-related capacities and to eventual, successful pursuit of a graduate degree.

Objectives of the BA-PSY Program

By completion of the requirements of the Psychology BA Program, the student will demonstrate

1. broadly based knowledge of modern
    a. psychological issues and concepts;
    b. theories;
    c. therapeutic practices;
    d. research methods;
2. competent application of basic helping skills related to psychotherapy;
3. awareness of and sensitivity to issues and practices of professional ethics;
4. multicultural awareness, tolerance, and appreciation;
5. analytical writing;
6. effective speaking; and,
7. cognitive, creative and organizational skills necessary for the completion of an original project within a psychological domain of personal interest.

Courses Contributing to Accomplishment of BA-PSY Objectives

Objectives	100 Level	200 Level	300 Level	400 Level
1a	PSY101,190	PSY265,290	PSY333,360,362, 363,365,369,390 SOC360,361	A&S470,471 PSY440,485 SOC400
1b	PSY101,190	PSY263,265,290	PSY360,362, 363,365,369,390 SOC310,360,361, 393	A&S470,471 PSY440,485 SOC400
1c	PSY101,190	PSY263,265,290	PSY333,360,362, 365,369	A&S470,471 PSY440,485
1d	PSY101,190 ENG141,142 SOC101,190	MAT273 NAT2XX PSY290 SOC250	A&S300 NAT3XX PSY333,362, SOC310	A&S499 PSY445
2	PSY101	PSY263,265,290	PSY360,362,365, 369	A&S470,471 PSY440,485
3	PHI101 PSY101,190 SOC101	PHI210 PSY263,265,290 SOC250	PSY333,360,362, 365,369,390 SOC310	A&S470,471 PSY440,485
4	HIS1XX PHI101 PSY101,190 SOC101, 190	HUM210,220 PSY263,265,290 SOC250,280,290	HUM300 PSY360,362,365, 369,390 SOC310,320,360, 390	A&S470,471 PSY440,485
5	ENG141,142 PSY101,190 SOC101,190	SOC250,290	SOC310,390	A&S470,471,499 PSY440,485
6	COM130	COM230	COM344,346	COM441
7	COM130 ENG141,142 INS105 MAT174, 175 PSY101,190	COM230 MAT273 PHI201 PSY263,265,290 SOC250,280	A&S300 PSY333,390 SOC310,361	A&S470,471,499 PSY445

BA-PSY Assessment Methods

The following techniques will be used for summative evaluations of program effectiveness[4] in the meeting of explicit program objectives. Multiple measures of program outcomes are seen by the DSS as the best approach for BA-PSY OA.

1. Pre/post testing of students' cognitive structures, using departmentally standardized lists of critical concepts presented via a concept-similarity rating task. Units of analysis are individual and mean differences between student and ideal structure schemas. (Full details of this technique are provided in Appendix D of this document).

2. Senior project performance. Students are required to design, implement, analyze, interpret, and report a descriptive or quantitative project on a psychological topic negotiated among students, the faculty member responsible for the senior seminar, and the BA-PSY coordinator. Projects would be reported both in writing and orally at a senior psychology colloquium each spring semester. Units of analysis would be both the qualities of individual student projects and overall rates of completion of excellent, outstanding, satisfactory, and unsatisfactory projects. The scale and worksheet found in Appendix B and E provide the framework for evaluators to quantify their reviews of both student written and oral presentations.

3. Exit interviews of all students leaving the program for any reason (e.g., change of major, transfer to another college, graduation, low grades, withdrawal from school, etc.), to determine subjective perceptions of program effectiveness and to identify unanticipated problems. (Sample of exit interview is found in Appendix F).

4. If the student's senior project does not focus on one or more of the stated BA-PSY program objectives, the level of competency will be demonstrated by an appropriate means negotiated among the student, academic advisor, and BA-PSY program coordinator. (For example, in the case of a student whose senior project is research-oriented, the BA-PSY program coordinator could evaluate the level of competency in basic helping skills by confirming them with a faculty member who has observed the student). The alternative means will be documented and attached to the senior project evaluation forms. The alternative means will be evaluated using the rating scale in Appendix B.

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[4] The focus of the BA-PSY OA process is on program effectiveness as measured through students' performance. The faculty member responsible for the senior seminar assigns the students' academic grades for the senior project.

Proposed Timeline Across Span of Student's Tenure

The student will complete all aspects of his/her degree in close consultation with the academic advisor and the BA-PSY coordinator. The BA-PSY coordinator will at least annually review the SAS files of each BA-PSY major.

Freshman year:
- SAS begins file for each BA-PSY student; files housed in SAS office
- Student meets with BA-PSY coordinator for thorough review of scope of BA-PSY program and evaluation criteria
- Student receives copy of assessment criteria
- Pre-test of concept-similarity rating task conducted with all freshman majors

Sophomore year:
- Ongoing advising
- Internship possibilities discussed in spring semester

Junior year:
- Research design plans discussed
- Senior project discussed and tentatively planned
- Internship plans firmed up with advisor and BA-PSY coordinator
- Unofficial degree audit conducted with advisor

Senior year:
- Internship completed by end of spring semester
- Senior project proposal submitted
- Senior project evaluation committee identified and appointed by SAS Dean
- Senior project developed, presented, and evaluated
- Senior project evaluation committee meets to discuss ratings and draft brief report for student's file
- Post-test of concept-similarity rating task conducted with all graduating majors
- Data from all senior project evaluation committee ratings and reports aggregated anonymously for BA-PSY program assessment; narrative prepared; submitted to SAS Dean and BA-PSY Coordinator
- Exit interviews conducted by BA-PSY coordinator with graduating seniors

AY 00/01 BA-PSY OA Results

The complete implementation of the BA-PSY OA strategy is not planned until the freshman class starting in AY 00/01 graduate. A phased process is foreseen following the timeline immediately above.   In AY 00/01, therefore, just a preliminary "dry run" of the paired concepts technique was run. This involved developing the instrument, having one PSY:101 Introduction to Psychology class complete the instrument, and having the psychology faculty complete the instrument. The faculty responses established a performance norm against which the student responses, at least at the freshman and senior levels, will be compared.

For a review of the instrument see Appendix G. The results of the analysis[5] of this preliminary run of the instrument are as follows:

1. Faculty organized concepts into 4 main schemata, consistent with the content areas from which terms were selected.

2. Students did not organize concepts into well-defined schemata. Six of the fifteen concepts were "outliers," connected to no more than one other concept.

3. Both faculty and student networks are reasonably coherent--that is, the program did not have to "warp" 3-dimensional space too much to create the picture. Coherence is a measure both of internal consistency (similar to coefficient alpha) and of degree of understanding of concept meanings. Faculty coherence = .89, Student coherence = .79 (with possible range from -1 to +1).

4. Faculty and student networks are not similar at all. The similarity index between them is .39, with a possible range of 0 to +1. An index of .5 would indicate essentially random relationship, and an index of 0 would indicate that one network is the exact opposite of the other (i.e., one network's most closely related terms are the other's most distantly related, and vice versa). The faculty network also has 20 links among terms, and the student network has 19 links, but only 11 are common links (i.e., linking the same pairs of terms).

5. Pair ratings for faculty and students were correlated moderately, r=.52, p<.01, indicating a tendency for the groups to share perceptions of at least relative strength of relationship.

Discussion and Conclusions

The DSS believes it has the foundation for a useful OA process for the BA-PSY. Additional refinements will, no doubt, be needed. The development and dry run of the paired concepts instrument raised questions among some faculty respondents regarding clarity, content validity of the instrument items, and construct validity of the measurement process itself. These will be address in AY 01/02

A BA-PSY Coordinator was appointed at the end of AY 00/01 and will actively oversee the conduct of the degree program as it affects students directly as well as monitor the OA processes. One of the first duties will be to meet with BA-

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[5] Analysis of the preliminary run data was completed by Dr. Jack Bates of the Department of Social Sciences.

PSY students to orient them to the goals of the program and to how those goals hope to be accomplished and measured. The main foci with AY 01/02 incoming students will be:

1. Meeting with students to assure they are aware of program objectives and how they are a part of that process, i.e. what is expected of a student who is a psychology major.
2. Pre/post testing of students' cognitive structures.
3. Exit interviews of all students leaving the program for any reason

Follow-up Activities for AY 01/02

During AY 01/02, the DSS will address:
1. Continued implementation of the timeline as outlined above.
2. Careful review of the BA-PSY OA process with all psychology faculty to assure all faculty are aware of the BA-PSY OA process.
3. Clarity and validity of the paired concepts instrument.
4. Ongoing implementation, review and refinement of entire BA-PSY OA process.

School Summary Statement

This was a year of beginnings for the School of Arts and Science with respect to Outcomes Assessment. Trial runs were accomplished for its majors that will provide guidance for continued refinement of the processes involved. Review of the committees' findings and recommendations will be conducted during AY01/02 and will result in specific action steps to improve each major program. Outcomes Assessment will continue to be a focus of each School and Departmental meeting.

Appendix A
Rubric for Assessment of LS Writing Samples and Senior Portfolio

Student:

MECHANICS (20 points)	Value	Earned	SUBSTANCE (80 points)	Value	Earned
1. Writing sample is typed and double-spaced	1		1. Topic logically developed	5	
2. Writing sample is neat and organized	1		2. Topic well-documented with authoritative resources	5	
3. Writing sample format conforms to recognized writing style, e.g., APA or MLA as to framework, internal citation form and reference page	1		3. Critical thinking evident	5	
4. Consistent use of tense	1		4. Appropriate use of transitions	5	
5. Consistent use of number	1		5. Topic development shows understanding and growth	5	
6. Consistent use of person	1		6. Citations are accurate	5	
7. Consistent use of voice	1		7. Reference info. complete	5	
8. Correct punctuation	1		8. In-text reference info. agrees w. ref. list	5	
9. Correct spelling	1		9. Min. 10 different refs. cited	5	
10. Carefully proofread (no typos)	1		10. "Marks" or offset blocks used for direct quotations	5	
11. Writer uses the third person	1		11. Valid conclusions drawn	5	
12. All text (incl. running head) in same font and 12 pt. size	1		12. Maximum of 50% on-line references	5	
13. Contractions used only in direct quotations	1		13. Creativity evident	5	
14. Complete sentences used	1		14. Interdisciplinary synthesis of ideas	5	
15. No run-on sentences	1		15. Identifies limitations	5	
16. Parallel forms used	1		16. Comes full circle with thesis	5	
17. Clear pronoun-antecedent reference	1				
18. Pronoun-antecedent agreement	1				
19. Appropriate capitalization	1				
20. If senior portfolio, document meets all SAS content and format criteria	1				
Mechanics subtotal:	**20**		**Substance subtotal:**	**80**	
			Writing sample grade :	**100**	

Percentage equivalents on SAS senior project assessment rating scale:

0-10:	0
11-30:	1
31-50:	2
51-70:	3
71-90:	4
91-100:	5

Appendix B
SAS Outcomes Assessment Rating Scale

For each of the SAS program objectives, the faculty panel of evaluators will rate evidence of fulfillment of the objectives seen in the students' senior project presentation or through other means using the following scale:

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

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

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

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

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

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

NA: Demonstrated elsewhere.

Appendix C
BALS RATING WORKSHEET

Student:_____   Date:_____

Evaluators: 1:_____

                     2:_____

                     3:_____

BALS OBJECTIVE	REPRESENTATIVE EXAMPLES OF ACCEPTABLE EVIDENCE	DESCRIPTION OF OBSERVED EVIDENCE	PERFORMANCE RATING (0-5)	PORT FOLIO RATING (0-5 or NA)
1a. An integrated perspective[6] in knowledge of human social processes.	*Accurately and appropriately cites figures in sociology such as Durkheim, duBois, or Cooley. *Demonstrates awareness of social pluralism in US and ramifications of same. *Contrasts hunter-gatherer societies with industrialized or agrarian societies *Demonstrates awareness of the effect of social pressures on responses to questionnaires *Discusses the development of civilization in the context of a work of fiction			
1b. An integrated perspective in knowledge of human cognitive processes	*Accurately and appropriately discusses cognitive development and cites theorists such as Piaget *Aware of and distinguishes sensation and perception *Understands problem solving and distinguishes algorithms and heuristics *Understands problem solving as applied to the design of research studies			

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[6] In this evaluation process, "integrated perspective" means an interdisciplinary way of understanding a topic, i.e., faculty evaluators from the disciplines concerned concur that the evidence being evaluated demonstrates a synthesis of ideas from two or more areas of study.

1c. An integrated perspective in knowledge of human affective processes	*Discusses normal emotional processes and demonstrates understanding of dynamics *Accurately refers to theories of emotional development *Discusses current diagnostic criteria regarding affective disorders *Demonstrates understanding of the effect of emotional language in the construction of questionnaires *Appropriately cites a historical text on WWII and relates it to post-traumatic stress literature in psychology			
1d. An integrated perspective in knowledge of human behavioral processes	*Describes and applies classical or operant conditioning principles *Describes a realistic personal stress management program *Applies attribution theory *Applies theories of behavior in the construction of research studies *Refers to such works as *Lord of the Flies* *Discusses behavioral themes as portrayed in film and theater			
1e. An integrated perspective in knowledge of human physiological processes	*Accurately describes and applies knowledge of human sexuality and its application to committed relationships *Discusses interrelationship of endocrine system and affective states *Describes the mechanisms of hunger and thirst *Discusses psychophysiological disorders *Applies knowledge of human physiology to the design of research studies.			

1f. Items 1a-e consistent with student's four selected domains of study.	*Panel of raters appointed by the SAS Dean meet before the assessment process and compose written examples of acceptable evidence consistent with the student's four selected domains of study. (Note: student participates in the designation of these criteria and is fully informed as to their implications).			

2. A grounding of this knowledge in its historical and theoretical context.	*Discusses an ethical dilemma and incorporates historical views on the matter as it exists today *Demonstrates awareness of the origins of the discipline of psychology and its evolution over time *Presents a genre of art and discusses how it expresses a social issue in a given period of history *Describes the evolution of social or political institutions over time *Discusses accurately the origins of a model of human cognitive development *Meets panel's *a priori* criteria in this area for selected four domains of study *Discusses the history of the development of economic theory as part of evaluating modern developments.			
3. Awareness and understanding of and tolerance for alternative perceptions of and ways of knowing about reality.	*Demonstrates grasp of cultural differences through examples and contrasts *Understands ethnocentrism and shows its dangers via an example from literature *Recognizes and affirms the value of diversity *Demonstrates cultural appreciation by showing how a cultural difference is an asset to that culture and to others *Demonstrates grasp of cultural differences in the construction of questionnaires and research studies *Discusses and demonstrates meaning in art reflective of social and cultural forces *Compares and contrasts deism,			

	theism, and atheism			

4. Critical, divergent, and synthetic thinking	*presents hypotheses accurately *challenges conclusions of studies cited *supports challenges of studies' conclusions with credible evidence *examines all sides of an issue *identifies multiple solutions to a problem *integrates ideas into new insights			
5. Analytical writing	*identifies in writing key elements of a complex concept *identifies in writing strengths and weaknesses of an argument *proposes credible and supported alternatives to a given author's conclusions *describes multiple options for problem-solving			
6. Multi-modal communication skills	*uses two or more communication modes clearly and persuasively, including but not limited to writing/print media, speaking, acting, audiovisual media (e.g., audiotape, slides, film, photos, videotape, computer technology), graphic arts, painting, or sculpture			

7. Ethical decision-making	*accurately describes pros and cons of an issue *understands ways a decision could affect different people *demonstrates a grasp of human rights *shows respect for the rights of others *cites appropriate professional codes of ethics *discusses a moral dilemma as portrayed in literature			
		Average rating:		

Appendix D
<u>Proposed BA-PSY Pre/Post Test of Student Cognitive Structures</u>

Instructions

The purpose of this exercise is to measure how much our students, as a group, change over time in their understandings of some of the concepts covered in the Tiffin University undergraduate psychology program. This will provide the psychology faculty with information about how to modify the program to better satisfy its educational goals.

On the following pages is a list of pairs of concepts that are covered in some detail in the Tiffin University psychology bachelor's degree program. Depending on how far you have progressed in the program, some, many, or all of these concepts should be at least somewhat familiar to you. For each pair of concepts, your task is to make a judgment about how closely related in meaning or application the two concepts are to each other, according to this scale:

1 = The concepts are <u>very closely related</u>. That is, one concept describes a specific characteristic of the other, or has a direct effect on the other, or is an important component of the other, or is used in the calculation or determination of the other.

2 = The concepts are <u>moderately related</u>. That is, the concepts share some important characteristics, or have somewhat similar meanings, applications, or purposes.

3 = The concepts are <u>slightly related</u>. That is, the concepts belong to the same general topic area in psychology (like learning theory or counseling), but do not share any other important characteristics.

4 = The concepts are <u>unrelated</u>. That is, even though both
     concepts are talked about in psychology courses, they share
     no other important characteristics.

Circle the number following each pair of concepts that best
represents how closely related you think the concepts are to each
other. Please **CIRCLE A NUMBER FOR EVERY PAIR**, even if you
currently are unfamiliar with one or both concepts. Remember,
the purpose of this exercise is not to measure your current,
personal knowledge, but to provide information about how
effectively our program helps students to grow in their knowledge
across time.

Key: 1 = Very Closely Related

2 = Moderately Related

3 = Slightly Related

4 = Unrelated

1.   Linear Correlation – Groupthink............................1   2   3   4

2.   Empathy – Transference....................................1   2   3   4

3.   Fundamental attribution error – Linear Correlation........1   2   3   4

4.   Ego identity – Empathy....................................1   2   3   4

5.   Psychotherapy – Diffusion of responsibility...............1   2   3   4

6.   Error variance – Ego identity.............................1   2   3   4

7.   Psychotherapy – Linear Correlation........................1   2   3   4

8.   Conformity – Fundamental attribution error................1   2   3   4

9.   Locus of control – Ego identity...........................1   2   3   4

10. Basic trust – Diffusion of responsibility.................1   2   3   4

11. Self-efficacy – Transference..............................1   2   3   4

12. Conformity – Psychotherapy................................1   2   3   4

13. Psychotherapy – Basic trust...............................1   2   3   4

14. Psychotherapy – Transference..............................1   2   3   4

15. Self-efficacy – Groupthink................................1   2   3   4

16. Linear Correlation – Locus of control.....................1   2   3   4

17. Fundamental attribution error – Predictive validity.......1   2   3   4

18. Groupthink – Fundamental attribution error................1   2   3   4

19. Reliability of measurement – Diffusion of responsibility...1   2   3   4

20. Empathy – Neurosis..1   2   3   4

21. Transference – Ego identity...............................1   2   3   4

22. Basic trust – Fundamental attribution error...............1   2   3   4

23. Predictive validity – Psychotherapy.......................1   2   3   4

24. Error variance – Diffusion of responsibility..............1   2   3   4

25. Reliability of measurement – Psychotherapy................1   2   3   4

26. Basic trust – Conformity..................................1   2   3   4

27. Neurosis – Linear Correlation.............................1   2   3   4

28. Diffusion of responsibility – Self-efficacy...............1   2   3   4

29. Transference – Reliability of measurement.................1   2   3   4

30. Error variance – Linear Correlation.......................1   2   3   4

31. Conformity - Neurosis......................................1   2   3   4

32. Basic trust - Transference................................1   2   3   4

33. Transference - Neurosis....................................1   2   3   4

34. Groupthink - Reliability of measurement....................1   2   3   4

35. Ego identity - Linear Correlation..........................1   2   3   4

36. Diffusion of responsibility - Predictive validity..........1   2   3   4

37. Predictive validity - Conformity...........................1   2   3   4

38. Groupthink - Error variance................................1   2   3   4

39. Transference - Conformity..................................1   2   3   4

40. Conformity - Reliability of measurement....................1   2   3   4

41. Predictive validity - Groupthink...........................1   2   3   4

42. Empathy - Linear Correlation...............................1   2   3   4

43. Transference - Groupthink..................................1   2   3   4

44. Error variance - Fundamental attribution error.............1   2   3   4

45. Transference - Locus of control............................1   2   3   4

46. Predictive validity - Transference.........................1   2   3   4

47. Fundamental attribution error - Empathy....................1   2   3   4

48. Empathy - Diffusion of responsibility......................1   2   3   4

49. Predictive validity - Error variance.......................1   2   3   4

50. Error variance - Transference..............................1   2   3   4

51. Fundamental attribution error - Transference...............1   2   3   4

52. Linear Correlation - Transference..........................1   2   3   4

53. Conformity - Ego identity..................................1   2   3   4

54. Error variance - Reliability of measurement................1   2   3   4

55. Reliability of measurement - Locus of control..............1   2   3   4

56. Diffusion of responsibility - Ego identity.................1   2   3   4

57. Self-efficacy - Conformity.................................1   2   3   4

58. Basic trust - Groupthink...................................1   2   3   4

59. Locus of control - Conformity..............................1   2   3   4

60. Error variance - Self-efficacy.............................1   2   3   4

61. Conformity - Empathy.......................................1   2   3   4

62. Error variance - Conformity................................1   2   3   4

63. Predictive validity - Empathy..............................1   2   3   4

64. Neurosis - Self-efficacy...................................1   2   3   4

65. Predictive validity - Ego identity.........................1   2   3   4

66. Basic trust - Locus of control.............................1   2   3   4

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67.  Neurosis - Basic Trust......................................1     2     3     4

68.  Ego identity - Psychotherapy...............................1     2     3     4

69.  Fundamental attribution error - Self-efficacy..............1     2     3     4

70.  Empathy - Self-efficacy....................................1     2     3     4

71.  Psychotherapy - Locus of control...........................1     2     3     4

72.  Diffusion of responsibility - Fundamental attribution error 1    2     3     4

73.  Predictive validity - Locus of control.....................1     2     3     4

74.  Groupthink - Conformity....................................1     2     3     4

75.  Empathy - Groupthink.......................................1     2     3     4

76.  Ego identity - Fundamental attribution error...............1     2     3     4

77.  Self-efficacy - Linear Correlation.........................1     2     3     4

78.  Neurosis - Fundamental attribution error...................1     2     3     4

79.  Fundamental attribution error - Psychotherapy..............1     2     3     4

80.  Error variance - Neurosis..................................1     2     3     4

81.  Predictive validity - Neurosis.............................1     2     3     4

82.  Locus of control - Fundamental attribution error...........1     2     3     4

83.  Ego identity - Groupthink..................................1     2     3     4

84.  Groupthink - Psychotherapy.................................1     2     3     4

85.  Error variance - Locus of control..........................1     2     3     4

86.  Psychotherapy - Self-efficacy..............................1     2     3     4

87.  Empathy - Basic trust......................................1     2     3     4

88.  Groupthink - Neurosis......................................1     2     3     4

89.  Self-efficacy - Reliability of measurement.................1     2     3     4

90.  Neurosis - Ego identity....................................1     2     3     4

91.  Transference - Diffusion of responsibility.................1     2     3     4

92.  Empathy - Reliability of measurement.......................1     2     3     4

93.  Psychotherapy - Error variance.............................1     2     3     4

94.  Predictive validity - Self-efficacy........................1     2     3     4

95.  Error variance - Empathy...................................1     2     3     4

96.  Predictive validity - Basic trust..........................1     2     3     4

97.  Basic trust - Self-efficacy................................1     2     3     4

98.  Reliability of measurement - Predictive validity...........1     2     3     4

99.  Conformity - Linear Correlation............................1     2     3     4

100. Neurosis - Psychotherapy...................................1     2     3     4

101. Error variance - Basic trust...............................1     2     3     4

102. Reliability of measurement - Neurosis......................1     2     3     4
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103. Reliability of measurement - Basic trust...................1    2    3    4

104. Diffusion of responsibility - Conformity...................1    2    3    4

105. Locus of control - Neurosis................................1    2    3    4

106. Ego identity - Self-efficacy...............................1    2    3    4

107. Neurosis - Diffusion of responsibility.....................1    2    3    4

108. Predictive validity - Linear Correlation...................1    2    3    4

109. Linear Correlation - Basic trust...........................1    2    3    4

110. Empathy - Psychotherapy....................................1    2    3    4

111. Reliability of measurement - Ego identity..................1    2    3    4

112. Diffusion of responsibility - Locus of control.............1    2    3    4

113. Diffusion of responsibility - Linear Correlation...........1    2    3    4

114. Empathy - Locus of control.................................1    2    3    4

115. Locus of control - Groupthink..............................1    2    3    4

116. Basic trust - Ego identity.................................1    2    3    4

117. Self-efficacy - Locus of control...........................1    2    3    4

118. Groupthink - Diffusion of responsibility...................1    2    3    4

119. Reliability of measurement - Linear Correlation............1    2    3    4

120. Reliability of measurement - Fundamental attribution error.1    2    3    4
```

Appendix E
Proposed BA-PSY RATING WORKSHEET

Student:_____   Date:_____

Evaluators: 1:_____

                        2:_____

                        3:_____

BA-PSY OBJECTIVE	REPRESENTATIVE EXAMPLES OF ACCEPTABLE EVIDENCE	DESCRIPTION OF OBSERVED EVIDENCE	PERFORM-ANCE RATING (0-5 or N/A*)
1a. broadly based knowledge of modern psychological issues and concepts	*discusses impact of Internet on psychotherapy *discusses different models of intelligence *describes role of social psychology		
1b. broadly based knowledge of modern theories	*accurately describes current theories of personality development *discusses attribution theory		
1c. broadly based knowledge of modern therapeutic practices	*describes mainstream theories of psychotherapy *describes principles and applications of REBT *evaluates effectiveness of cognitive principles in an incarcerated, psychoeducational program		
1d. broadly based knowledge of modern research methods	*appropriately applies research techniques in senior project *evaluates methods used in another researcher's study		
2. competent application of basic helping skills related to	*demonstrates a valid counseling technique in a role play		

psychotherapy			

3. awareness of and sensitivity to issues and practices of professional ethics	*accurately describes implications of *Tarasoff* *understands ways a decision could affect different people *demonstrates a grasp of human rights *shows respect for the rights of others in daily living *cites appropriate professional codes of ethics		
4. multicultural awareness, tolerance, and appreciation	*Demonstrates grasp of cultural differences through examples and contrasts *Understands ethnocentrism and shows its dangers via an example *Demonstrates how differing cultural values might impact the helping process *Demonstrates cultural appreciation by showing how a cultural difference is an asset to that culture and to others *Demonstrates grasp of cultural differences in the construction of questionnaires and research studies		
5. Analytical writing	*identifies in writing key elements of a complex concept *identifies in writing strengths and weaknesses of an argument *proposes credible and supported alternatives to a given author's conclusions *describes multiple options for problem-solving		

6. effective speaking	*uses two or more communication modes clearly and persuasively, including but not limited to print media, audiovisual media (e.g., audiotape, slides, film, photos, videotape, computer technology), or other graphic arts *presents a well-organized, cogent presentation		
7. cognitive, creative and organizational skills necessary for the completion of an original project within a psychological domain of personal interest	*effectively outlines and conducts a project *presents and defends analysis and interpretation of data collected in project *identifies and discusses limitations of the senior project		
		Average rating**:	

*Any rating of "N/A" must be accompanied by alternative documentation.
   **Includes ratings on items evaluated using alternative means.

Appendix F
BA-PSY Exit Interview Worksheet

Exit interviews are to be conducted by a student's academic advisor or the BA-PSY coordinator of all students leaving the BA-PSY program for any reason (e.g., change of major, transfer to another college, graduation, low grades, withdrawal from school, etc.), to determine subjective perceptions of program effectiveness and to identify unanticipated problems. Completed copies of this form are to be kept on file with the SAS Dean.

1. Interviewer name: _____ 2. Date: _____

3. Student name: _____

4. Student age: _____

5. Sex: M / F

6. Race/ethnicity: _____

7. Student status: Fr/So/Jr/Sr

8. Reason for exit interview (*circle all that apply; use back of form for expanded comments*):
      Change of major (new major:_____)
      Transfer to another college   Graduation
      Low grades (GPA:____)   Academic dismissal
      Disciplinary dismissal   Financial problems
      Family issues   Other:_____

9. What is your impression of the BA-PSY program at TU?

10. What contributed to your impression of the program?

11. What do you feel were the most effective parts of the program and why?

12. What do you feel were the least effective parts of the program and why?

13. If you were in charge of the BA-PSY, what would you do to improve it?

Appendix G
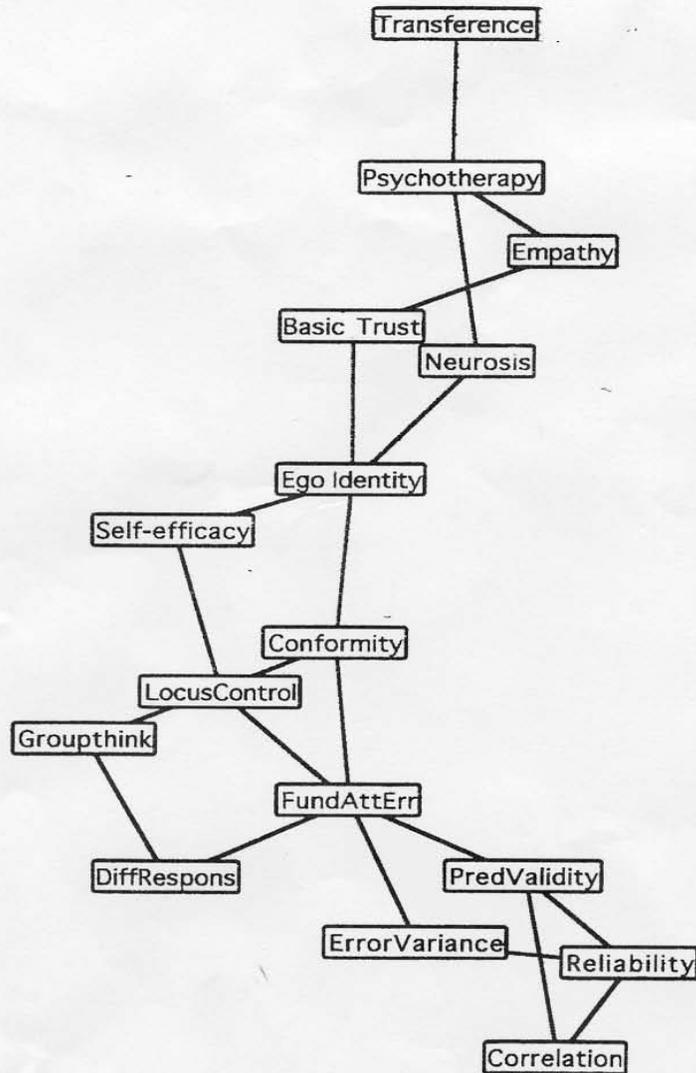
Figure 2 (TUFacSpr01)
Concept Network Derived from Mean Ratings of 6 Psychology Instructors

Note tightly organized subschemas for all four concept domains, and presence of only one outlier concept (Transference).

School of Business

The School of Business Outcome Assessment Program for AY2000-2001 involved some changes. Several departments reviewed and changed their goals and assessment criteria, and this has been reflected in the information assembled for this report. Also, in AY98-99, the School changed the assessment process to having the entire Business School Faculty review the final project or paper in each major's culmination course. This was continued in AY2000-2001.

The following charts are presented verbatim as submitted by Dean John Millar of the School of Business.

SCHOOL OF BUSINESS
OUTCOME ASSESSMENT PROGRAM

Academic Year 2000-2001

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.

Intended Outcomes	Assessment Criteria	Met	Evidence
1. Graduates will find employment in an area related to their academic program within 6 months after commencement.	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 Director Carol McDannell reported that the graduate's placement percentage was close to 100%.
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".	**Yes**	The Faculty review found 92% of the sample projects (23/25) met the minimum "B" or above standard.
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 # 12)	**No**	from. 60 returned questionnaires only 65% rated career a 4 or higher.

| 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 | Each faculty prepared an activity information form. The Dean reviewed the forms. |

DEPARTMENT OF ACCOUNTING
OUTCOME ASSESSMENT PROGRAM

Academic Year 2000-2001

Intended Outcomes	Assessment Criteria	Met	Evidence
1. Graduates will demonstrate an ability to communicate a comprehensive knowledge of an accounting topic.	The students will complete an oral and a written report in Auditing class. The written reports will be available for inspection.	Yes & No	Oral reports were presented this year but written reports are not being required until Fall 2001.
2. Accounting graduates will understand the interrelationship of all subsystems within the overall accounting system and the internal controls that are necessary to safeguard assets and ensure the reliability of the accounting records when a computerized system is utilized.	The students in Accounting Systems will complete a comprehensive project in which they demonstrate their ability to build an integrated accounting system using a relational data base program.	Yes	All students in ACC 300 completed the projects and the projects are available.
3. 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. Information about career opportunities was also available in various accounting classes.
4. The Accounting faculty will keep in contact with potential employees of accounting graduates.	An Accounting Advisory Board will meet at least once a year.	Yes	The Accounting Advisory Board met in December to review curricular improvements.

DEPARTMENT OF FINANCE
OUTCOME ASSESSMENT PROGRAM
Academic Year 2000-2001

Intended Outcomes	**Assessment Criteria**	**Met**	**Evidence**
1. Demonstrate understanding of finance principles/concepts comparable to others majoring in finance nationwide.	In courses above FIN 301, twenty percent (20%) of the questions in each exam will evaluate student understanding and ability-to-apply concepts/principles starred in the minimum content outline for that respective course. Results will be accumulated throughout the student's tenure to determine the level of mastery in finance. (See Minimum Course Content for test items and goals.)	Though short of 80% goal, these are accumulative scores for the first time application.	Students scored 66.3% and 52.7%, respectively in FIN 421 (Investments) and FIN 426 (International Finance) during Spring 2001.
2. Communication Skills: ability to communicate with clarity and effectiveness in oral or written modes.	Faculty assessment based on classroom participation, student-teacher conversations, and written sub-missions to the faculty.	Satisfactory	Faculty Evaluation in FIN 421 and FIN 426, based on the three criteria.
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 classroom participation and solutions (oral or written) to problems, projects or case studies.	Satisfactory	Faculty comparison of student performance in FIN 421 and FIN 426.

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 classroom participation <u>and conduct</u>, oral and written responses to problems, projects, case studies, and contemporary issues in business and society.	Satisfactory	Value and ethics continue to receive heavy emphasis in all finance courses, concepts are thought with real world applications.

DEPARTMENT OF FINANCE
OUTCOME ASSESSMENT PROGRAM
Page 2

Intended Outcomes	**Assessment Criteria**	**Met**	**Evidence**
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.	Satisfactory based on cumulative achievement in all finance courses.	Classroom discussion, student papers a presentations, written a & oral responses to questions, cases and problems.
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.	Less than satisfactory re: course offerings. Quality = Satisfactory	Finance course offerings have not consistently provided the courses, needed by individual students, forcing use of too many individual guided studies or course subs.
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	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.	Satisfactory	The School of Business conducts an exit interview. It would be helpful if staffing were to permit dept-level follow-up among

ensuing academic year. (Exception: persons who choose to travel or take a break.)			finance graduated.

DEPARTMENT OF HOSPITALITY MANAGEMENT
OUTCOME ASSESSMENT PROGRAM
Academic Year 2000-2001

Intended Outcomes	Assessment Criteria	Met	Evidence
1. Hospitality Management graduates are prepared to enter the workforce upon graduation.	1. The 400 hour required internship would be completed either before or during their senior year. The internship final evaluations will indicate an overall individual score of 3 or higher (3 is average, 4 above average, and 5 excellent) on 80% of the graduating seniors' evaluations.	**<u>Yes</u>**	6 students completed internships and each had an average of 3 or above = 100%
	2. Faculty members will actively participate in the selection of Hospitality Management-relate resources for the library and media center.	**<u>Yes</u>**	The library received 14 new hospitality training videos
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.	**<u>Yes</u>**	Job openings are available in the Career Placement Center as well as postings in the Dragon Droppings.
3. Graduates will be knowledgeable of career choices and strategies for selecting entry-level positions in the hospitality industry.	The hospitality club will host two industry professionals speakers per semester and the hospitality club will meet at least two times per semester.	**Yes**	*Speakers* 9/1/00 Malinda Rubel-Seneca CVB 9/22/00 Andy Cantrell-Hampton GM 9/25/00 Toured Railroad Bed/Breakfast 11/10/00 Pam Dubois-Aramark 3/21/01 Heritage Tourism Speaker 4/9/01 Fritz Kin-OSHA

			Hospitality Club meetings 9/13/00, 10/26/00, 11/6/00 1/24/01, 2/15/01 3/19/01,
4. Graduates will be knowledgeable of current products & services available to the hospitality industry.	At least 50% of the hospitality students will attend 1 conventions/trade shows/educational meetings per year.	**Yes**	OTA conference 10/26/00 – 2 students attended OHLA tradeshow11/20/00 – 21 students attended Ohio Dep't of Travel and Tourism 2/22/01 - 24 students attended (31 hospitality majors)

DEPARTMENT OF INFORMATION SYSTEMS
OUTCOME ASSESSSMENT PROGRAM

Academic Year 2000-2001

Intended Outcomes	Assessment Criteria	Met	Evidence
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**	According to the information that was received from the Office of Career Services all IS graduates from Spring 2000 who had responded were working within the IS/IT field.
2. IS graduates will compare favorably with other IS Professionals in academic preparation.	Graduates will sit for standardized tests made available by Microsoft Press or other publishers and score in the upper 60% range.	**N/A**	N/A this year. Will start in process in 2001-2002 academic year.
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	Students are given information in classes about career opportunities & job openings in the IS field. Assisted students in Self-Directed Search. Posted openings of current positions in IS.
4. IS faculty will be up-to-date in their field.	All faculty members will participate in seminars, conferences and professional organizations.	**Yes**	May 2000 – Attended the "Train The Trainer" E-College workshop. Nov. 5-7, 2000 - The 2000 Assessment Institute **NPO Governance Symposium – October, 2000 and February, 2001** Doctoral Community Consortium Symposium and Poster Sessions – January, 2001
5. IS Graduates will be satisfied with their	Survey graduates from the past 5 years. 60% will respond favorably	**N/A**	Will be implemented in academic year 2001-2002.

academic preparation at TU.	to their academic preparation at TU.		

DEPARTMENT OF INTERNATIONAL STUDIES
OUTCOME ASSESSMENT PROGRAM
Academic Year 2000-2001

Intended Outcomes	**Assessment Criteria**	**Met**	**Evidence**
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 that preclude them from accepting employment.	Yes	An informal poll indicates that 100% of graduates did have such plans.
2. Graduates will be prepared for life and working in other countries and cultures.	Successful (grade B or better) completion of the final project in the International Management course (MGT411).	No	Will begin the post-course grading by other instructors in the Business school in Fall 2002.
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).	?	Test results are not yet available.
4. The International Studies faculty will keep in contact with potential employers of new graduates.	Faculty membership in local international trade organizations and exporting firms is encouraged.	**Yes**	Through the work of the Tiffin University Regional Outreach Center and the Seneca Area Career System, faculty stay in contact with these organizations.

5. Students will be exposed to people from different cultures.	Students majoring in International Studies will be encouraged to join the World Student Association (WSA).	**Yes**	100% of IS students participated in the World Student Organization (the renamed ISA).

DEPARTMENT OF MANAGEMENT
OUTCOME ASSESSMENT PROGRAM
Academic Year (Date)

Intended Outcomes	**Assessment Criteria**	**Met**	**Evidence**
1. Satisfaction of Management Department graduates with their preparation of TU for their career?	Graduates' responses to question #12 A on the exit questionnaire: How well has your business education at Tiffin University prepared you for a career? The standard is that Ninety percent of respondents circled 3, 4 or 5.	Yes	93.6 of the 47 students that responded rated a 3, 4, or 5, stating that their education prepared them for their career.
2. Writing skills.	Evaluation of students' written case analysis in Business Policy. Written case analyses of Management majors in the course Business Policy would be blindly and independently graded by someone other then the course instructor. In practice, this means that Business Policy instructors would exchange and evaluate student case analyses. Ninety percent of evaluated papers would be free of writing errors.	Yes	93.3% of student major analysis papers were free of major writing errors.
Ability to resolve unstructured problems.	Analysis of student's performance in Business Policy on the written case analysis assignment. The course instructor's grades on the analyses is used as the outcome measure. The standard is that Ninety percent of the case analyses will achieve a grade of "C" or higher.	Yes	97.3 of students papers received a grade of C or higher.

DEPARTMENT OF MANAGEMENT
OUTCOME ASSESSMENT PROGRAM
Page 2

Intended Outcomes	Assessment Criteria	Met	Evidence
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, and 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	Yes	89.1% of student oral presentations were free of major faults.

DEPARTMENT OF MARKETING
ASSESSMENT CRITERIA

Intended Outcome	Assessment Criteria	Met	Evidence
1. Marketing graduates will find employment in their chosen or a related field, or be accepted into a graduate course or other program of additional learning.	At least 90 percent of Marketing graduates who desire to enter the workforce will be employed within six (6) months of graduation. Graduates who so choose will be accepted into a graduate or other program within six (6) months of graduation.	Yes	Department Chair monitors job placement directly with students on an informal basis. While every student is reached, a sample of greater than 50% of enrollment indicated meeting this had happened.
2. Marketing students will preview the environments of business prior to graduation.	Department of Marketing faculty will encourage and support the efforts of Marketing majors to locate and pursue internships in their chosen area(s).	Yes	Through the activities of the Marketing Club and Delta Mu Delta
	Department faculty members will actively participate in the selection of Marketing-related resources for the library and media center.	Yes	A series of meetings were held to consider the present holdings. A number of new journals were recommended for purchase.
	Students will be able to participate in a Marketing interest group that meets once a month during the regular semesters.	Yes	The Marketing Club met regularly and did engage in such activities.

DEPARTMENT OF MARKETING
ASSESSMENT CRITERIA

Intended Outcome	Assessment Criteria	Met	Evidence
3. Marketing majors will receive marketing-specific professional and academic advising to enhance their career during and after matriculation at Tiffin University.	All incoming freshmen with a declared major in Marketing, as well as students transferring into the University as declared Marketing majors, will be assigned to a full-time faculty member in the Department of Marketing for advising. Students transferring into Marketing from another major will be reassigned to a full-time faculty member in the Department of Marketing for advising.	Yes	Carried out as specified through the Freshman Institute program.
	All Marketing majors will be required to meet with their academic adviser and obtain his/her signature prior to registering for classes each semester.	Yes	A requirement of the Registrar's office
4. The Marketing curriculum will be current with appropriate background information, tools, techniques and practices.	Curriculum will be reviewed and updated by Department of Marketing faculty at least once a year.	Yes	An informal review was made during the Spring semester. A more comprehensive review will be undertaken during Spring 2002, as the students will have progressed into their 3rd year of the new curriculum.
	Each full-time faculty member in the Department of Marketing will demonstrate on an annual basis active involvement in at least two of the following: professional organizations, seminars, conferences, education, training, scholarly activities, consulting or other appropriate professional activities.	Yes	Each member did attend more than two such functions.

School of Criminal Justice

The text following immediately is a verbatim insertion of the SCJ's annual OA report as prepared by Dean Jack Collins. (Minor, non-substantive changes were made by the DOA to conform the SCJ report to the formatting of the university-wide report).

TIFFIN UNIVERSITY

SCHOOL OF CRIMINAL JUSTICE OUTCOMES ASSESSMENT

FOR ACADEMIC YEAR 2000 - 2001

John D. Collins, Ed.D.

School of Criminal Justice

June 27, 2001

CONTENTS

SCHOOL OF CRIMIAL JUSTICE OUTCOMES ASSESSMENT
FOR 2000 - 2001

BACKGROUND

The School of Criminal Justice is in its fourth 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 2000-2001 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 improved our Master of Criminal Justice program in Justice Administration, and Forensic Psychology tracks. We enrolled seventy-two students. Thirty-seven Justice Administration and thirty-five Forensic Psychology students entered the MCJ program this school year. It is anticipated that we will have an excellent growth in Academic Year 2001-2002. We made great strides in a Fast Track BCJ, on-line Masters and our proposal for a Ph.D. in Criminal Justice. All should be operational during the next school year. We continue to improve our field internship program. We also will continue working on outcomes assessment process, anticipating the improvement of our School.

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THE ASSESSMENT PROCESS IN THE SCHOOL OF CRIMINAL JUSTICE

The Departments of Corrections and Law Enforcement, and Forensic Psychology 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 2001 thirty- five students graduated with a baccalaureate degree from the School of Criminal Justice. Three people obtained an associate degree in Law Enforcement.

School of Criminal Justice Assessment Activity

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

1. Periodic review of all course syllabi.
2. A follow-up survey of School of Criminal Justice graduates. Follow up with Celinda
3. Formation and assistance of a School of Criminal Justice Advisory Board.
4. An annual informal group exit interview all graduating seniors were invited to a pizza party 4/26/01
5. Annual review of the School of Criminal Justice advising process.
6. Coordination of the School of Criminal Justice advising process with Tiffin University's Office of Career Placement.
7. Dissemination and action on all outcome assessment results by means of discussions and delegation of needed action steps to appropriate faculty and administrators.
8. Annual review of assessment criteria with revision as needed.
9. The School of Criminal Justice will also regularly address assessment in an annual report.

1.   Review of All Course Syllabi

The Dean of the School of Criminal Justice examined all of the course syllabi, which were turned in, that were used in courses taught by all full-time and adjunct faculty during the 2000-

2001 academic year. 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. Most of the syllabi have listed level two objectives for the course. This was brought about to the efforts of our faculty members.

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.

In this effort faculty agreed to use level two objectives as a minimum requirement for course being taught in the School of Criminal Justice.

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

This year we made contact with our Office of Development. They have done a study on the graduates from the School of Criminal Justice, through years 1997-2000. One hundred thirty inquiries were sent out. They received a 48% return. Out of the sixty-three students responding, eleven percent is in graduate school, fifty-two percent are working in corrections, 21 percent are in law enforcement, and 16 percent have found work outside of the criminal justice system. The numbers indicate that 84% or 53 of our graduate are working or studying in the criminal justice arena. We believe this is a plus for our program, but we also would like to improve on these numbers.   It is our attention to have a new instrument made for a better measurement of graduates and their progress for the next outcomes assessment report. The survey is to be conducted by faculty who teach the Research Methods classes and the results are to be reported to the Dean of the School of Criminal Justice.

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

The Tiffin University School of Criminal Justice Advisory Board met twice during the 2000-2001 academic year. The first meeting was held on February 9, 2001 at the Pioneer Mill Restaurant in Tiffin Ohio. Jack Collins, Dean of the School of Criminal Justice convened the meeting. Faculty present included: R. Scott Distel, Steven Hurwitz, Joe Saunders, Jeff Stockner, Allen Lowery, and Keith Haley. Ellen Jordan, Dean of the Graduate School was also present. The President of the University, George Kidd Jr. greeted the committee members. Advisory Board members present were Renee Jerome, Firelands Counseling and Recovery Services, Dr. Nancy Steele, North Central Correctional Institution, Judge Michael Kelbley, Seneca County Common Pleas Court, Sheriff Gerry Billy, Licking County, Assistant Special Agent in Charge Frank J. Magoch, Drug Enforcement Administration and Judge Steven Shaw from the Court of Appeals Third District. Dr. Steele was elected as chairperson for the board and Mr. Magoch was elected vice chair. Dr. Hurwitz offered to serve as faculty advisor.

The second meeting was held on March 23 in the Presidents Board Room at Tiffin University.

The purpose of the Advisory Board is to:

1. Review the SCJ curricula requirements and make suggestion for improvement.
2. Recommend new academic programs and services for the SCJ
3. Advise the SCJ on employment opportunities in corrections, forensic psychology, law enforcement and juvenile justice.
4. Assist the SCJ in identifying agencies that are w willing to serve as field internship sites.
5. Assist the SCJ in locating faculty
6. Assist the SCJ in identifying other instructional resources.

Discussions during the first two meetings focused on recommendations for updating and improving the SCJ curriculum with a particular interest in attracting students to the corrections major and student internships. Suggestions from Board members on increasing the popularity of corrections included ideas such as having students visit some of the prisons and to talk to the staff and inmates in those facilities, making sure that Corrections is clearly given a separate identity from other areas, recruiting students in different areas of the state, and making students aware of the career options in that field. There was also a discussion about achieving a healthy blend of both academic and technical skills across the curriculum for all majors.

Members of the Advisory Board were supportive of the major goals in the SCJ internship program. They were unanimous in their opinion about the value for students of field placements. There was some discussion on how to maintain the professionalism of students who represent the University in these various agencies during their internship. Towards that end, it was agreed that the current practice of requiring students to have completed 75 hours of coursework before doing their internship was a good idea. Alternative ways of getting students exposure to various agencies within the field of Criminal Justice to help them with career decisions such as sponsoring a Career Day on campus and creating opportunities for students to attend conferences were also discussed.

There was a discussion on some of the current trends in corrections that would be important to address in the curriculum as well as suggestions on academic training for Forensic Psychology at both the undergraduate and graduate level. In light of Tiffin University's plans to offer a Ph.D. in Criminal Justice, Board members offered opinions on where likely jobs for doctoral graduates would be. There was general consensus on the need for people with the Ph.D. in agencies to properly conduct policy analyses and evaluate the impact of legislation. The Ohio Department of Rehabilitation and Corrections, for example, employs most of their Ph.D. level staff in the Bureau of Research and Policy Development.

4. <u>GROUP EXIT INTERVIEW WITH GRADUATING SENIORS</u>

In compliance with the outcome assessment procedures, the School of Criminal Justice held an exit interview session. On April 26, 2001, students representing all disciplines in the School of Criminal Justice met with faculty members at a pizza party to identify the students' thoughts as they completed their degree program at Tiffin University.

Five basic questions prepared by the Director of Outcomes Assessment were presented to the group:

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 positive. The students stated that their goals were to increase their knowledge of criminal justice, prepare for work at all levels of government, explore career opportunities in criminal justice, develop self-confidence, and excel in the field of criminal justice.

Overwhelmingly, the students declared that the above goals were accomplished. A common thread, however, was that they now felt a need to enter into the experiential phase of their criminal justice training.

Students cited the professional background, teaching expertise, and availability of professors as central to the accomplishment of goals. Small class size made them feel important, as professors demonstrated concern for them. The interest level of the coursework itself, especially internship and hands-on experiences, contributed greatly to student success.

Hindrances to student accomplishment took several forms:

1. Availability of courses (need for more electives and more sections)

2. Too many adjunct instructors during freshman year

3. Difficulty in accessing adjuncts

4. Limited library resources

5. Computer network overload causing frequent "crashes"

6. Being an athlete made it more difficult to negotiate program

7. Inconsistent information from staff members vs. advisors

8. Elective professors too dissimilar in teaching method from CJ faculty

9. Personal writing and grammatical skills

Students suggested additional hands-on experiences (blood spatter analysis, fingerprinting, shatter analysis, etc.), speakers, and tours of correctional facilities would benefit the program. They expressed concern that non CJ students being present in CJ classes as elective choices sometimes was resented by CJ students. They would like to see more appropriate electives outside the CJ program for such students. Students also recommended maintaining internships as junior and senior offerings. Additionally, the question was posed, "Could there be opportunities for graduate students to interact with undergraduate students in the School of Criminal Justice?"

5. 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 2001-2002 academic year, both faculty and students will be consulted to determine the effectiveness of the advising process. During the fall and spring semesters, 5 students in each of the four years of undergraduate study will be randomly selected by the Dean and asked to convey in one or two handwritten pages the answer to this question, "Describe how you feel about the advising process in the School of Criminal Justice and at Tiffin University."

Due to other projects we were unable to complete the evaluation process. During the 2001-02 school year the chair of the Forensic Psychology program will develop a qualitative response which will best elicit information that perhaps can be formulated the following year into a questionnaire of 3 or 4 objective questions that can help the SCJ evaluate and improve its advising process. A total of 20 students spanning all four years of their education will allow the School's faculty to see what varying perspectives on advising exist the longer students study in their majors. Freshmen and seniors would probably be most dependent on faculty advice, although that remains to be seen. The Forensic Psychology Chair 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.

6. 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

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 there 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 shuns 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 appreciates diligent staff in career placement offices that make the job of directing students toward satisfying career easier. As faculty learns of new position they send the info onto the career placement unit and post it on the school bulletin board.

The School of Criminal Justice is to record all contacts and information sharing activities with the Office of Career Placement and hold a joint meeting during the month of October to discuss common interest. The results of the meeting are to be shared with the Dean of the School of Criminal Justice. Results and issues can be included in an annual report. These additional procedures will be put into operation during the 2001-2002 academic year.

7.   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.

8. 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. Our agenda for next year will be filled with assessment issues for both the under graduate and graduate programs. A faculty member is-on sabbatical for the purpose of preparing the initial work of a PhD in Criminal Justice. The School of Criminal Justice will continue its involvement with the Crime Analysis Center, and the expansion of the Lima degree program. We will also

attempt a degree completion program in the Cleveland area. The SCJ will implement a Master degree on-line during the school year of 2001-2002.

9. 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. This report includes information from the chairs of the departments as well as other faculty members. With this type of cooperation it is believed that our outcomes assessment report will improve, thus the overall success of the School of Criminal Justice will benefit.

CONCLUSION

With the elemental structure for evaluation now in place, we can engage the process fully during the next academic year. We will continue to improved performance in the School of Criminal Justice.

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

APPENDIX "A"

SCHOOL OF CRIMINAL JUSTICE ADVISORY BOARD

NAME	POSITION	ADDRESS
Hon. Steven R. Shaw	**Appeals Court Judge**	**PO Box 1243** **Lima, Ohio 45802** **1-419-223-1861**
Hon. Michael Kelbley	**Common Please Judge**	**Seneca County Court House 44883** **Tiffin, Ohio 44883** **1-419-447-2982**
Hon. Thomas Steyer *	**Sheriff**	**Seneca County Sheriff** **3010 S. SR100** **Tiffin, Ohio 44883** **1-419-447-3456**
Dr. Reginald Wilkinson	**Director of DRC**	**Dept. of Rehabilitation & Correction** **1050 Freeway Drive** **Columbus, Ohio 43229** **1-614-752-1164**
Agent Dan Anderson *	**Agent in Charge**	**DEA** **700 Army-Navy Drive** **Arlington, VA 22202** **1-202-307-7540**
Frank Magoch *	**Agent Supervisor**	**DEA** **500 South Front Street, Suite 500** **Columbus, Ohio 43215** **1-614-469-2595**
Carole Wattley **	**Chief Prob. Officer**	**Sandusky Common Please Court** **2913 County Road 58** **Kansas, Ohio 44841** **1-419-334-6174**
Cheri L. Walter *	**Assistant Director**	**Ohio Dept. of Human Services** **30 East Broad St. 32nd. Floor** **Columbus, Ohio 43266-0423** **1-614-446- 6282**
Hon. Gerry Billy	**Sheriff**	**Licking County Sheriff** **115 E. Main Street** **Newark, Ohio 43055** **1-740-349-6408**
	Police Chief	**Grandview Heights Police Dept.** **1016 Grandview Ave.** **Columbus, Ohio 43212** **1-614-488-7901**

Ms Bridget Ansberg	Director	Juv. Residential Center of N.W. Ohio 1012 Dunbridge Road Bowling Green, Ohio 43402 1-419-353-4406
Dr. Nancy Steele	Psychologist	North Central Correctional Institution PO Box 1812 Marion, Ohio 43302 1-740-387-7040 ext 2051
Ms Renee Gerome	Director	Firelands Counseling & Recovery 76 Ashwood Dr. Tiffin, Ohio 44883 1-419-448-9440

*   Graduate of Tiffin University
** Presently student of Tiffin University

End of SCJ report by Dean Collins.

School of Graduate Studies

The following information is taken verbatim from a summary report for AY 2000-2001 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
2000-2001

Submitted by Ellen Jordan, Ph.D.
Dean of the School of Graduate Studies
7/14/01

The Tiffin University School of Graduate Studies offered two degrees in 2000-2001, the MBA and the MCJ (concentrations in JA & FP).

The MBA was offered in the following formats:
- Main Campus Evenings
- Main Campus Daytime
- Lima Branch Saturdays
- Lorain Branch Saturdays
- Lorain Branch Evenings
- On Line

The MCJ was offered on Saturdays at the main campus.

In the planning stages for fall 2001 is a partnership with the University of Bucharest to offer our MBA, MCJ online, MBA Toledo Degree Center and Main Campus MBA Daytime cancellation.

The School of Graduate Studies set the structure for assessment and planning in 1997. The School of Graduate Studies has a five-step assessment strategy:

1. Continuous evaluation of courses & faculty
2. Exit outcome survey of evaluation of program worth
3. Biennial update of alumni including outcomes assessment survey
4. Advisory board yearly evaluation of program in MCJ
5. Monthly meetings of graduate faculty and staff

Assessing the School of Graduate Studies' five-step assessment strategy 2000-01:

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 evaluations will now be done in whole starting spring semester 2001, due to the acquisition of a new scanner. All courses will be evaluated using the same tool as the undergraduate courses. All evaluations are reviewed by the VPAA, Dean & faculty member.

    Each fulltime faculty member goes through a full evaluation prior to contract negotiations in March. Each adjunct faculty member is evaluated prior to new assignments for summer & fall.

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

    Each student is given an exit outcome survey. The MBA students are asked in the second 7 weeks spring term and the MCJ students in the last of July. There were 41 completed surveys for the MBA out of 52 graduating students, 23 MCJ/JA out of 31graduating students and 26 MCJ/FP out of 31 graduating students. The following questions are asked:

    1. Were the following areas addressed in the courses of your graduate program?
       * Leadership & teamwork   yes   no
                                             MBA   100%   0%
                                             MCJ/JA 95% 5%
                                             MCJ/FP 88%   12%
       * Communication Skills (written & oral)   yes   no
                                             MBA   100%   0%
                                             MCJ/JA 95% 5%
                                             MCJ/FP 92%   8%
       * Problem solving   yes   no
                                             MBA   95%   5%
                                             MCJ/JA 70% 30%
                                             MCJ/FP 85%   15%

       * Diversity in the workplace & the Global society
                                                    yes   no
                                             MBA   93%   7%
                                             MCJ/JA 95% 5%
                                             MCJ/FP 83% 17%
       * Ethics & law relevant to the disciplines   yes   no
                                             MBA   100%   0%
                                             MCJ/JA 100% 0%
                                             MCJ/FP 88% 12%
       * Technology in the workplace   yes   no
                                             MBA   88%   12%

MCJ/JA 91% 9%
MCJ/FP 48% 52%

- Balance of work, learning & self   yes   no
                                    MBA   83%   7%
                                    MCJ/JA 98% 2%
                                    MCJ/FP 81%   19%

2. Would you suggest this graduate program to someone interested in graduate education?   yes   no
                                    MBA   85%   15%
                                    MCJ/JA 100% 0%
                                    MCJ/FP 79%   21%

3. Overall were you satisfied with the program?   yes   no
                                    MBA   83%   17%
                                    MCJ/JA 98% 2%
                                    MCJ/FP 83%   17%

4. Do you feel this program will help you progress in your career?
                                    yes   no
                                    MBA   93%   7%
                                    MCJ/JA 100% 0%
                                    MCJ/FP 88%   12%

5. Do you feel you gained practical knowledge in your program?
                                    yes   no
                                    MBA   98%   2%
                                    MCJ/JA 100% 0%
                                    MCJ/FP 88% 12%

6. Where the majority of your professors knowledgeable in their field?
                                    yes   no
                                    MBA   88%   12%
                                    MCJ/JA 100% 0%
                                    MCJ/FP 83% 17%

3. Three year update of alumni including outcomes assessment survey

This April the alumni survey completed in 1998 (92-97) will be sent to the last three years new MBA (98-00) MCJ (00) alumni (98-00).

This will be evaluated against the results of the 1998 (92-97) survey. (80/155 completed surveys)

The survey was sent in April to 115 MBA Alumni and 50 MCJ.

The return rate was 50 returned surveys, 29 return to sender (wrong address), which gave us 50/86 reachable MBA Alumni.

The return rate was 19 returned surveys, 14 return to sender (wrong address), which gave us 19/36 reachable MCJ Alumni.

The survey consists of six questions:

- Overall, did the Tiffin University MBA/MCJ satisfy your needs?

1998 MBA (98% Yes, 2% No)
2001 MBA (93% Yes, 7% No)
2001 MCJ (94% Yes, 6% No)

- Have you seen advancement, or a change of direction, in your career as a result of earning your MBA/MCJ?

1998 MBA (60% Yes, 40% No)
2001 MBA (75% Yes, 25% No)
2001 MCJ (29% Yes, 71% No)

- Have you seen advancement financially as a result of earning your MBA/MCJ?

1998 MBA (55% Yes, 45% No)
2001 MBA (75% Yes, 25% No)
2001 MCJ (41% Yes, 59% No)

- Would you recommend the Tiffin University MBA/MCJ program to your colleagues/ employees?

1998 MBA (90% Yes, 10% No)
2001 MBA (89% Yes, 11% No)
2001 MCJ   (65% Yes, 35% No)

- Have you encountered practical applications of your MBA/MCJ coursework?

1998 MBA (92% Yes, 8% No)
2001 MBA (91% Yes, 9% No)
2001 MCJ (65% Yes, 35% No)

- Do you still feel connected to Tiffin University?

1998 MBA (77% Yes, 23% No)
2001 MBA (73% Yes, 27% No)
2001 MCJ (35% Yes, 65% No)

4. Advisory board yearly evaluation of program MCJ

The School of Criminal Justice has formed an advisory board for the year and had their initial meeting in February. The School of Business has decided not to pursue this venture.

The complete list of board members is in the School of Criminal Justice assessment report.

5. Monthly meetings of graduate faculty and staff

Weekly meetings were consistent for the staff of the graduate school throughout the year. Continuous contact is through Darby Roggow, Director with the branch directors, Mike Wisnor Lorain, Allen Lowery, Lima and Chuck Christensen, Online Coordinator.

The Dean, Ellen Jordan, meets weekly with the Dean of Off Campus Learning Keith Haley and The VPAA Raj Pathi.

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

Branch directors and appropriate Deans continuously monitor adjunct faculty. There is a concern in maintaining quality while growth is occurring at such a tremendous speed.

The growth and success of the School of Graduate Studies will depend heavily on the support of the university.
The School of Graduate Studies School Mission is as follows:
- to offer the best in education by having the top faculty in experience, educational credentials, and recognition among peers
- to focus on competencies needed to succeed today & tomorrow
- 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.

V. Appendices

A. <u>Exit Interview Form</u> (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? _____
_____
<u>If you are transferring to another college or university:</u>
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 2000-2001 GEC Focus Group Interview Worksheet

The following document is a sample of the worksheet used in AY 2000-2001 during the Focus Group interviews.

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

Scale C: Source of Response Content (SRC)*:		
1. Parents and/or family	5. Church	9. Tiffin University GEC 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): _____

Raters 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.

GEC Questions

Communications

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

Comments: SR   0 1 2 3 4 5
                                                              SGEC 0 1 2 3 4 5
                                                              SRC   _____ (1-12)

2.   Look at both graphs

      a.   What do the graphs show?

Comments: SR   0 1 2 3 4 5
                                                              SGEC 0 1 2 3 4 5
                                                              SRC   _____ (1-12)

      b.   What are the problems with the graphs as drawn that would make their results deceptive?

Comments: SR   0 1 2 3 4 5
                                                              SGEC 0 1 2 3 4 5
                                                              SRC   _____ (1-12)

3.   Government Support of Daycare Favored

A nationwide poll of 1001 likely voters, with an error margin of +/- 3.2%, showed that 79% favor the government providing more support for daycare programs for lower income. The poll was conducted by Zogby America for Reuters in January, 2001 and asked the question: "Do you favor or oppose more government support for daycare programs that serve low and middle income working families?"

      a.   In general, how good is the presentation of the statistics?

Comments: SR   0 1 2 3 4 5
                                                              SGEC 0 1 2 3 4 5
                                                              SRC   _____ (1-12)

      b.   What are the strengths and weaknesses of the statement?

Comments: SR   0 1 2 3 4 5
                                                              SGEC 0 1 2 3 4 5
                                                              SRC   _____ (1-12)

c.   Does the statement include all the relevant information? If not, what is missing?

Comments: SR   0 1 2 3 4 5
                                                             SGEC 0 1 2 3 4 5
                                                             SRC   _____   (1-12)

4.   Any job you take after graduation will undoubtedly include some form of written communication, including reports, summaries, research results, letters, etc. What are the elements of any effective piece of writing?

Comments: SR   0 1 2 3 4 5
                                                             SGEC 0 1 2 3 4 5
                                                             SRC   _____   (1-12)

Humanities

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

Comments: SR   0 1 2 3 4 5
                                                           SGEC 0 1 2 3 4 5
                                                           SRC   _____ (1-12)

2.   What is the most important economic or political news that 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
                                                           SGEC 0 1 2 3 4 5
                                                           SRC   _____ (1-12)

3.   The 2000 election was unique in American history. Explain the issues and outcomes that made it so unique.

Comments: SR   0 1 2 3 4 5
                                                           SGEC 0 1 2 3 4 5
                                                           SRC   _____ (1-12)

4.   Select an event or person from the past and explain why it (or he or she) was important to history. (For example, George Washington was a resolute, dignified, and moral individual who kept together a rag-tag army during the Revolutionary War)

Comments: SR   0 1 2 3 4 5
                                                           SGEC 0 1 2 3 4 5
                                                           SRC   _____ (1-12)

5.   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
                                                      SGEC 0 1 2 3 4 5
                                                      SRC   _____ (1-12)

        b.   Give some examples to show what you mean.

Comments: SR   0 1 2 3 4 5
                                                      SGEC 0 1 2 3 4 5
                                                      SRC   _____ (1-12)

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

Comments: SR   0 1 2 3 4 5
                                                      SGEC 0 1 2 3 4 5
                                                      SRC   _____ (1-12)

6.   There are pyramids in Egypt, the Great Wall in China, the 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
                                                      SGEC 0 1 2 3 4 5
                                                      SRC   _____ (1-12)

Sciences

1.   Scientific discoveries have had an impact on the development of civilization. For example, the discovery of the steam powered engine expanded the development of the West and marked the beginning of the industrial revolution. Name a scientific discovery that changed the development of society.

Comments: SR   0 1 2 3 4 5
                                                       SGEC 0 1 2 3 4 5
                                                       SRC   _____ (1-12)

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

Comments: SR   0 1 2 3 4 5
                                                       SGEC 0 1 2 3 4 5
                                                       SRC   _____ (1-12)

3.   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?

Comments: SR   0 1 2 3 4 5
                                                       SGEC 0 1 2 3 4 5
                                                       SRC   _____ (1-12)

4.   Why is entrepreneurship important to our society?

Comments: SR   0 1 2 3 4 5
                                                       SGEC 0 1 2 3 4 5
                                                       SRC   _____ (1-12)

5.   How has technology changed the way we communicate in organizations?

Comments: SR   0 1 2 3 4 5
                                                       SGEC 0 1 2 3 4 5
                                                       SRC   _____ (1-12)

6. 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
                                         SGEC 0 1 2 3 4 5
                                         SRC   _____ (1-12)

Art & Literature

1. When an author writes a story, he or she is a part of a place, part of a time period, part of a social history, etc. For example, the novels of Charles Dickens are all set in 19th century London at a time when England was a country in a state of flux as the old aristocracy was weakening and the middle class was gaining in prominence. By knowing something about 19th century England, the reader has a deeper understanding of the characters and their stories that Dickens portrays. Name a work of fiction (novel, short story, drama) and explain how an understanding of the work would be enhanced by knowledge of its geographical, social, political or historical background.

Comments: SR   0 1 2 3 4 5
                                             SGEC 0 1 2 3 4 5
                                             SRC   _____ (1-12)

2. When we talk about literature being affected by history, we are using the terminology of "interdisciplinary" studies. "Amistad", for instance, is the story of slaves who revolted against the captain of the ship that was taking them from Africa to the new world in 1849. Knowledge of the history of the slave trade in the 19th century deepens the reader's appreciation for the story, and, conversely, reading the story makes the facts and statistics of the historical event come alive. Connect a story you have read with its history and explain the relationship of the two.

Comments: SR   0 1 2 3 4 5
                                             SGEC 0 1 2 3 4 5
                                             SRC   _____ (1-12)

3. 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
                                             SGEC 0 1 2 3 4 5
                                             SRC   _____ (1-12)

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

Comments: SR   0 1 2 3 4 5
                                             SGEC 0 1 2 3 4 5
                                             SRC   _____ (1-12)

General

1.   The General Education 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 General Education Core curriculum, do you think these goals are being reached for you?

Comments: SR   0 1 2 3 4 5
                                                                 SGEC 0 1 2 3 4 5
                                                                 SRC   _____ (1-12)

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

Comments: SR   0 1 2 3 4 5
                                                                 SGEC 0 1 2 3 4 5
                                                                 SRC   _____ (1-12)

       c.   What helped?

Comments:

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

    d.   What got in the way?

Comments:

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

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

Comments: SR   0 1 2 3 4 5
                                                   SGEC 0 1 2 3 4 5
                                                   SRC   _____ (1-12)

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)*

cc: c:\tuoa\gec\consent.doc
rev 4/01

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