

TIFFIN

UNIVERSITY

**OFFICE OF OUTCOMES ASSESSMENT
SUMMARY REPORT
ACADEMIC YEAR 2001-2002**

Prepared 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) 2001-2002. 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 2001-2002 saw a much-increased emphasis on assessment than the previous year. This was apparent across all of the schools and departments. Each school has goals and objectives in place, along with outcomes assessment strategies, most of which were modified from last academic year. During AY 2001-2002, 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 have become more involved with it, the level of sophistication has improved, and the utility of the assessment activities have become more apparent. The 'culture' of assessment as a necessary tool in the education process is gaining more acceptance across the campus. 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 school and department need to use the information obtained from the previous year's assessment activities as the basis for the assessment activities 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. This fall, the major emphasis of the first school meetings will be to review the assessment results of the last year and to chart out a plan of action for AY 2002-2003. The DOA & the VPAA is asking that each school/department submit their plan of action by the first week in October 2002.

Office of Academic Affairs: General Education Core.

This year again, a Focus Group setting was used to gather the data to assess the impact the General Education Core (GEC) was having on the students. 2 focus group interviews were conducted ranging from 3 to 6 students in each group. The formats of the questions were the same as that of the previous year. The rating system was strengthened by adding 2 more raters (a total of 4) and a short training period was held before the actual focus group interviews took place. Samples of "acceptable" responses were also listed for each question to make it easier for the raters to judge the responses from the students. After the interviews, a debriefing session was held with the DOA and the faculty raters. There were some issues that came up, and some possible changes were suggested. The suggestions have been documented and a committee will review these suggestions for possible changes for AY 2002-2003.

One of the major concerns remains the lack of student involvement in this interview process. This will be a major area of work this academic year. In addition, the questions used in the interview process also need to be reviewed and possibly revised. With shortcoming in mind, some of the major findings from the focus groups are as follows: The results of the focus group interviews were mixed. The results from this year were not significantly different from the

results last year. There was an improvement in the Communication and Science areas, whereas the Humanities and Art & Literature areas were rated lower than last year. Students responded better on some questions in some areas and worse in others. Although the Inter-rater reliability improved significantly with the use of more faculty raters as compared to the previous year, this year the DOA will undertake a better training method to further improve this area. Comments from students on the General Education Core were varied too. Many commented on how much they had learned and how much they realize they had not known prior to the courses taken, and then there were some who felt that some of the courses were “useless”. overall though the comments were positive, and all the comments will be reviewed in the context of improving the GEC. The past 2 years the responses given by students indicated that most of the knowledge they had gained was from the GEC. This year that score was lower but there was an increase in the number who said that the knowledge they had obtained was from the major coursework at TU.

School of Arts and Science.

Assessment concerns were addressed at almost every school meeting throughout the year. Thanks to the efforts of all concerned the SAS report was completed in a timelier manner than ever before. The School of Arts & Sciences (SAS) has responsibility for 3 majors. Following are some of the highlights of the SAS assessment activities

Liberal Studies

The data collection and tracking of student work was streamlined

The Evaluation Rubrics for the Senior Seminar were strengthened

The Concurrency project was redefined so as to allow it to play a stronger role in the evaluation process

A guide for the majors was created so as to help both students and advisors improve the advising process

A new curriculum guide was put in place for the Senior Seminar class

Communications:

This is a new major, but the SAS has developed a preliminary assessment draft proposal that will be addressed during the year

Psychology

Although only in its second year, the assessment plan put in place is taking shape

The Senior Seminar class was revised and is now a two semester sequence

The use of the paired concept-similarity rating survey was conducted via the TU intranet

An Exit Interview was also conducted

School of Business.

The School of Business (SBA) completed all of its assessment activities in record time. There were some changes at the school level as well as at the departmental levels for the 2001-2002 academic year.

Outcomes assessment issues were discussed at school and departmental meetings and changes were suggested and made. Listed below are some of the Activities undertaken by the SBA:

Career Services report for 2000-2001 graduates (based on the 40% that responded) indicate that there is a 99% placement rate of the business graduates. In 2001-2002 academic year the SBA used an exit interview that was made available on the TU Intranet. Although the response rate was low and the results mixed, this is a good starting point for the SBA to continue to strengthen their programs. The results of these exit interviews and their consequences will be addressed throughout the school year.

School of Criminal Justice.

The School of Criminal Justice (SCJ) is responsible for 3 majors: Corrections, Law Enforcement, and Forensic Psychology. The SCJ continued assessment of the programs using 9 different activities. Some of the positive highlights of their assessment strategies include:

84% of graduates who completed the surveys are currently employed in the field. The group Exit survey respondents generally had positive experiences in the program (7 on a 1-10 scale). In addition, 98% of the MCJ/JA students were satisfied with the program, 83% of the MCJ/FP students responded likewise. Also 100% of the MCJ/JA students and 88% of the MCJ/FP students believed that "the program would help them in their careers". The MCJ Alumni survey (administered to the past 3 year's graduates) was also another excellent testimony on the success of the program. 94% believed that the MCJ satisfied their educational needs, and 29% had already seen an advancement or a change of direction in their careers.

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 SBA, the SGS or the SCJ. The SBA 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. In AY 2002-2003 though the VPAA has asked for an assessment report from the SOCL that will show how close the satellite centers are to the main campus in terms of academics. The SOCL will take up this challenge this academic year

II: Introduction

History of Outcomes Assessment at Tiffin University

TU continues to move steadily forward in developing OA capabilities. During AY 2001-2002, 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 majorThe 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 2001-2002 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 in 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 SBA 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 2001-2002 OA Program at TU. The 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 2001-2002

This portion of the AY 2001-2002 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 2001-2002.

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 SBA, 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 2001-2002 academic Bulletin*, p. 37).

This year for the second 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 in past years)
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. Last year, the DOA along with two faculty members reviewed the questions and pared them down so that the Focus Group interviews could be conducted within approximately 2 hours. This year the questions remained the same but a few other changes were made in an effort to improve the reliability and the validity of the data

collected. The changes made this year did not in any way change the manner of administrating the interviews but instead only on the data collection. The changes made were as follows:

1. Four faculty raters (from different disciplines) were used this time as compared to two used in AY 2000-2001. One reason for this was that with a larger number of raters the ratings could be considered more reliable. The two faculty raters from the previous year along with two new faculty members served as the raters this year. By doing this, it is the hope that the raters will cycle through every year with two new faculty members serving along with two from the previous year.
2. Another change was a more formalized training session for the raters, and actual examples of expected responses typed in the rating sheets (see Appendix). This way the raters would have an easier tie recording the responses.

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 only 9 students who could attend the two focus group sessions although approximately 18 had volunteered. The focus groups interviews were spread out over 2 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 four 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 sessions, 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 2001-2002 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 2000-2001/AY2001-2002 GEC Continuity Issues.

The recommendations based on GEC analysis in previous years 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 2001-2002 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 2001-2002 based on these recommendations were:

1. Regarding recommendation #1, clarification continues as an on-going process.
2. Regarding recommendation #2, no questions were added or modified since some of the questions were used for the first time last year. The results will be reviewed so as to 'close the loop', and also since the questions did not change, comparisons between the two years can be made.
3. Regarding recommendation #3, this year's report once again 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 presented 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 2 hours of co-curricular credit for their time and input, and provided refreshments during the interview process. The response rate was still very poor, but specific ideas are being put into place to increase the number of students that participate in the future. The results of these efforts will be documented in next year's report.
6. Regarding recommendation #6, the GEC interview process was reviewed and as mentioned above the focus group interview was continued with the above mentioned modifications.
7. Regarding recommendation #7, a rough, unwritten timeline based on previous years' experience was used by the DOA during AY 2001-2002.
8. Regarding recommendation #8, the DOA and the faculty raters met before and after the session to clarify questions and possible responses. This year with the use of four raters, the variation among raters was reduced significantly. For every single question, the standard deviation of the scores given by the raters was reduced indicating that inter-rater reliability was significantly increased.
9. Regarding recommendation #9, comparisons have been made over the results from last year and presented in detail further below in the discussion section.
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. This topic will be further discussed in AY 2002-2003 but a committee.
11. Regarding recommendation #11, no specific action was taken on this item, but will be discussed during AY 2002-2003.
12. Regarding recommendation #12, no specific action was taken on this item. Once again this will be reviewed in AY 2002-2003.
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.

There were several occasions when students did ask for clarification of questions, and the DOA gave them all the clarification they needed without “leading” them toward any specific response.

14. Regarding recommendation #14 this issue was discussed, but no specific plan of action was taken. This is yet another topic for discussion by a OA committee during AY 2002-2003.
15. Regarding recommendation #15, The DOA and two other faculty members attended a workshop in Columbus OH in January 2002. This workshop was presented by ETS who were showcasing new products that they had on the market that could be used to measure areas comprising the GEC. The information was made available to the deans of the schools.

Additional recommendations for AY 2002-2003 are as follows:

16. With the appointment of the new President, several organizational changes have been made, including but not limited to reporting responsibilities, changes in the schools, and changes in titles. The AY 2002-2003 report should address these changes.
17. As the size and scope of the OA activities increase, and as the size of the annual report gets larger, a new more summarized method of reporting the numbers should be investigated.
18. To improve participation in the Focus Group Interviews by the students, some additional incentives need to be explored.
19. A more objective way of ‘testing’ the students’ knowledge of the GEC material needs to be determined, so that it makes it easier to sample a larger number of students rather than the limited number afforded by the Focus Group Interview technique.
20. Departments and schools should be required to review the results of the OA reports and indicate in writing the changes that they propose making for the academic year based on the findings of the previous years OA activities. This report should be completed by the middle of the fall semester every year.
21. More training should be given to the faculty raters for the Focus Group Interviews, so that the understanding and the application of the rating scales are more consistent.
22. A concerted attempt should be made to incorporate more than just the academic outcomes to assess the overall outcomes assessments of the university.

Results. This section presents results based on GEC OA data gathered during AY 2001-2002 from the focus group interviews conducted on April 22 and 23 2002 with the volunteer students. Of the 205 invited, 19 responded favorably, but only 9 actually attended one of the focus group interviews, i.e., less than ½ % of the students that were invited were actually interviewed, a significantly lower percentage than AY 2000-2001. This continues to be the single most disturbing factor in the assessment process. With such a small sample size, the results of the analysis could be considered marginal at best. There are several actions that will be taken to remedy this shortcoming. These actions will include but not limited to:

1. Conducting the focus group interviews earlier in the year (possibly starting in the Fall semester)
2. Looking into the possibility of making it mandatory (make it a graduation requirement)
3. Some sort of remuneration (gift certificates from the bookstore) or some other incentive
4. Creating some other measurement instrument that can be administered in a classroom setting.

All of these possibilities will be examined in AY 2002-2003.

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. There was also a conflict on one of the interview days with another function that was being held at the exact same time in the same building. There was at least one student that the DOA is aware of who thought the other function was where the focus group interviews were being held, and went there instead. The timing in terms of the semester was also very poor, since it was just a week before the last week of classes, a time when students are already stressed out and bogged down with multiple assignments.

Keeping all these shortcomings in mind, the results and the analysis of the interview are as presented below.

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.

2.71 | **2.67** | **2.48** | **2.44** | **2.5** | **2.39** | **1.77** | **2.23** |

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 .41, i.e., the least variability or highest level of consistency in mean SR scores, is found in item 3 of the questions (highlighted in the table below. (See Appendix B for GEC worksheet questions).
- The highest SD of 1.21, i.e., the greatest variability or lack of consistency in mean SR scores is found in item 3a Communication grouping (this was the same question with the highest SD last year too).
- The highest HI score average of 3.83 is found in the Sciences grouping.
- The lowest LOW score average of .100 is found in the Arts and Literature grouping.

Compared to the SD from the same questions from last year, the SD of all but one question (Humanities Q4) fell, and in several cases a dramatic decrease between last year and this year. A reason for this could be the rater training before the interviews, leading to an increase in inter-rater reliability. (Refer to the appendix for the complete tables)

Table 2

**AY 2001-2002: Standard Deviations, High and Low Scores:
All SR Responses Grouped by GEC Interview Sections:
Communications, Humanities, Sciences, Art and Literature**

COMMUNICATIONS				HUMANITIES				SCIENCES				ART and LITERATURE			
N=9				N=9				N=9				N=9			
Q#	SD	HI	LOW	Q#	SD	HI	LOW	Q#	SD	HI	LOW	Q#	SD	HI	LOW
1	0.63	5	3	1	0.52	4	3	1	0.63	4	2	1	1.05	4	1
2a	0.63	3	1	2	0.84	4	2	2	0.52	3	2	2	0.89	3	1
2b	1.38	4	1	3	0.41	4	3	3	0.41	4	3	3a	1.17	4	1
3a	1.21	4	1	4	0.98	4	2	4	0.55	4	3	3b	0.89	3	1
3b	0.41	3	2	5a	0.52	3	2	5	0.75	4	2				
3c	0.76	3	1	5b	0.63	3	1	6	0.63	4	2				
4	0.61	5	3.5	5c	0.75	3	1								
				6	0.84	4	2								
AVG S	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 .41, i.e., the least variability in mean SGEC scores, is found in item 1, of the Humanities grouping.
- The highest SD of 1.86, i.e., the greatest variability in mean SGEC scores, is found in item 1 of the Sciences grouping.
- The lowest average LOW score of .75 is found in the Art and Literature. This was the same area that received the low score last year (last year this was a 0.00)
- The highest average HI score of 3.67 is found in the Communications grouping. Here again the same group achieved the high score last year (5.00)

The standard deviations in the SGEC were also significantly reduced leading the author to believe that the training of the raters helped with the consistency of rating. Of the 25 items, the SD of only 2 items remained the same as last year, SD of only 3 items increased, but the SD of the remaining 20 items reduced, and once again in several of the items it was reduced dramatically. (Refer to the appendix for the complete tables)

Table 3

**AY 2001-2002: Standard Deviations, High and Low Scores:
All SGEC Responses Grouped by GEC Interview Sections:
Communications, Humanities, Sciences, Art and Literature**

COMMUNICATIONS N=9				HUMANITIES N=9				SCIENCES N=9				ART and LITERATURE N=9			
Q#	SD	HI	LOW	Q#	SD	HI	LOW	Q#	SD	HI	LOW	Q#	SD	HI	LOW
1	1.03	4	1	1	0.41	3	2	1	1.86	4	0	1	0.82	3	1
2a	1.21	3	0	2	0.52	3	2	2	0.52	3	2	2	0.89	3	1
2b	1.21	3	0	3	1.21	4	1	3	0.82	4	2	3a	1.03	4	1
3a	0.75	4	2	4	0.98	4	1	4	0.75	4	2	3b	1.28	3	0
3b	0.89	4	2	5a	0.52	3	2	5	0.75	3	1				
3c	1.00	4	2	5b	0.82	3	1	6	1.21	3	0				
4	0.55	4	3	5c	1.22	5	2								
				6	1.47	5	1								
AVG S	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 and 1 in the Communications area, and for item 3 in the Humanities area.
- The three strongest mean SGEC scores were for item 4 in the Communications area, item 3 in the Sciences area and item 3a also in the Communications area.
- The three (four were tied at 2.00) weakest mean SR scores were for item 3b & item 2 in the Art & Literature area, item 2a in the Communications area and item 5b in the Humanities area.
- The three weakest mean SGEC scores were for items 3 in Sciences, item 6 in Humanities and item 1 once again in the Sciences 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 3, 1, and a three-way tie between 6, 9 & 10 were by far the top self-reported sources of response influence, respectively. Category 9 (Tiffin University GEC coursework), and category 10 (Tiffin University Major Coursework), combined were 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 Table 4, visually emphasizing the categories as a source of influence on Ss' responses.

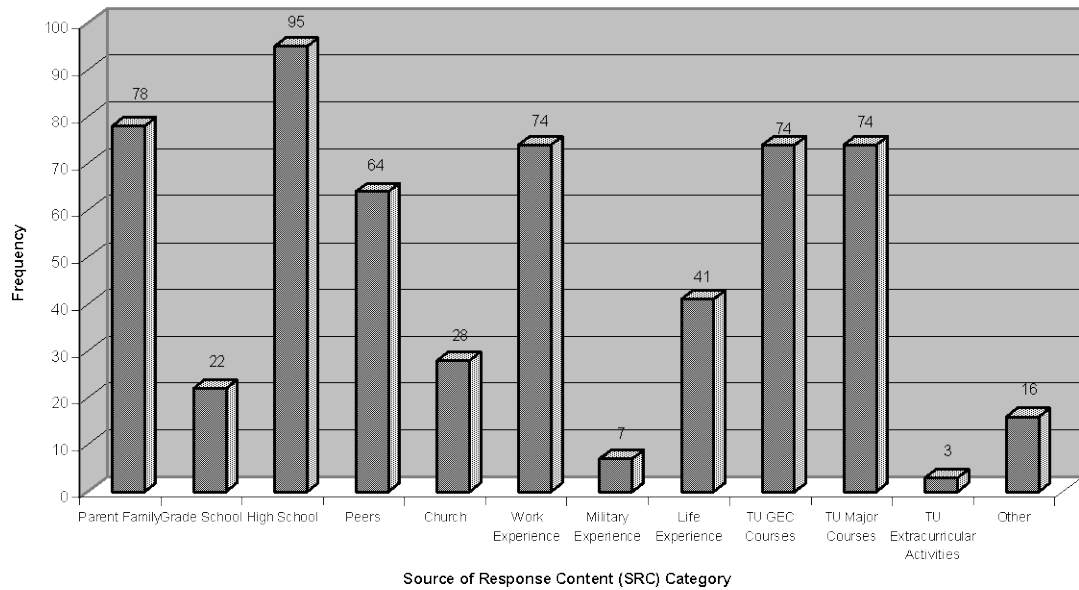
Table 4
AY 2001-2002: Summary of SRC Scores Reflecting Self-reported Sources of Interview Ss' Response Content

	Q#	Parent Family	Grade School	High School	Peers	Church	Work Experience	Military Experience	Life Experience	TU GEC Courses	TU Major Courses	TU	
												Extracurricular Activities	Other
Communications	Q1	3		5	6	5	2		4	3	3		
Communications	Q2a						3		2	2	2		1
Communications	Q2b						3			2	3		
Communications	Q3a			3			3			3	6		
Communications	Q3b						3			4	3		
Communications	Q3c			3				2	1	4	6		
Communications	Q4			6			5		2	4	6		
Humanities	Q1	5	6	6	5	6	3		3	4	4		
Humanities	Q2	6			5	6	6	1		2	5		
Humanities	Q3		6		5		6			4	3		
Humanities	Q4	3	3	6		4				3	1		
Humanities	Q5a	5		5	5	2	3	3	3	4	3		
Humanities	Q5b	5		6	4		3	1	3	1	3		
Humanities	Q5c	2		6	6	2	4		3	4	6	3	2
Humanities	Q6	6	3	6	3				3	2	1		4
Sciences	Q1	5	3	6	2		3			1	2		
Sciences	Q2		1	5	3		6		2	3	4		
Sciences	Q3	5			3		5			3	3		
Sciences	Q4	6		6	4		6		2	3	3		
Sciences	Q5	3		3			6		2	3	5		
Sciences	Q6	6		3	6		4		6	3	1		3
Art & Literature	Q1	6		6						3			
Art & Literature	Q2	3		5	3					3	1		2
Art & Literature	Q3a	3		6	1	3			4	3			1
Art & Literature	Q3b	6		3	3				1	3			3
TOTALS		78	22	95	64	28	74	7	41	74	74	3	16

Chart 1

**AY 2001-2002 SRC Score Frequencies by Source Type:
Self-reported Sources of Interview Ss' Response Content**

AY 01-02 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:
 - Items 2 and 5 in Sciences @ 1.00
 - Item 2b in Communications @ 0.96
- The three weakest correlations (positive or negative) were for items:
 - 5b in Humanities @ 0.00
 - Item 4 in Communications @ 0.15
 - Items 4a 5c in Humanities @ -0.17
- The three strongest negative correlations were for items:
 - Item 3 in Sciences @ -0.40
 - Items 4a 5c in Humanities @ -0.17

Chart 2
Correlation of SR and SGEC Scores by Question Number

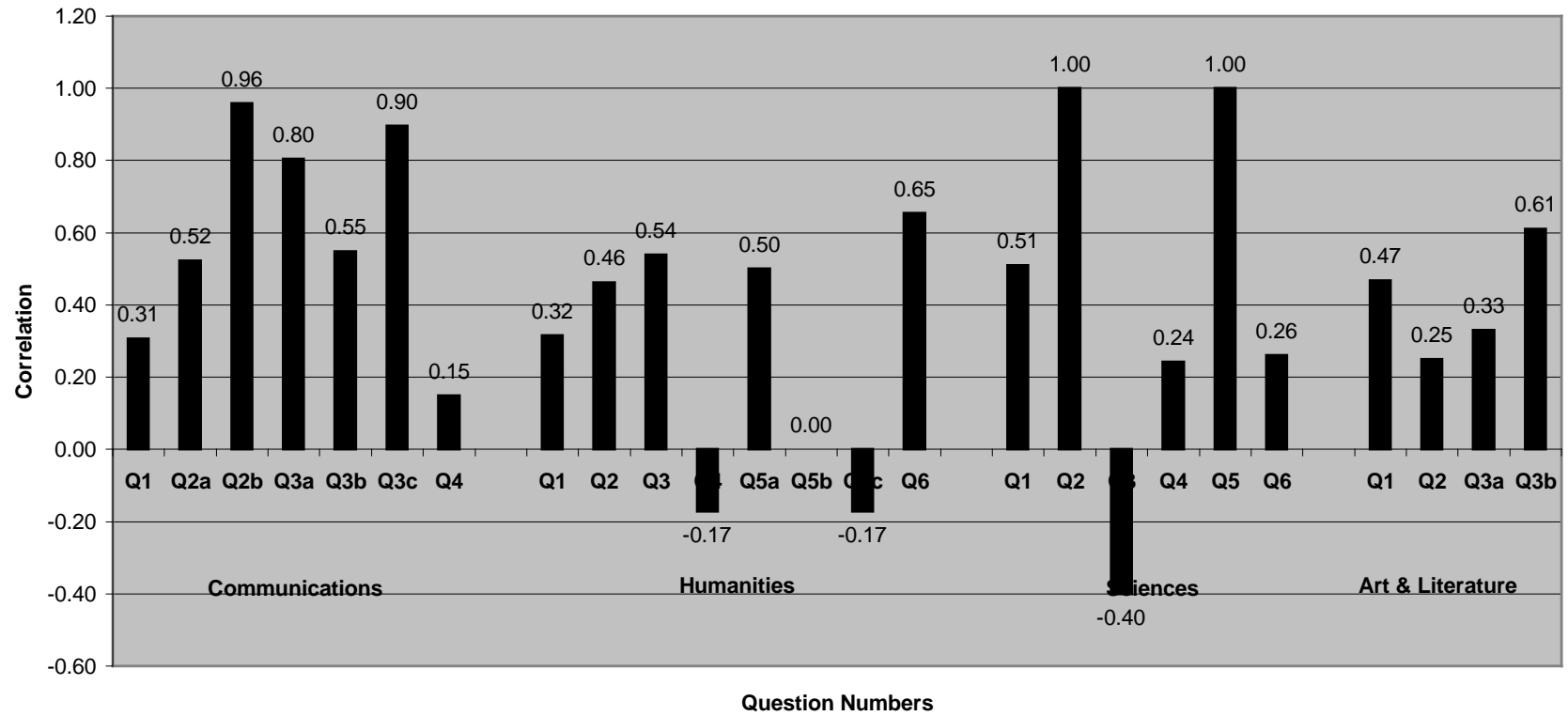


Table 5 shows the correlations between the SR and the SGEC in descending order.

Table 5

Descending Sort of SR-SGEC Correlation

SR-SGEC Correlation N=9		
Sciences	Q2	1.00
Sciences	Q5	1.00
Communications	Q2b	0.96
Communications	Q3c	0.90
Communications	Q3a	0.80
Humanities	Q6	0.65
Art & Literature	Q3b	0.61
Communications	Q3b	0.55
Humanities	Q3	0.54
Communications	Q2a	0.52
Sciences	Q1	0.51
Humanities	Q5a	0.50
Art & Literature	Q1	0.47
Humanities	Q2	0.46
Art & Literature	Q3a	0.33
Humanities	Q1	0.32
Communications	Q1	0.31
Sciences	Q6	0.26
Art & Literature	Q2	0.25
Sciences	Q4	0.24
Communications	Q4	0.15
Humanities	Q5b	0.00
Humanities	Q5c	-0.17
Humanities	Q4	-0.17
Sciences	Q3	-0.40

Comments of the Students in the Focus Group Interviews

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?**

Yes Now I realize how little I really knew
I now know how to use computers and write papers
Exposed to a broader variety of people
I realize that actions have consequences

About 70%

Yes I learned how much I did not know
critical thinking
exposure to cultures
exposure to technology
communication skills

Art has nothing to do with my major
Good foundation for upper-level classes depending on professor
Courses aren't useful, don't apply to life
Not enough variety of classes
Philosophy of no value

Foundation classes
Variety of classes- choices

Like Special topic classes
Should use APA in all classes
Need more information on options of classes
How will a class really help me? Relate it more to real life
Grades in Art, but am not an Art student (lowers GPA)

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

Student Acceptance across campus of different types of people

Writing, History, multi-culture

Expanded knowledge and appreciation of others – acceptance of diversity

Some basic material (ex. Stats) was necessary for upper-level classes
English class helped prepare for writing papers

c. What helped?

Broad range of courses - Courses built on each other

General overlap in many classes

Courses built on each other – gradual accumulation of related knowledge

Special Topic courses a good idea

Foundations for upper-level classes

d. What got in the way?

Difficult professors – too picky – don't know what they expect

Work (i.e. job outside classroom)

Professors gave too much work in courses that won't be used (Ex. Multicultural Issues)

Too much review of High School stuff

Adjuncts don't know the material and don't understand student problems

Sports – unreal treatment of athletes

Too much review

Adjunct professors

Too many "less important" classes

Difficult professor's personality

Differences in grading and expectation

Classes that overloaded on homework

Some classes should be Pass/Fail

Art classes – "Profs grade you as if you are an artist"

Bad choice of classes – professors

Advisors need to know the courses required

Advisors not very involved with students
Revise courses toward various majors
Closed classes

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

“Have one class where you can sit back and relax” – “As long as you attend you should pass”

Not enough variety in electives – Accept courses from Terra as electives
Some professors let athletes get away with missing class, but penalize working students

Lack of choice of classes
Collaboration with other colleges
Testing out of as many courses as possible

Painting class was very relaxing
More open electives for greater selection
Overall TU experience is good
More choices in core classes
Advance notice of when each course will be offered
Cater to needs of specific majors

Few more options in classes

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

School of Arts and Science Outcomes Assessment Report AY01/02 Teresa E. Shafer, Ph.D. Dean, School of Arts and Science

AY01/02 was a year of continued 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 (BA-LS), the Bachelor of Arts Degree in Communication (BA-COM), or the Bachelor of Arts Degree in Psychology (BA-PSY).

SAS hereby documents its OA plan for all 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)

Outcome Assessment Strategy for BA-LS

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 knowledge¹ 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 perspective² 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)

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.

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. Concurrency³ 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 BA-LS program.
5. A review of relevant literature in the disciplines being integrated
6. Other materials appropriate to the student's senior project.

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.

Courses Contributing to Accomplishment of LS Objectives

Objectives	100 Level	200 Level	300 Level	400 Level
LS1	ENG142 HIS1XX PHI101 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 HIS1XX PHI101 POL101 PSY101,190 SOC101,190	ART201 HIS2XX PHI2XX PSY263,265 SOC250,280,290	ART3XX HIS 3XX PHI3XX NAT350 PSY362,363,365, 390 SOC310,320,360, 361,380,390,393	PSY440,445,485 SOC400
LS3	ART101,102 ENG142 PHI101 POL101 SOC101	ART202,222,290 ENG2XX HIS2XX HUM210,220 PHI210 POL210 PSY263,265	ART390 ENG3XX HIS3XX HUM300 SOC360	ENG4XX PSY440,445
LS4	COM130 ECO120 ENG142 MAT173,174,175 POL101 PHI101 PSY101 SOC101	ART202,222,290 COM230,241 ECO221,222 ENG2XX HIS2XX HUM2XX MAT273,281 PHI201,210 PSY263,265,333 SOC2XX	A&S300 ART3XX COM344,346 ECO321,322 ENG3XX HIS3XX HUM3XX MAT361,373 PHI301 POL310 PSY360,362,363, 365,369	COM441 ECO420,422,424 ENG4XX 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	ART190 COM130 ENG141, 142	ART290 COM230,241 ENG241	ART390 COM344,346	COM441
LS7	ENG142 PHI101 PSY101 SOC101	ENG2XX HIS2XX PHI201,210 PSY263,265	ENG3XX PHI305 PSY360,362,369 SOC3XX	ENG4XX PSY440,445 SOC400

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 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.

AY01/02 OA Results and Actions

On October 1, 2001, the BA-LS-OA Committee submitted its final reports of the School. Based on its recommendation, the School continued to discuss and refine the OA process with respect to the following:

- 1) BA-LS Coordinator student handout regarding program goals and expectations
- 2) Documentation collection system and organization
- 3) Data collection system
- 4) A&S 499: Senior Seminar curriculum expectations
- 5) Evaluation rating worksheet

The SAS Dean and the LS Coordinator together devised a Guideline for Incoming BA-LS Students Worksheet that included a matriculation timeline (Appendix D). This document was distributed to all incoming freshman as well as currently enrolled students and was also distributed to university advisors.

The SAS Dean and School secretary implemented an improved filing system with individual student files and general program files. Writing samples are being collected for all freshman students from their respective ENG: 141 courses. Samples involving BA-LS students are being filed in their individual file while others are being filed in a general storage area. Concurrency projects are being double copied with one copy going into individual student files and the other copy into a general School file. No senior projects were completed in AY 01/02, but part of the revised course curriculum guide is the collection and copying of pertinent OA materials from this course.

On November 20, 2001, the School adopted a subcommittee's report on revisions to the course curriculum guide for A&S: 499 Senior Seminar (Appendix E). At the same meeting, the School adopted a new BA-LS Rating Worksheet that better reflects the various domains of students within the program (Appendix C).

While data and documentation were collected and various procedures enhanced, a full scale OA process was not implemented due to the lack of a graduating senior class. However, this was a good year to make the necessary changes to the OA program so that in AY 02/03 the School is poised to fully engage the OA plans set forth above.

Follow-up Activities for AY 02/03

During AY 02/03, SAS will address:

1. Continued distribution of the Guidelines Sheet and timeline to incoming freshman majors
2. Ongoing review of the BA-LS OA process with all school faculty to assure all are aware of the OA process.
3. Ongoing implementation, review and refinement of entire BA-LS OA process.
4. Methods to gain 100% involvement of BA-LS majors in interviews with the program coordinator to identify discipline domains and course interests.
5. Implement the A&S 499 section of the OA process to graduating seniors.

6. At the end of AY 02/03, review administrative files and assure that required contents are in the files for the SAS OA committee.

Outcomes Assessment Strategy for BA-COM

With AY 01/02 being the first year of the communication major, the Department of English and Communication (DECA) developed a first draft of an OA strategy and presented it to the SAS Dean in March, 2002. The School secretary has established individual student files and is working with the program coordinator on a database system to track student progress.

Goals of the BA-COM

The discipline's focus is on communication as a human tool and capacity for social life. Thus, students will examine how, why, and with what consequences people communicate; modes and technologies of communication; contexts and settings of communication; how communication skills are acquired; and how communication shapes societies and cultures. Students in communication develop both skill and knowledge in communication settings, modes and functions.

Communication directly supports the goals of SAS by teaching oral competence, human interaction, and social and cultural change as dynamic communication anchored in the liberal arts and science tradition. Similarly, the communication degree program directly supports the goals of the University by disseminating the knowledge and competence of the communication discipline to promote scholarship and constructive community engagement, and by preparing its graduates to assume positions of leadership as communicators.

Objectives of the BA-COM

- i. Broad knowledge of communication theory and research
 - a. Understand multiple theoretical perspectives and the diverse intellectual underpinnings as reflected in the discipline's philosophy and/or history
 - b. Competency in systematic inquiry
 - c. Competency in analysis and practice of ethical communication
- ii. Apply knowledge to particular contexts of communication
 - a. Competency in analysis and interpretation of contemporary media
 - b. Competency in human relational interaction
 - c. Competency in analysis and practice of communication that creates and results from complex social organization
- iii. Acquire and perform key oral and visual communication skills
 - a. Competent communication with diverse others
 - b. Competency in presentation, preferably in more than one form
 - c. Competency in reflective construction and analysis of arguments and discourse intended to influence beliefs, attitudes, values and practices

Courses Contributing to Accomplishment of BA-COM Objectives

Objectives	100 level	200 level	300 level	400 level
1	COM 130 COM 132	COM 222		COM 424
2	COM 130	COM 212 COM 241	COM 324 COM 341 COM344 COM346	COM 430 COM 441
3	COM 125 COM 130	COM 224 COM 230	COM 329 COM 330	COM 412 COM 415

Follow-up Activities for AY 02/03

During AY 02/03, the DECA will address:

- 1) Review and revise first draft of OA program.
- 2) Develop initial assessment methods and/or measurements required by the OA program.
- 3) Create an OA timeline that includes both student and program progression.
- 4) Ongoing review of the OA process with all department faculty to assure all are aware of the OA process.
- 5) Methods to gain 100% involvement of communication majors in interviews with the program coordinator.
- 6) At the end of AY 02/03, review administrative files and assure that required contents are in the files.

Outcomes Assessment Strategy for BA-PSY

The BA-PSY degree program was developed in the Fall Semester of AY 00/01. During AY 01/02, the Department of Social Sciences (DSS) conducted its ongoing OA strategy in evaluating whether or not the goals of the BA-PSY program are being accomplished. A description of the BA-PSY OA strategy follows.

Goals of the Psychology BA Program

The BA-PSY Program within SAS 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 BA-PSY 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	SOC250,290	SOC310,390	A&S470,471,499

	PSY101,190 SOC101,190			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 effectiveness⁴ in meeting 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 F 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 G (*BA-PSY Rating Worksheet*) 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 H).
4. If the student's senior project does not include demonstration of 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

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.

the senior project evaluation forms. The alternative means will be evaluated using the rating scale in Appendix G.

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 01/02 BA-PSY OA Results

The Department of Social Sciences (DSS) continued phasing in the OA process developed and begun in AY 00/01. AY 01-02 concluded with a total of 23 declared psychology majors. Planned assessment efforts included one exit interview and the paired concept-similarity rating survey conducted via the TU intranet. The Spring 2002 psychology program paired concept-similarity rating assessment survey included nine psychology majors and 54 students enrolled in PSY 101 who are not psychology majors. All students completed the same concept-relatedness questionnaire that had been completed by psychology faculty members during the Spring 2001 semester. Student responses were analyzed, with the following primary results.

1. PSY 101 student responses produced a fairly coherent concept network (coh=.70); PSY major responses produced a slightly more coherent network (coh=.74).
2. Despite its overall coherence, the PSY 101 network included 10 outliers (i.e., concepts related directly to only one other concept) out of the 16 concepts measured; the PSY major network included 5 outliers, with 11 concepts being linked directly to at least 2 other concepts. In contrast, the faculty network included only 1 outlier (transference, linked directly to psychotherapy).
3. Neither of the student concept networks was similar in structure to the faculty concept network (SIMPSY101/FAC = .21; SIMPSYMAJ/FAC = .23).
4. Both PSY 101 and PSY major mean ratings of concept similarity were correlated significantly ($p < .01$) with mean faculty ratings ($r_{PSY101,FAC} = .352$; $r_{PSYMAJ,FAC} = .471$), as well as with each other ($r_{PSY101,PSYMAJ} = .590$).

Discussion and Conclusions

The paired-concept survey results⁵ may be interpreted as indicating some small gain in understanding of concepts on the part of the psychology majors in contrast to the PSY 101 students. However, some changes in instruction and in the concept relatedness task, itself, also may be warranted. Specifically, psychology majors demonstrated misunderstandings of social psychology concepts included in the questionnaire, i.e., fundamental attribution error, diffusion of responsibility, groupthink, and conformity. The first two of these concepts were outliers, connected respectively to error variance and transference, whereas the last two, although linked with each other, were embedded in a schema including ego identity, psychotherapy, and basic trust. Also, the psychological measurement concepts included in the questionnaire, although being interlinked in the same schema, were rated by the psychology majors as being much more weakly related to each other than they were perceived to be by the psychology faculty. In addition, the measurement schema produced by these students was connected to the remaining body of concepts through a single, strong, curious link between predictive validity and psychotherapy

The BA-PSY Coordinator met with approximately half of the declared psychology majors to orient them to the goals of the program and to how those goals hope to be accomplished and measured. The single exit interview conducted was with a student transferring

⁵ Analysis of the AY 01-02 data was completed by Dr. Jack Bates of the Department of Social Sciences

to another institution to take advantage of a fully paid education offered by an employer in another city. The respondent expressed satisfaction with his experience in the BA-PSY program to date and had no recommendations for change. Follow-up activities planned for AY 01/02 (as outlined in the AY 00/01 report) were accomplished. The coordinator also reviewed administrative files for declared PSY majors and assured the contents comply with standards set by the DSS and SAS. As a result of the file review, the SAS secretary⁶ designed a face sheet to facilitate tracking of file contents and documentation of file reviews.

Actions Taken as a Result of AY 01/02 OA Efforts

The BA-PSY OA plan is still in the process of being phased in. As a result, a complete cycle of planned OA activities will not be completed for another two years. Nevertheless, the DSS undertook to review and revise the structure of the BA-PSY curriculum with the result that the original one-semester senior seminar was eliminated as a requirement. In place of this, effective with the beginning of AY 02-03, a two-semester sequence was adopted. The first semester is now a project planning and literature review. The second semester is now an implementation, analysis, and presentation course. Additionally, three other courses that were individually required are now in a "2-of-3 pick list." Full details can be found in the *Tiffin University Academic Bulletin* for AY 02/03.

A second action taken as a result of AY 01/02 OA efforts is to place a review and discussion of the paired-concepts survey on the AY 02/03 DSS agenda regarding the validity of the instrument as well as whether or not results indicate a need for changes in course instructional objectives where weak responses on the instrument are identified.

Follow-up Activities for AY 02/03

During AY 02/03, the DSS will address:

1. Continued implementation of the timeline as outlined above.
2. Ongoing review of the BA-PSY OA process with all psychology faculty to assure all faculty are aware of the BA-PSY OA process.
3. Ongoing implementation, review and refinement of entire BA-PSY OA process.
4. Methods to gain 100% involvement of psychology majors in interviews with the program coordinator as well as the on-line paired-concepts survey.
5. Methods to gain higher response rates of non-majors enrolled in the Introduction to Psychology courses when asked to respond to the paired-concepts survey.
6. Modification of the on-line survey log-in interface to allow for students logging on to identify themselves not only as majors or non-majors, but also the majors' standing in the program (freshman, sophomore, junior, or senior).
7. Review and discussion of the paired-concepts survey regarding the validity of the paired-concepts instrument as well as whether or not results indicate a need for changes in course instructional objectives where weak responses on the instrument

⁶ Special thanks to Mrs. Deb Fowler, SAS secretary, for her work designing the administrative file face sheet and assisting the PSY program coordinator with the file review.

- are identified, i.e., fundamental attribution error, diffusion of responsibility, groupthink, and conformity.
8. At the end of AY 02/03, review administrative files and assure that required contents are in the files and that the face sheet is serving its purpose.

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

BA-LS RATING WORKSHEET

Student: _____ Date: _____

Evaluators: 1: _____
 2: _____
 3: _____

BA-LS OBJECTIVE	REPRESENTATIVE EXAMPLES OF ACCEPTABLE EVIDENCE	DESCRIPTION OF OBSERVED EVIDENCE	PERFORMANCE RATING (0-5)	PORTFOLIO RATING (0-5)
1a. An integrated perspective ⁷ in knowledge of human social processes.	<ul style="list-style-type: none"> *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 *Accurately and appropriately cite or discuss Plato, Aristotle, Kant, Nietzsche, etc. *Accurately and appropriately reference historical periods in American or European history, e.g., American or French Revolution, Civil War, Reconstruction, Renaissance, WWI, WWII, etc. *Accurately and appropriately cite or discuss Shakespeare, Faulkner, or other literary figures. 			

⁷ 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.

	<ul style="list-style-type: none"> *Defines and identifies critical theoretical approaches to literature *Defines and identifies literary genres *Demonstrates awareness of influence on a work of literature *Discusses the development of western civilization in context of a literary work 			
<p>1b. An integrated perspective in knowledge of human cognitive processes</p>	<ul style="list-style-type: none"> *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 			
<p>1c. An integrated perspective in knowledge of human affective processes</p>	<ul style="list-style-type: none"> *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 			
<p>1d. An integrated perspective in knowledge of human behavioral processes</p>	<ul style="list-style-type: none"> *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 			

	<p>*Refers to such works as <i>Lord of the Flies</i></p> <p>*Discusses behavioral themes as portrayed in film and theater</p>			
<p>1e. An integrated perspective in knowledge of human physiological processes</p>	<p>*Accurately describes and applies knowledge of human sexuality and its application to committed relationships</p> <p>*Discusses interrelationship of endocrine system and affective states</p> <p>*Describes the mechanisms of hunger and thirst</p> <p>*Discusses psychophysiological disorders</p> <p>*Applies knowledge of human physiology to the design of research studies.</p>			
<p>1f. Items 1a-e consistent with student's four selected domains of study.</p>	<p>*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.</p> <p>(Note: student participates in the designation of these criteria and is fully informed as to their implications).</p>			
<p>2. A grounding of this knowledge in its historical and theoretical context.</p>	<p>*Discusses an ethical dilemma and incorporates historical views, and/or philosophical theoretical frameworks on the matter as it exists today</p> <p>*Demonstrates awareness of the origins of the discipline of psychology and its evolution over time</p> <p>*Demonstrates awareness of the origin of philosophical theoretical approaches</p> <p>*Presents a genre of art and discusses how it expresses a social, cultural and/or historical issue in a given period of history</p>			

	<ul style="list-style-type: none"> *Describes the evolution of social, political, or cultural institutions over time *Discusses accurately the origins of a model of human cognitive development *Meets panel’s <i>a priori</i> criteria in this area for selected four domains of study *Discusses the history of the development of economic, philosophical, literary, and/or historical theory as part of evaluating modern developments. 			
<p>3. Awareness and understanding of and tolerance for alternative perceptions of and ways of knowing about reality.</p>	<ul style="list-style-type: none"> *Demonstrates grasp of cultural differences through examples and contrasts *Understands ethnocentrism and shows the pro/con issues it manifests 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 different “-isms” 			
<p>4. Critical, divergent, and synthetic thinking</p>	<ul style="list-style-type: none"> *presents hypotheses/theses accurately *challenges conclusions of studies and/or critical sources cited *supports challenges of studies conclusions/arguments with credible evidence *examines all sides of an issue 			

	<ul style="list-style-type: none"> *identifies multiple solutions to a problem *integrates ideas into new insights 			
5. Analytical writing	<ul style="list-style-type: none"> *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	<ul style="list-style-type: none"> *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	<ul style="list-style-type: none"> *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, history, and/or philosophy 			
		Average rating:		

Appendix D Guidelines for Incoming Liberal Studies Majors

The faculty of the School of Arts and Sciences welcomes you. We are delighted that you have decided to embark upon a challenging and rewarding four-year program uniquely designed to prepare you for life and a career. The purpose of this document is to familiarize you with our major and to provide you with an abbreviated outline to help you to organize your college experience.

The heart of the Liberal Studies major at Tiffin University is its interdisciplinary approach. It seeks to provide you with a wide range of academic experiences designed to help explain the world in a variety of ways.

You will:

- learn critical thinking skills,
- refine your speaking and writing techniques,
- appreciate the rich tapestry of world cultures,
- understand the processes of history,
- seek to comprehend human behavior, and
- gain knowledge of philosophical inquiry.

Planning: The Key to Success

You will work closely with your advisor and with the School's Liberal Studies Coordinator, Dr. Dan Bell. Together, you will plan a way to complete your degree that best fits your needs. At the heart of your plan should be a theme that guides your studies and culminates in an independent Senior Project. Long-range planning will be the key to your success.

While many students concentrate on fulfilling the general university requirements before beginning work on their major, YOU should begin planning your own major as a freshman.

- Your core major will be a concentration of four (4) disciplines that are of particular interest to you.
- The areas of concentration can be any mixture from the Humanities (English, History, Philosophy, and Fine Arts) or the Social Sciences (Political Science, Sociology, Mathematics, and Psychology).
- You also may select one area outside of the School of Arts and Science, like economics (School of Business) or forensic psychology (School of Criminal Justice).

General Liberal Studies Degree Requirements:

- You will be required to successfully complete a total of fourteen (14) courses for your core major.
- You must take at least two courses from each of the four disciplines you select, but you can take no more than five courses in any one discipline.
- Eight (8) of the fourteen (14) courses must be junior (300) and senior (400) level courses.
- You must achieve a 2.5 GPA or better in your core major to graduate. For this requirement you must select five (5) courses from the Junior (300) and Senior (400) level at registration (at least one from each of your four areas of concentration) to apply toward this requirement. Your final grades in A&S 300 (Research Design), A&S 395 (Concurrencies), and A&S 499 (Senior Seminar) will also figure in your core major GPA.

Concurrencies:

- A concurrency is a one-hour project that demonstrates your understanding of how two courses from different disciplines connect and is done at the same time you are taking those two courses.

- You must complete three (3) concurrencies between the fall semester of your sophomore year and the end of the fall semester of your senior year.
- You must register for each concurrency when you sign up for the rest of your classes during the previous semester, after you receive approval from the faculty members teaching those courses.
- Together, the three of you will plan a project that demonstrates a meaningful relationship between the two courses. If, for example, you are enrolled in History 290 (War and Society) and English 320 (Autobiography), you might consider a concurrency based on Crusade in Europe, the memoirs of Supreme Allied Commander Dwight Eisenhower. The format you choose—essay, oral presentation, film, or any other mutually acceptable medium—will result from discussions among the three of you.
- Your concurrencies should be related to the general theme of your study, and form a foundation for the Senior Seminar project that you will complete in your last semester.
- You will receive one (1) hour credit and a letter grade following the successful completion of each concurrency project.

Senior Requirements:

- You must take Research Design (300 level, fall of senior year) and Senior Seminar (Spring of your senior year).
- Research design guides you through the process of collecting and analyzing data used in research. You will complete a formal research project in this course. Ideally, the selection of a topic here should be a logical extension of the theme(s) you have been pursuing in your core major and in your concurrencies. It should also provide you with a foundation for your Senior Seminar project.
- The Senior Seminar is the capstone course in your Arts and Science program. During this seminar, you will present a project that synthesizes the themes planned by you and followed in your core major and concurrencies since your freshman year. You will work on individual projects within a group setting, which allows for an exchange of ideas on methodology and organization. You will select the format for your presentation together with your Senior Seminar instructor. This exercise should incorporate key elements uncovered in the Research Design course. You should also include evidence of competency in the objectives of the Liberal Studies program.

Final Comments:

You must complete a total of fifty-one (51) hours in your major core for graduation. Once again, you need to remember that it is extremely important for you to work with your advisor and Dr. Bell to develop a strategy for completing this program. Ideally, you will want to coordinate your course selections and concurrencies to follow a theme that will end with your Senior Seminar project. Ultimately, this theme should help you meet your career goals. The beauty of this program is its flexibility. Whether you plan to attend graduate school or embark upon your chosen profession, we will assist you in the preparation of courses that will best meet your needs.

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.

Freshman year:

- SAS begins file for each LS student
- At least one writing sample collected from sections of ENG141 or ENG142.
- 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
- First concurrency planned; to be completed in sophomore year

Sophomore year

- Ongoing advising
- Concurrency theme discussed and confirmed with LS coordinator
- Second concurrency planned; to be completed in junior year

Junior year

- Progress on concurrencies reviewed
- Concurrency theme reviewed and confirmed with LS coordinator
- 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
- Senior project proposal submitted
- Faculty panel identified
- 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

Appendix E
A&S 499
Curriculum Guide
(Accepted 11/20/01)

Course Description

Liberal studies majors will design, implement, complete, and report on individual senior projects, ideally but not necessarily derived from their concurrency projects. Senior projects must demonstrate explicitly, through scholarship and/or creative works, a meaningful integration of the student's four areas of academic concentration. Prerequisites: Senior status; successful completion of all required concurrencies; successful completion of A&S 300.

Course Purpose

This course serves as the capstone learning experience for all Liberal Studies majors. Its express function in the curriculum is to provide students with complete autonomy to define and complete their own projects, according to their own interests and goals. The content of any project is to be entirely student-determined, and its form is to be entirely student-directed. The sole content/form parameters required of any project are those specified in the course objectives listed below. The functions of the instructor in this course are to identify potential resources that may be necessary for project completion, to identify potential problems for student consideration, to moderate classroom discussions, to monitor student progress, and to chair the project evaluation committee (discussed below).

Course Objectives

By the end of A&S 499, the student should

1. select, design, implement, and complete a significant, original project of personal interest that is derived from study in the student's four areas of academic concentration;
2. produce a thorough, comprehensive report, orally and in writing, of the process of project design, implementation, and completion, including any adjustment of or substantive changes in project orientation;
3. identify orally and in writing project components that are derived from each of the student's four areas of academic concentration;
4. discuss orally and in writing how project components reflecting the student's four areas of academic concentration have been integrated in the project; and,
5. discuss orally and in writing the implications that the project, in its parts and as a whole, may have for the student's professional, academic, or personal life.

Project Evaluation Committee

At the end of the semester, a faculty committee will be formed to evaluate all projects and written/oral presentations according to the course objectives and any additional criteria established by the instructor, for the purpose of determining student final grades for the course. This project evaluation committee will include the course instructor of record (who will chair the committee), one full-time member of the SAS humanities faculty, and one full-time member of the SAS social/natural science faculty, the latter two members being chosen by the SAS Dean. If a student has selected an area of academic concentration outside the disciplines represented by the SAS, a full-time faculty member from the appropriate discipline will be named by the SAS Dean to serve as an additional committee member for the evaluation of that student's project. Because their purposes are separate and potentially competing, members of a project evaluation committee should not serve concurrently on the SAS Liberal Studies program outcomes assessment committee.

Suggested Course Process

It is recommended that the class meet as a whole during scheduled class times at least for the first two weeks of a semester. Thereafter, the class could meet as a whole as infrequently as once every three weeks (as determined by the interests and needs of the students and the instructor). However, each student also should meet weekly and individually with the instructor (for approximately 30 minutes) to demonstrate timely progress on project completion, and to address any problems the student may have encountered.

During the initial class meetings, the instructor should familiarize students with course expectations, and the students could discuss as a group their project ideas and goals. Thereafter, meetings of the class as a whole could include discussion of the evolution of project topics, problems encountered during project implementation, etc.

LS Program Goals Assessable Via Senior Projects

Senior projects produced through adherence to the purposes and objectives specified in this curriculum guide should provide members of the SAS Liberal Studies program outcomes assessment committee with useful information specific to the following program goals:

1. Critical thinking
2. Analytical writing
3. Communication skills
4. At least one of the following (determined by the nature of the individual project):
 - a. Global perspective
 - b. Knowledge in its historical context
 - c. Knowledge in its theoretical context
 - d. Ethical reflection

Copies of student senior project portfolio and presentation materials will be double copied with one copy going to the individual student file and the one copy to a general SAS file.

Appendix F

BA-PSY Pre/Post Test of Student Cognitive Structures⁸

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 very closely related. 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 moderately related. That is, the concepts share some important characteristics, or have somewhat similar meanings, applications, or purposes.
- 3 = The concepts are slightly related. 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 unrelated. That is, even though both concepts are talked about in psychology courses, they share no other important characteristics.

⁸ Special thanks to Dr. Jack Bates for his work in developing this instrument.

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
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
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 G

BA-PSY Outcomes Assessment Rating Scale

For each of the BA-PSY objectives, the senior project evaluation committee will rate evidence of fulfillment of BA-PSY 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.

N/A: Demonstrated elsewhere.

BA-PSY RATING WORKSHEET

Student: _____ Date: _____

Evaluators: 1: _____

2: _____

3: _____

BA-PSY OBJECTIVE	REPRESENTATIVE EXAMPLES OF ACCEPTABLE EVIDENCE	DESCRIPTION OF OBSERVED EVIDENCE	PERFORMANCE 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 psychotherapy	*demonstrates a valid counseling technique in a role play		

<p>3. awareness of and sensitivity to issues and practices of professional ethics</p>	<p>*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</p>		
<p>4. multicultural awareness, tolerance, and appreciation</p>	<p>*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</p>		
<p>5. Analytical writing</p>	<p>*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</p>		

<p>6. effective speaking</p>	<p>*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</p>		
<p>7. cognitive, creative and organizational skills necessary for the completion of an original project within a psychological domain of personal interest</p>	<p>*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</p>		
		<p>Average rating**:</p>	

*Any rating of "N/A" must be accompanied by alternative documentation.

**Includes ratings on items evaluated using alternative means.

Appendix H

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: _____)	Graduation
Transfer to another college	Academic dismissal
Low grades (GPA: _____)	Financial problems
Disciplinary dismissal	Other: _____
Family issues	
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?

Specific Recommendations for the School of Arts & Sciences

1. Continue working on fine-tuning the assessment instruments.
2. Results of the assessment activities could be summarized in a table so that seeing trends and changes can be tracked over time. (DOA will show examples of these to the dean)
3. Since most of the courses that students take in the GEC come from the SAS, the DOA will be requesting the SAS dean and faculty to devise a new instrument for assessing the GEC. As mentioned earlier, getting students to participate in the focus groups is not easy; so a questionnaire designed for that specific purpose may allow more students to be assessed.

School of Business

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

Some of the spacing within the tables was modified by the DOA to try and fit information in a more concise manner.

Minor, non-substantive changes were made by the DOA to conform the SBA report to the formatting of the university-wide report

**SCHOOL OF BUSINESS
OUTCOME ASSESSMENT PROGRAM
Academic Year (2001-2002)**

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

<u>Intended Outcomes</u>	<u>Assessment Criteria</u>	<u>Met</u>	<u>Evidence</u>
1. Graduates will find employment in an area related to their academic program 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 report for 2000-2001 indicates that School of Business graduates responding have a placement rate of 99%. Response rate to survey was approximately 40%
Graduates will exceed a 90% minimum standard on Capstone Project preparation as judged by the School Faculty.	Each department would designate a “capstone” course that includes a student project assignment for its majors. A committee will determine the number that meets the minimum standard of a “B”.	NO	Blind review of 90 papers from the Capstone Course resulted in an overall minimum standard rating of 66%
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 A)	NO	Seniors responding to the exit survey at the 4 – 5 satisfaction level was only 73%. Response rate to survey was approximately 25%.

<p>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.</p>	<p>Each full-time and adjunct 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.</p>	<p>YES</p>	<p>All faculty have submitted annual Scholarship and Professional Activities report. Reports have been reviewed by the Dean of the School of Business</p>
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**DEPARTMENT OF ACCOUNTING
OUTCOME ASSESSMENT PROGRAM**

2001-2002

<u>Intended Outcomes</u>	<u>Assessment Criteria</u>	<u>Met</u>	<u>Evidence</u>
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	Each student participates in an oral report and a written practice case. Copies of sources, transparencies and cases are available in Professor Schultz's office.
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	Copies of projects are available in Professor Burkett's office.
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	Meetings were held both semesters. The speaker's topics included investments, graduate school and manufacturing.
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 board was invited to the art gallery opening and music concert on March 22, 2002.

**DEPARTMENT OF FINANCE
OUTCOME ASSESSMENT PROGRAM
Academic Year 2001-2002**

<u>Intended Outcomes</u>	<u>Assessment Criteria</u>	<u>Met</u>	<u>Evidence</u>
<p>1. Demonstrate understanding of finance principles/concepts comparable to others majoring in finance nationwide.</p>	<p>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.)</p>	<p>Satisfactorily Achieved.</p>	<p>FIN 321 (01) F 2001: 89% (16 of 18) students scored 81% or above on midterm and final exams. All questions were content and application specific in personal finance. No other FIN courses above 301 were offered in AY 2001-2002.</p>
<p>Communication Skills: ability to communicate with clarity and effectiveness in oral or written modes.</p>	<p>Faculty assessment based on classroom participation, student-teacher conversations, and written submissions to the faculty.</p>	<p>Satisfactorily Achieved.</p>	<p>Classroom discussions and written submissions were consistently evaluated B or above among 16 of 18 students.</p>
<p>2. Analytical Skills: ability to organize thoughts, plan analytical projects, apply appropriate assessment devices and finance principles/concepts/ equations to real world problems/ issues.</p>	<p>Faculty assessment based on classroom participation and solutions (oral or written) to problems, projects or case studies.</p>	<p>Satisfactorily Achieved.</p>	<p>Oral and written solutions to problems or cases were consistently evaluated B or above in classroom discussions and written submissions.</p>

<p>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.</p>	<p>Faculty assessment through classroom participation <u>and</u> <u>conduct</u>, oral and written responses to problems, projects, case studies, and contemporary issues in business and society.</p>	<p>Satisfactorily Achieved.</p>	<p>Students engaged in enthusiastic study of values and ethics in classroom discussions. Comments were well thought out and applied theory to real world activities and entities.</p>
<p>Demonstrate an apprentice level of understanding of finance and its various sub-disciplines (business finance, risk management, insurance, personal finance, investments and international finance).</p>	<p>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.</p>	<p>Satisfactorily Achieved.</p>	<p>More than one-half of the students in FIN 321 (01) F2001 were graduating seniors, and had demonstrated at least an entry level understanding of finance and its disciplinary specialties over the four or five years of study. Each will be able to apply the fundamentals of finance in her/his place of employment.</p>
<p>3. Satisfaction of Finance graduates with the quality and quantity of academic courses available to them during their period of study at TU.</p>	<p>Graduate responses to select questions in Exit Interview Questionnaire.</p>	<p>Satisfactorily Achieved.</p>	<p>Prior year finance graduates were successful in finding employment in their fields, and have progressively advanced. By the beginning of the spring semester 2001 about 25% of the 2002 graduates had found postgraduate employment or had selected advanced studies.</p>

<p>Finance graduates were able to obtain employment <u>in their chosen</u> type of employment within six months of graduation. Alternative: achieve acceptance into a graduate study program for the ensuing academic year. (Exception: persons who choose to travel or take a break.)</p>	<p>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.</p>	<p>Satisfactorily Achieved.</p>	<p>Increasingly, our finance graduates continue their formal education at the graduate level in schools of business or law school. Two of our 2002 graduates were planning further studies by the end of the fall semester. Congratulatory notes and follow-up cards will be mailed this fall.</p>
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**DEPARTMENT OF HOSPITALITY MANAGEMENT
OUTCOME ASSESSMENT PROGRAM
2001-2002**

<u>Intended Outcomes</u>	<u>Assessment Criteria</u>	<u>Met</u>	<u>Evidence</u>
<p>1. Hospitality Management graduates are prepared to enter the workforce upon graduation.</p>	<p>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.</p> <p>2. Faculty members will actively participate in the selection of Hospitality Management-related resources for the library and media center.</p>	<p>Yes</p> <p>Yes</p>	<p>As of 4/22/02, Five senior students have completed internship requirements. All Five evaluations are 3 or higher.</p> <p>Four new video tapes and eight new book/journals.</p>
<p>2. Graduates will have access to current information regarding employment opportunities in the hospitality industry.</p>	<p>The Career Planning and Placement Center will maintain contact with potential employers.</p>	<p>Yes</p>	<p>Internships & openings were communicated through D. D. and through Professor Teresa Miller.</p>
<p>3. Graduates will be knowledgeable of career choices and strategies for selecting entry-level positions in the hospitality industry.</p>	<p>The hospitality club will host two industry professional speakers per semester and the hospitality club will meet at least two times per semester.</p>	<p>Yes</p>	<p>Fall Malinda Ruble – Director of Seneca Co. CVB. Laura - GM of Holiday Inn Express 09/20/01 - 10/31/01</p> <p>Spring Fritz Kin – PSHA Speaker Colleen May- Travel & Tourism</p>

			02/13/02 - 03-27-02
<p>4. Graduates will be knowledgeable of current products & services available to the hospitality industry.</p>	<p>At least 50% of the hospitality students will attend 2 conventions/trade shows per year.</p>	<p>Yes</p>	<p>Twenty-two students attended OHLA convention. Nine students attended OTA convention.</p>

**DEPARTMENT OF INFORMATION SYSTEMS
OUTCOME ASSESSMENT PROGRAM**

Academic Year 2001-2002

<u>Intended Outcomes</u>	<u>Assessment Criteria</u>	<u>Met</u>	<u>Evidence</u>
1. IS graduates will find employment in their chosen field.	At least 85% of IS graduates will either be employed in the IS profession or have made other plans which may prevent them from accepting employment.	Yes	90% of graduates have found employment in IT/IS sector.
2. IS graduates will compare favorably with other IS Professionals in academic preparation.	Graduate will sit for standardized tests made available by Microsoft Press or other publishers and score in the upper 60% range.	<u>No</u>	Students will take a test this coming 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.	<u>Yes</u>	Students took a field trip to Marathon Corp. Headquarters in INS 312 in April.
4. IS faculty will be up-to-date in their field.	All faculty members will participate in seminars, conferences and professional organizations.	<u>Yes</u>	See: Scholarly and Professional Activities

**DEPARTMENT OF INTERNATIONAL STUDIES
OUTCOME ASSESSMENT PROGRAM
Academic Year 2001-2002**

<u>Intended Outcomes</u>	<u>Assessment Criteria</u>	<u>Met</u>	<u>Evidence</u>
Graduates will find employment in an area related to their academic program.	At least 90% of graduates will either indicate on the annual Career Services placement form that they have had an offer they are considering, or have accepted an offer or have made other plans which preclude them from accepting employment.	No	An informal poll by Carol McDannell from Career Services indicates that 50% of graduates did have such plans.
1. Graduates will compare favorably with graduates of other universities as indicated by a standardized test.	Successful (grade B or better) completion of the final project in the International Management course (MGT 411).	Yes	In Fall 2002, began the post-course grading by other instructors in the School of Business.
2. 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 12a).	Yes	100% of graduates rated their preparation for a career as a 4 or 5.
3. 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	The International Studies Faculty did outside consulting work.

4. Students will be exposed to people from different cultures.	Students majoring in International Studies will be encouraged to join the International Student Association (ISA).	Yes	100% of IS students participated in the World Student Organization (the renamed ISA).
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**DEPARTMENT OF MANAGEMENT
OUTCOME ASSESSMENT PROGRAM
2001-2002**

<u>Intended Outcomes</u>	<u>Assessment Criteria</u>	<u>Met</u>	<u>Evidence</u>
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.	No	Only 86% of the 14 students that responded rated a 3, 4, or 5, stating that their education prepared them for their career.
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 than 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.	No	Only 85.5% of student major analysis papers were free of writing errors.

**DEPARTMENT OF MANAGEMENT
OUTCOME ASSESSMENT PROGRAM**

Page 2

<u>Intended Outcomes</u>	<u>Assessment Criteria</u>	<u>Met</u>	<u>Evidence</u>
3. Ability to resolve unstructured problems.	<p>Analysis of student’s performance in four courses, MGT317, MGT351, MGT404 & MGT411. In each course students will develop and write a series of case analysis assignments.</p>	Yes	<p>99.5% of student papers in MGT 317 and 97.5% of student papers in MGT 351 received a grade of C or higher.</p>
	<p>In the 300-level courses the course instructor will prepare a report as to the number of case analyses used in the outcome measure. The standard is that eighty-five percent of the case analyses in the will achieve a grade of “C” or higher.</p>		
	<p>In the 400-level courses, the department chairperson will prepare a report as to the number of cases used in the outcome measure. The standard is that ninety percent of the case analyses will achieve a grade of “C” or higher.</p>	Yes	<p>100% of student papers in MGT 404 and 96.2% of student papers in MGT 411 received a grade of C or higher.</p>
4. Presentation Skills	<p>Measured by analyzing student oral presentations in a senior capstone course, MG495 Business Policy required for graduation of all Management majors. Group case assignment results require an oral presentation by one of the group members. Case evaluation sheets provide comments on the quality of the oral presentation. A presentation free of major faults such as excessive reading, lack of eye contact, limited explanation of ideas was viewed as evidence of satisfactory, or better presentation skills. The standard is that at least 60% of all student presentations demonstrate satisfactory presentation skills</p>	Yes	<p>71% of student presentations were free of major faults.</p>

**DEPARTMENT OF MARKETING
ASSESSMENT CRITERIA
Academic Year 2001-2002**

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.	No	According to Carol McDannell from Career Services in an informal survey it indicated a 50% success rate.
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	Faculty ordered videos for student review.
	Students will be able to participate in a Marketing interest group which 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**

Page 2

Intended Outcome	Assessment Criteria	Met	Evidence
<p>3. Marketing majors will receive marketing-specific professional and academic advising to enhance their career during and after matriculation at Tiffin University.</p>	<p>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.</p>	<p>Yes</p>	<p>Carried out as specified through the Freshman Institute program.</p>
	<p>All Marketing majors will be required to meet with their academic adviser and obtain his/her signature prior to registering for classes each semester.</p>	<p>Yes</p>	<p>A requirement of the Registrar's office</p>
<p>4. The Marketing curriculum will be current with appropriate background information, tools, techniques and practices.</p>	<p>Curriculum will be reviewed and updated by Department of Marketing faculty at least once a year.</p>	<p>Yes</p>	<p>Curriculum was reviewed by faculty each semester and improvements were incorporated.</p>
	<p>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.</p>	<p>Yes</p>	<p>Each member did attend more than two such functions.</p>

School of Business Outcomes Assessment #3 Exit Questionnaire for Graduating Business Students Spring Semester 2002

School of Business Summary

Major	Concentration	Responses
Accounting		(07)
Finance		(02)
Management	Hospitality Management	(01)
Management	Human Resources Management	(04)
Management	International Business	(01)
Management	Managerial Studies	(03)
Management	Operations Management	(02)
Management	Sports Management	(05)
Marketing	Marketing Management	(02)
Organization Management		(28)

1. *Which of the following apply?*

- | | | |
|----|--|------|
| a. | I am keeping my present job. | (27) |
| b. | I have accepted a job offer. | (05) |
| c. | I have a job offer but have not accepted it. | (00) |
| d. | I am going to continue my education. | (22) |
| e. | I am searching for a job. | (32) |

2. *In what area do you feel the business degree should require more courses?*

For Job Preparation & Placement	Accounting Software
Finance	Business Law
Accounting	Marketing Communications
Customer Service	Ethics in Professional Life
Financial Planning and Analysis	Corporate Finance
Interview Process	Human Resources
Investments	Information Systems
Everyday situations	Economics
Operations Management	Business Policy
Languages	Sports Management
Internships	Finance
Computer Technology	Cut Senior Seminar
Less Accounting	Better Textbooks
Writing Composition & Skills	More Capstone Courses
More Class Time	Obtaining Own Business
Extend Management Course for Marketing	Marketing
Sales	Strategy
Business Courses	Statistical Analysis (02)
Intro to Excel	

3. *In what area do you feel the business degree should be improved?*

More business related courses
 Business Ethics
 Hands on for career preparation
 Marketing Communications
 Real World Applications
 Business Policy needs a different class layout.
 Cohort Interaction
 Get Better Adjuncts
 Class Dynamics
 Better Placement Outside Of Seneca County
 More Math Classes
 Less Accounting
 Action Research Project
 Strategic Management
 International Management
 More Case Studies
 Statistics Book
 Better Facilitators
 Hands on Computer Courses

Less Electives
 Philosophy
 Finance
 More in depth Investment courses
 Hands on Case Studies
 Required Accounting Classes
 Business Computer Programs
 Accounting
 Additional Computer Courses
 Better Professors
 More Computer Classes
 Bridge Courses in Tiffin
 Technology
 Planning & Assessment
 Global Perspectives
 Delete Action Research Project
 Computer Applications
 Sales Focus
 All Areas

4. *Which course do you feel was the best?*

Accounting
 Literature
 Intermediate Accounting
 Introduction to American Political Process
 Business Finance
 Services Marketing
 Applied Statistics
 Math Curriculum
 International Management
 Business Policy
 Operations Management
 Operations Research
 Sports Management II
 Analysis & Research for Management
 Business Ethics
 Information Systems
 Better Technology in the Classrooms
 Retailing Management

Federal Income Tax
 American Novel
 Business Law
 Better Instructors
 International Business
 Labor Relations
 Communications
 Business Strategy
 Organization Theory
 Adult Development & Life Assessment
 Human Resources Management
 Organizational Behavior
 Facilities Management
 Marketing
 Management Classes
 International Management
 Information Systems for Managers

5. *Which course do you feel was the worst?*

Business Ethics	Cost Accounting
Business Finance Professor	History
Organizational Behavior	Business Policy
Accounting Information Systems	Accounting
Introduction to Philosophy	Psychology
Intermediate Accounting	Speech
Simulated games in Business Policy	All Accounting Courses Past Principles
Organization Theory	Finance
Philosophy	Math
Managing Diversity in the Workplace	Analysis & Research for Management
Operations Research	Technology
Sociology	International Management Facilitator
Business Finance	Anatomy & Physiology
Information Systems for Managers	Philosophy
Senior Seminar	Marketing Communications
Information Systems	Action Research Project
Business Law	Managerial Accounting
International Pas.	Business Statistics
International Management	

6. *In terms of preparation for a business career, what single business course do you feel was the most beneficial to you?*

Business Law	Governmental Accounting
Business Policy	Cost Accounting
Intermediate Accounting	Advanced Accounting App
Federal Income Tax	Spread Sheet Applications
Business Finance	Senior Seminar in Sports Management
Hotel & Restaurant Systems	Organizational Behavior
Labor Relations	Business Management
Writing	Operations Management
Employment Law	Strategic Management
International Management	Retailing Management
Organization Theory	Action Research Project
Strategic Research	Business Strategy
Management of Organizations	Human Resources Management
Marketing	Psychology
Business Ethics	Business Communications

7. *What single business course do you feel was the least beneficial to you?*

Business Ethics	Investments
Auditing	Money & Banking
History	Governmental
Accounting	Business Law
Natural Science	Action Research Project
Statistics I	Management
Business Law II	Organizational Theory
Analysis & Research for Managers	International Business
Ethics in Professional Life	Organizational Behavior
Structured Programming	Psychology
Biology	Information Systems
Operations Research	Communications
Human Resources Management	Business Finance
Managerial Accounting	Marketing
Accounting II	Statistic
Discrete Math	

8. *Do you have plans for graduate study?*

Yes	(28)
No	(12)
Undecided	(07)

Where?	Tiffin University
	Columbus
	Toledo University
	Bowling Green State University
	Georgia State University
	Cleveland State
	UT Law School
	Case Western University
	KSU
	Regis
	Baldwin Wallace

9. *In what extracurricular activities were you active?*

Investment Club	Accounting Club
Soccer	Tennis
DSK	Peer Leader
Baseball	Softball
Volleyball	Alpha Iota
Delta Mu Delta	Women's Basketball
SHRM	Choir

10. *To what extent did your extracurricular activities enhance your business degree?*
- | | | | | | |
|----|------------------------------|------|----|--------------------------------|------|
| a. | they contributed very little | (15) | c. | they were moderately important | (08) |
| b. | they were somewhat important | (09) | d. | they were extremely important | (06) |

11. *Which person at Tiffin University has been the most important to you?*

Laura Lamalie	Helen Richardson
Jimmy Walker	Rudy Brownell
Teresa Burkett	Timothy Schultz
Annette Staunton	Lonny Allen
Walter Verdon	Teresa Miller
Melissa DeRan	Charis Bower
Lori Hall	Lonny Allen
Becky Fox	Miriam Fankhauser
Jeff Stockner	Vickie Ingals
Cohort	Michael Wisnor
Sharon Perry-Nause	Danny Bryan
Lillian Drimmer	Assessment Counselor
John Millar	Lisa (Fast track)
Annette Staunton	Terry Sullivan
Lima Director	Ty Shaul
Laura Ketter	Nancy Sullivan
Gabriel Jaskolka	Lisa Kirchner
Leslie Mugg	Miriam Fankhauser
Nabarun Ghose	Barbara Brandau
Bookstore Staff	Patrick McLeod

12. *On a scale of 1 (Poor) to 5 (Outstanding), how do you rate your business degree in terms of:*
- | | | | | | | |
|----|---------------------------|--------|--------|--------|--------|--------|
| a. | preparation for a career? | 1 (00) | 2 (05) | 3 (14) | 4 (32) | 5 (06) |
| b. | intellectual challenge? | 1 (00) | 2 (03) | 3 (13) | 4 (32) | 5 (09) |

Comments

- ✓ What we learn in accounting has not actually applied to my job.
- ✓ Get rid of the desks and replace them with tables and chairs.
- ✓ International Studies offered no languages. The availability of many required political science classes were also lacking.
- ✓ A different survey of questions should be sent to Fast Track students.
- ✓ The organization of bridge courses must be improved.
- ✓ I was told classes would be offered in Fremont and Tiffin. This never happened.
- ✓ Worse staff: Teresa Shafer, Terry Charlton, and Penny Groscost

Major: Accounting Responses: (07)

1. *Which of the following apply? (Please Circle)*

- | | | |
|----|--|------|
| a. | I am keeping my present job. | (03) |
| b. | I have accepted a job offer. | (04) |
| c. | I have a job offer but have not accepted it. | (00) |
| d. | I am going to continue my education. | (07) |
| e. | I am searching for a job. | (08) |

2. *In what area do you feel the business degree should require more courses?*

For job preparation	Accounting Software
Finance (02)	Business Law
Accounting	Marketing Communications
Customer Service	Ethics in Professional Life

3. *In what area do you feel the business degree should be improved?*

More business related courses	Less Electives
Business Ethics	Philosophy
Hands on for career preparation (02)	Finance
Marketing Communications	

4. *Which course do you feel was the best?*

Accounting (03)	Federal Income Tax (04)
Literature	American Novel
Intermediate	Business Law

5. *Which course do you feel was the worst?*

Business Ethics (04)	Cost Accounting
Business Finance Professor	History (02)
Organizational Behavior	Business Policy
Accounting Information Systems	

6. *In terms of preparation for a business career, what single business course do you feel was the most beneficial to you?*

Business Law	Governmental Accounting
Business Policy (02)	Cost Accounting (02)
Intermediate Accounting	Advanced Accounting App
Federal Income Tax	

7. *What single business course do you feel was the least beneficial to you?*

Business Ethics (04)	Investments
Auditing	Money & Banking
History	Governmental

8. *Do you have plans for graduate study?*

Yes	(05)
No	(04)
Where?	Tiffin University (02)
	Columbus
	Toledo University
	Bowling Green State University

9. *In what extracurricular activities were you active?*

Investment Club (02)	Accounting Club (06)
Soccer	Tennis
DSK	Peer Leader
Baseball	

10. *To what extent did your extracurricular activities enhance your business degree?*

a. they contributed very little	(02)	c. they were moderately important	(02)
b. they were somewhat important	(01)	d. they were extremely important	(02)

11. *Which person at Tiffin University has been the most important to you?*

Laura Lamalie	Helen Richardson
Jimmy Walker	Rudy Brownell
Teresa Burkett (02)	Timothy Schultz (03)
Annette Staunton	Lonny Allen

12. *On a scale of 1 (Poor) to 5 (Outstanding), how do you rate your business degree in terms of:*

a. preparation for a career?	1 (00)	2 (00)	3 (03)	4 (05)	5 (02)
b. intellectual challenge?	1 (00)	2 (00)	3 (03)	4 (03)	5 (04)

Comments

What we learn in accounting has not actually applied to my job.

Major: Finance Responses: (02)

1. *Which of the following apply? (Please Circle)*
 - a. I am keeping my present job. (00)
 - b. I have accepted a job offer. (01)
 - c. I have a job offer but have not accepted it. (00)
 - d. I am going to continue my education. (00)
 - f. I am searching for a job. (01)

2. *In what area do you feel the business degree should require more courses?*

Investing (02)
Corporate Finance

3. *In what area do you feel the business degree should be improved?*

More in depth Investment courses
Real World Applications

4. *Which course do you feel was the best?*

Introduction to American Political Process
Business Finance

5. *Which course do you feel was the worst?*

Introduction to Philosophy
Intermediate Accounting

6. *In terms of preparation for a business career, what single business course do you feel was the most beneficial to you?*

Business Policy (02)
Business Finance

7. *What single business course do you feel was the least beneficial to you?*

Accounting

8. *Do you have plans for graduate study?*

Yes (00)
No (01)

Where?

9. *In what extracurricular activities were you active?*

Investment Club

10. *To what extent did your extracurricular activities enhance your business degree?*

- | | | | | | |
|----|------------------------------|------|----|--------------------------------|------|
| a. | they contributed very little | (00) | c. | they were moderately important | (00) |
| b. | they were somewhat important | (01) | d. | they were extremely important | (00) |

11. *Which person at Tiffin University has been the most important to you?*

Walter Verdon

12. *On a scale of 1 (Poor) to 5 (Outstanding), how do you rate your business degree in terms of:*

- | | | | | | | |
|----|---------------------------|--------|--------|--------|--------|--------|
| a. | preparation for a career? | 1 (00) | 2 (00) | 3 (01) | 4 (01) | 5 (00) |
| b. | intellectual challenge? | 1 (00) | 2 (00) | 3 (00) | 4 (02) | 5 (00) |

Major: Management Concentration: Hospitality Management
Responses: (01)

1. *Which of the following apply? (Please Circle)*
 - a. I am keeping my present job. (00)
 - b. I have accepted a job offer. (00)
 - c. I have a job offer but have not accepted it. (00)
 - d. I am going to continue my education. (00)
 - g. I am searching for a job. (01)

2. *In what area do you feel the business degree should require more courses?*
 Interview Process

3. *In what area do you feel the business degree should be improved?*
 Business Policy needs a different class layout.

4. *Which course do you feel was the best?*
 Services Marketing
 Business Law

5. *Which course do you feel was the worst?*
 Simulated game in Business Policy

6. *In terms of preparation for a business career, what single business course do you feel was the most beneficial to you?*
 Hotel & Restaurant Systems

7. *What single business course do you feel was the least beneficial to you?*
 Natural Science

8. *Do you have plans for graduate study?*
 Yes (00)
 No (01)
 Where?

9. *In what extracurricular activities were you active?*
 Volleyball

10. *To what extent did your extracurricular activities enhance your business degree?*

- a. they contributed very little (00)
- b. they were somewhat important (01)
- c. they were moderately important (00)
- d. they were extremely important (00)

11. *Which person at Tiffin University has been the most important to you?*

Teresa Miller
Melissa DeRan

12. *On a scale of 1 (Poor) to 5 (Outstanding), how do you rate your business degree in terms of:*

- a. preparation for a career? 1 (00) 2 (00) 3 (00) 4 (01) 5 (00)
- b. intellectual challenge? 1 (00) 2 (00) 3 (01) 4 (00) 5 (00)

Major: Management Concentration: Human Resources Management
Responses: (04)

1. *Which of the following apply? (Please Circle)*

- | | | |
|----|--|------|
| a. | I am keeping my present job. | (01) |
| b. | I have accepted a job offer. | (00) |
| c. | I have a job offer but have not accepted it. | (00) |
| d. | I am going to continue my education. | (00) |
| h. | I am searching for a job. | (02) |

2. *In what area do you feel the business degree should require more courses?*

Human Resources	Investments
Information Systems	Everyday situations

3. *In what area do you feel the business degree should be improved?*

Hands on Case Studies
 Required Accounting Classes
 Real Life Occurrences

4. *Which course do you feel was the best?*

Labor Relations (02)
 Business Law
 Math Curriculum

5. *Which course do you feel was the worst?*

Organization Theory (02)
 Philosophy
 Managing Diversity in the Workplace

6. *In terms of preparation for a business career, what single business course do you feel was the most beneficial to you?*

Labor Relations
 Writing
 Employment Law

7. *What single business course do you feel was the least beneficial to you?*

Statistics I	Management
Business Law II	Organizational Theory

8. *Do you have plans for graduate study?*

Yes (02)
No (02)

Where? Tiffin University (02)

9. *In what extracurricular activities were you active?*

Baseball
SHRM
Delta Mu Delta

10. *To what extent did your extracurricular activities enhance your business degree?*

a. they contributed very little (02) c. they were moderately important (00)
b. they were somewhat important (00) d. they were extremely important (01)

11. *Which person at Tiffin University has been the most important to you?*

Lori Hall	Lonny Allen
Becky Fox	Miriam Fankhauser
Jeff Stockner	Vickie Ingals
Annette Staunton	

12. *On a scale of 1 (Poor) to 5 (Outstanding), how do you rate your business degree in terms of:*

a. preparation for a career? 1 (00) 2 (00) 3 (01) 4 (03) 5 (00)
b. intellectual challenge? 1 (00) 2 (00) 3 (02) 4 (02) 5 (00)

Comments

Get rid of the desks and replace them with tables and chairs.

Major: Management Major Concentration: International Business
Responses: (01)

1. *Which of the following apply? (Please Circle)*

- a. I am keeping my present job. (00)
- b. I have accepted a job offer. (00)
- c. I have a job offer but have not accepted it. (00)
- d. I am going to continue my education. (01)
- i. I am searching for a job. (01)

2. *In what area do you feel the business degree should require more courses?*

Economics

3. *In what area do you feel the business degree should be improved?*

Finance

4. *Which course do you feel was the best?*

International Management

5. *Which course do you feel was the worst?*

Information Systems for Managers

6. *In terms of preparation for a business career, what single business course do you feel was the most beneficial to you?*

International Management
Business Policy
Organization Theory

7. *What single business course do you feel was the least beneficial to you?*

Analysis & Research for Managers

8. *Do you have plans for graduate study?*

- Yes (01)
- No (00)

Where?

9. *In what extracurricular activities were you active?*

Softball
Alpha Iota

10. *To what extent did your extracurricular activities enhance your business degree?*

- | | | | | | |
|----|------------------------------|------|----|--------------------------------|------|
| a. | they contributed very little | (01) | c. | they were moderately important | (00) |
| b. | they were somewhat important | (00) | d. | they were extremely important | (00) |

11. *Which person at Tiffin University has been the most important to you?*

John Millar

12. *On a scale of 1 (Poor) to 5 (Outstanding), how do you rate your business degree in terms of:*

- | | | | | | | |
|----|---------------------------|--------|--------|--------|--------|--------|
| a. | preparation for a career? | 1 (00) | 2 (00) | 3 (00) | 4 (01) | 5 (00) |
| b. | intellectual challenge? | 1 (00) | 2 (00) | 3 (00) | 4 (01) | 5 (00) |

Comments

International Studies offered no languages. The availability of many required political science classes were also lacking.

8. *Do you have plans for graduate study?*

Yes (01)
 No (01)

Where? Tiffin University

9. *In what extracurricular activities were you active?*

Soccer	Baseball
Tennis	SAAC Committee

10. *To what extent did your extracurricular activities enhance your business degree?*

a. they contributed very little (00)	c. they were moderately important (00)
b. they were somewhat important (01)	d. they were extremely important (00)

11. *Which person at Tiffin University has been the most important to you?*

Charis Bower	John Millar (02)
Annette Staunton	Terry Sullivan

12. *On a scale of 1 (Poor) to 5 (Outstanding), how do you rate your business degree in terms of:*

a. preparation for a career?	1 (00)	2 (00)	3 (00)	4 (02)	5 (01)
b. intellectual challenge?	1 (00)	2 (00)	3 (01)	4 (02)	5 (00)

**Major: Marketing Concentration: Marketing Management
Responses: (02)**

1. *Which of the following apply? (Please Circle)*
 - a. I am keeping my present job. (01)
 - b. I have accepted a job offer. (00)
 - c. I have a job offer but have not accepted it. (00)
 - d. I am going to continue my education. (01)
 - e. I am searching for a job. (00)

2. *In what area do you feel the business degree should require more courses?*

Economics
Less Accounting

3. *In what area do you feel the business degree should be improved?*

Less Accounting

4. *Which course do you feel was the best?*

Information Systems
Better Technology in the Classrooms
Retailing Management

5. *Which course do you feel was the worst?*

Speech
All Accounting Courses Past Principles

6. *In terms of preparation for a business career, what single business course do you feel was the most beneficial to you?*

Finance
Retailing Management

7. *What single business course do you feel was the least beneficial to you?*

Marketing	Accounting II
Managerial Accounting	Business Finance

8. *Do you have plans for graduate study?*

Yes	(02)
No	(00)

Where? Georgia State University
Tiffin University

9. *In what extracurricular activities were you active?*

Peer Leader
Choir

Baseball

10. *To what extent did your extracurricular activities enhance your business degree?*
- | | | | | | |
|----|------------------------------|------|----|--------------------------------|------|
| a. | they contributed very little | (01) | c. | they were moderately important | (00) |
| b. | they were somewhat important | (00) | d. | they were extremely important | (01) |
11. *Which person at Tiffin University has been the most important to you?*
- Terry Sullivan
Nabarun Ghose
12. *On a scale of 1 (Poor) to 5 (Outstanding), how do you rate your business degree in terms of:*
- | | | | | | | |
|----|---------------------------|--------|--------|--------|--------|--------|
| a. | preparation for a career? | 1 (00) | 2 (01) | 3 (00) | 4 (01) | 5 (00) |
| b. | intellectual challenge? | 1 (00) | 2 (00) | 3 (00) | 4 (02) | 5 (00) |

Major: Management Concentration: Operations Management
Responses: (02)

1. *Which of the following apply? (Please Circle)*

- | | | |
|----|--|------|
| a. | I am keeping my present job. | (02) |
| b. | I have accepted a job offer. | (00) |
| c. | I have a job offer but have not accepted it. | (00) |
| d. | I am going to continue my education. | (00) |
| e. | I am searching for a job. | (01) |

2. *In what area do you feel the business degree should require more courses?*

Operations Management
Finance
Accounting

3. *In what area do you feel the business degree should be improved?*

Business Computer Programs
Additional Computer Courses

4. *Which course do you feel was the best?*

Operations Management
Operations Research

5. *Which course do you feel was the worst?*

Sociology
Psychology
Philosophy

6. *In terms of preparation for a business career, what single business course do you feel was the most beneficial to you?*

Spread Sheet Applications
Strategic Research

7. *What single business course do you feel was the least beneficial to you?*

Operations Research

8. *Do you have plans for graduate study?*

Yes (01)

No (01)

Where?

Tiffin University

9. *In what extracurricular activities were you active?*

10. *To what extent did your extracurricular activities enhance your business degree?*

a. they contributed very little (01) c. they were moderately important (00)

b. they were somewhat important (00) d. they were extremely important (00)

11. *Which person at Tiffin University has been the most important to you?*

Annette Staunton

Lima Director

12. *On a scale of 1 (Poor) to 5 (Outstanding), how do you rate your business degree in terms of:*

a. preparation for a career? 1 (00) 2 (00) 3 (00) 4 (02) 5 (00)

b. intellectual challenge? 1 (00) 2 (00) 3 (00) 4 (02) 5 (00)

Major: Organization Management Responses: (28)

1. *Which of the following apply? (Please Circle)*

- | | | |
|----|--|------|
| a. | I am keeping my present job. | (16) |
| b. | I have accepted a job offer. | (00) |
| c. | I have a job offer but have not accepted it. | (00) |
| d. | I am going to continue my education. | (12) |
| e. | I am searching for a job. | (12) |

2. *In what area do you feel the business degree should require more courses?*

Writing Composition & Skills	Business Law (02)
More Capstone Courses	More Class Time
Extend Management Course for Marketing	Marketing (02)
Finance (03)	Computer Sciences (02)
Better Textbooks	Operations Management
Sales	Strategy
Business Courses	Statistical Analysis (02)
Financial Planning and Analysis	Interviews
Obtaining Own Business	Introduction to Excel

3. *In what area do you feel the business degree should be improved?*

Action Research Project	Technology
Strategic Management	Planning & Assessment
International Management	Global Perspectives
More Case Studies	Delete Action Research Project
Statistics (03)	Computer Applications
Better Facilitators (02)	Sales Focus
Hands on Computer Courses	All Areas
Statistics Book	Class Dynamics
Cohort Interaction	Bridge Courses in Tiffin

4. *Which course do you feel was the best?*

Marketing (07)	Applied Statistics
Business Law	Management Classes
Better Instructors	International Management (02)
Business Strategy	International Business (02)
Finance	Operations Management
Business Ethics (02)	Organizational Behavior
Human Resources Management	Communications
Information Systems for Managers	Adult Development & Life Assessment

5. *Which course do you feel was the worst?*

Accounting (02)	Information Systems (03)
Business Law (03)	Finance
Managerial Accounting (02)	Business Policy
Business Statistics (05)	International Management (02)
International Pas.	Action Research Project
Analysis & Research for Management	International Management Facilitator
Organizational Behavior (02)	Technology
Math	Statistics

6. *In terms of preparation for a business career, what single business course do you feel was the most beneficial to you?*

Business Law (02)	Business Management
Business Policy (02)	Action Research Project
Human Resources Management (05)	Business Strategy
Marketing (08)	Finance (02)
Strategic Management	Business Communications
Operations Management (02)	Business Ethics (02)
Psychology	Organizational Behavior (03)

7. *What single business course do you feel was the least beneficial to you?*

Statistics (03)	Communications
Information Systems (05)	Finance (02)
Psychology (03)	Organizational Behavior (03)
Action Research Project	International Business
Business Law	Discrete Math

8. *Do you have plans for graduate study?*

Yes	(14)
No	(04)
Undecided	(07)

Where?	Cleveland State (02)
	UT Law School
	Case Western University
	KSU
	Regis
	Tiffin University (02)
	Baldwin Wallace

9. *In what extracurricular activities were you active?*

10. *To what extent did your extracurricular activities enhance your business degree?*
- | | | | | | |
|----|------------------------------|------|----|--------------------------------|------|
| a. | they contributed very little | (08) | c. | they were moderately important | (03) |
| b. | they were somewhat important | (04) | d. | they were extremely important | (01) |
11. *Which person at Tiffin University has been the most important to you?*
- | | |
|----------------------|----------------------|
| Michael Wisnor (06) | Sharon Perry-Nause |
| Lillian Drimmer (05) | Assessment Counselor |
| Bookstore Staff | Patrick McLeod |
| Nancy Sullivan | Cohort |
| Ty Shaul (02) | Barbara Brandau |
| John Millar | Lisa (Fast track) |
| Danny Bryan | |
12. *On a scale of 1 (Poor) to 5 (Outstanding), how do you rate your business degree in terms of:*
- | | | | | | | |
|----|---------------------------|--------|--------|--------|--------|--------|
| a. | preparation for a career? | 1 (00) | 2 (02) | 3 (09) | 4 (14) | 5 (02) |
| b. | intellectual challenge? | 1 (00) | 2 (03) | 3 (06) | 4 (14) | 5 (04) |

Comments

A different survey of questions should be sent to Fast Track students.

The organization of bridge courses must be improved.

I was told classes would be offered in Fremont and Tiffin. This never happened.

Worse Staff: Teresa Shafer, Terry Charlton, and Penny Groscost

Major: Management Concentration: Sports Management
Responses: (05)

1. *Which of the following apply? (Please Circle)*

- | | | |
|----|--|------|
| a. | I am keeping my present job. | (02) |
| b. | I have accepted a job offer. | (00) |
| c. | I have a job offer but have not accepted it. | (00) |
| d. | I am going to continue my education. | (01) |
| e. | I am searching for a job. | (04) |

2. *In what area do you feel the business degree should require more courses?*

Languages	Sports Management
Internships	Job Placement
Finance	Computer Technology
Cut Senior Seminar	

3. *In what area do you feel the business degree should be improved?*

Better Placement Outside Of Seneca County	Better Professors
More Math Classes	More Computer Classes

4. *Which course do you feel was the best?*

Sports Management II (02)	Facilities Management
Analysis & Research for Management	Business Policy
Business Finance	Accounting
Business Law	

5. *Which course do you feel was the worst?*

Business Finance	Anatomy & Physiology
Information Systems for Managers	Philosophy
Senior Seminar	Marketing Communications

6. *In terms of preparation for a business career, what single business course do you feel was the most beneficial to you?*

Management of Organizations	Senior Seminar in Sports Management
Business Finance	Business Policy
Organizational Behavior	

7. *What single business course do you feel was the least beneficial to you?*

Finance	Human Resources Management
Managerial Accounting	Ethics in Professional Life

8. *Do you have plans for graduate study?*

Yes (02)

No (02)

Where? Tiffin University

9. *In what extracurricular activities were you active?*

Baseball (03)

Women's Basketball

10. *To what extent did your extracurricular activities enhance your business degree?*

a. they contributed very little (00) c. they were moderately important (02)

b. they were somewhat important (02) d. they were extremely important (01)

11. *Which person at Tiffin University has been the most important to you?*

Laura Ketter

Gabriel Jaskolka

Leslie Mugg

Lonny Allen

Lisa Kirchner

Miriam Fankhauser

12. *On a scale of 1 (Poor) to 5 (Outstanding), how do you rate your business degree in terms of:*

a. preparation for a career? 1 (00) 2 (02) 3 (00) 4 (02) 5 (01)

b. intellectual challenge? 1 (00) 2 (00) 3 (00) 4 (04) 5 (01)

Specific Recommendations for School of Business

1. The current tables being used by the School of Business has worked well, but each table is static (i.e. it is a picture at a given point in time). There is no transition between one year and the next. There is no documentation about the actions taken every year based on the results from the previous year. A recommendation is to use the new format that has been developed. The new format will be shown to the dean for consideration
2. This year the exit interviews were included by each major individually. This makes the report lengthy, and difficult to compare responses by major. A table will be developed by the DOA to summarize the results of the exit interview. This will be shared with the dean.
3. A brief narrative by each major and by the school as a whole would be an improvement in explaining the actions taken each year based on the results gained from the previous year.

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. **The page numbers in Table of Contents of the SCJ report have been modified to match page numbers of the Annual Report.**

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 2001 - 2002

John D. Collins, Ed.D, Dean.

School of Criminal Justice

C. Joseph Saunders, Ph.D., Chair

Law Enforcement/Corrections

Elizabeth Athaide-Victor, Ph.D., Chair

Forensic Psychology

May 14, 2002

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*SCHOOL OF CRIMINAL JUSTICE OUTCOMES ASSESSMENT
FOR 2001 - 2002*

BACKGROUND

The School of Criminal Justice is in its fifth 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.

By convention, social scientists (which includes criminal justices) have long considered personal testimony as valid in terms of outcome assessment. Despite this practice being counter to the opinions of “hard scientists” who seek objectification, social scientists have a right to be evaluated in the manner practiced as the state of the art in their discipline. The validity of subjectivity can easily be demonstrated by responses to such items as, “I am satisfied with . . .” “I am dissatisfied with . . .” “I like . . .” or “I dislike . . .” Programs have both met and failed to meet objectives on the basis of such questions. To ignore such responses is to do so at one’s peril.

Despite attempts in 2001-2002 to develop an objective instrument, which can be used year after year, the School of Criminal Justice has few “objective” measures presently available. It is the plan to institute an objective instrument in 2003 so that the degree to which the school is meeting its objectives might be demonstrated to the North Central accrediting body by 2005 as scheduled.

In many ways the fight for 2001-2002 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 2002-2003. 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.

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. Two 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.
3. Formation and assistance of a School of Criminal Justice Advisory Board.
4. An annual informal group exit interview.
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

No new activity was taken in this area during this academic year. We will continue to work with the office of development to fine tune this process.

Last year we contacted 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 are 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. Report on Activities of the School of Criminal Justice Advisory Board

Tiffin University School of Criminal Justice Advisory Board

Met 1/18/02

Present: Dr. Nancy Steele, Bridget Ansberg, Dr. Allen Lowery, Frank Magoch, Judge Steven Shaw, Sheriff Gerry Billy, Dr. Joe Saunders, Carol Watley, Dr. Steven Hurwitz, Renee Gerome, Sheriff Tom Steyer, Dr. James Todd, Dr. Jack Collins

The Advisory Board was brought up to date on the MCJ e-college program. Dr. Steel spearheaded a short discussion on the residency requirement. While some were in favor of such a requirement, the school believed they were losing some out of state students. We will reexamine the requirement during the next academic year.

Other questions and discussion were generated about the on-line program. Responses at length can be read by obtaining a copy of the minutes of the Board meeting.

Comments were also made about the language of the promotional material featured on the MCJ On-Line brochure. The board was advised that the SCJ will reevaluate the brochure during the next academic year. The present brochure has been very effective, but we are ready to entertain other ideas on a new brochure.

Dr. Collins distributed a summary of the proposed Ph.D. in Criminal Justice. The copies that were previously distributed were incomplete. Inquiries were made about when the program will start and whether people can enter the program without a master's degree. A person must have the proper amount of credits to enter the DCJ program. He/She may start as a master's student and work into the DCJ program, but in total the required number of credit must be earned for the doctorate program.

Dr. Collins presented information about the Bachelor of Criminal Justice Fast Track program. Students must be practitioners in the field for three years. They must have earned an Associates Degree or earned equivalent credit. The program is designed to allow them to finish the last two years of college in 18 months. The program is currently running in Lima and Mentor. Bridget Ansberg asked about the marketing of the program. The board saw a lot of promise in this program. A number of suggestions were made toward the marketing of the Fast Track program. The SCJ will follow up on all of the suggestions which were made.

President Kidd appointed a new member to the board. The new police chief for the City of Tiffin, Col. David LaGrange have been added to the advisory Board.

Dr. Collins concluded the meeting by passing out a biography of Dr. Paul Marion who will become the President of Tiffin University effective July 1, 2002 after George Kidd retires.

4a. GROUP EXIT INTERVIEW WITH GRADUATING SENIORS

In compliance with the outcome assessment procedures, the School of Criminal Justice held an exit interview session. On April 23, 2002, 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.

The students responded to a number of items presented by the faculty. Overall, the responses were positive. They believe the program has prepared them for a career in criminal justice, but offer some suggestions:

1. Provide more psychology classes in the forensic psychology major, including electives. Perhaps some special topics courses could be designed.
2. Provide more research methods training, and perhaps a course in psychological testing.
3. Provide more preparation for those students anticipating going on to graduate school.

Some students suggested that the expectations they had upon enrollment were not met. Others suggested they really did not know what to expect and could not validly evaluate whether the experience met their expectations.

They believe the program has prepared them for the practical side of criminal justice employment, but feel apprehensive as beginners in the field. Some suggested addition of a language requirement such as Spanish. Success in internships was cited as evidence that preinternship training was effective.

Students were quite dissatisfied with the numbers of classes and sections of classes available. Single sections of popular offerings and every-other-year offerings are criticized as making scheduling difficult. As a consequence of underclass students registering prior to upper-class students, upper-class students often get shut out of some classes. The students consider class sizes of forty students as being too large for individual student attention by the professors. In some classes, content should be considered as a factor impinging on class size. Evening classes three hours in length are considered to be too lengthy in duration for optimal learning. Scheduling more classes in time slots during late afternoon was suggested.

Redundancy in content presented by some professors was mentioned as a problem for students.

Students were mostly positive as to feeling comfortable with criminal justice faculty members as advisors.

The students saw internships as valuable. Some indicated they would like more internship-like experiences such as an eighty-hour field experience.

Students suggested that faculty place more strict time requirements on course tasks so that students would complete work on time. This might reduce requests for incomplete grades.

On a scale of one to ten, students rate their overall experience as a seven. They cite faculty experience in criminal justice as a strong positive. They claim they have learned to think critically. They strongly indicated they would recommend the program to others. They all replied that they would make financial contributions to Tiffin University.

Among general education core classes, students cite English and math courses as being of value in their criminal justice preparation. As well, they cite art and multicultural courses as not being valuable to their preparation.

To improve the program, students would like to see certification programs available on campus. They cite such programs as first aid, CPR, etc.)

4b. MCJ OUTCOMES ASSESSMENT OVERVIEW 2000-2001

The graduate students in criminal justice were given a survey at the completion of their program in August 2001. One hundred percent of justice administration (JA) students said they would recommend the program to others; seventy-nine percent of forensic psychology (FP) students indicated the same.

Ninety-eight percent of JA students said they were satisfied with the program, eighty-three percent of FP students so indicated.

One hundred percent of JA students believed the program would help them progress in their career, eighty-eight percent of FP students so indicated.

One hundred percent of JA students believed they gained practical knowledge in the program, eighty-eight percent of FP students so indicated.

One hundred percent of JA students believed the majority of their professors were knowledgeable in the field of criminal justice, eighty-three percent of FP students so indicated.

4c. MCJ ALUMNI SURVEY-FIRST THREE PROGRAM YEARS

An alumni survey given in April 2001, to the previous three years' graduates reflected the following:

Ninety-four percent of alumni believed the MCJ satisfied their educational needs.

Twenty-nine percent indicated they had seen advancement or change of direction in their career as a result of earning the MCJ.

Forty-one percent have seen financial advancement as a result of earning the MCJ.

Sixty-five percent would recommend the Tiffin University MCJ program to others.

Sixty-five percent said they had encountered practical applications of their MCJ coursework.

Thirty-five percent said they still feel connected to Tiffin University.

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 2002-2003 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.

Due to other changes in the CJ program, we did not accomplish this goal during the AY 2001-2002. It is anticipated that this will improve this coming school 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 Justice was involved in a number of new activities such as strengthening their association with the International Association of Crime Analysts. A faculty member has been appointed chair of the Academic Division to the International Association of Crime Analysts.

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.

10. We will continue to address the assessment issues for both the under graduate and graduate programs. We received a proposal for a Ph.D. program during the past AY. We are presently revising the proposal to fit the guidelines for a DCJ, (Doctorate of Criminal Justice). The School of Criminal Justice will continue its involvement with the Crime Analysis Center. The SCJ will continue their participation in the Fast Track Programs at Lima and Mentor. Both programs were initiated during this past AY. We will also become involved in expanding our MCJ program at Mentor. It is anticipated that the MCJ program will also start a seated class in the Columbus area during AY 2002-2003. The SCJ implemented a Master degree on-line during the school year of 2001-2002. An evaluation of the program was made, and we will continue with an on-line program in Criminal Justice

CONCLUSION

AY 2001-2002 has been an exciting time for the School of Criminal Justice. We have seen the birth of two Fast Track Programs, a proposal for a Ph.D. program, and a number of

successful seminars being hosted by the school. The faculty has examined the courses and their contents and made recommendations for some small changes. We have taken a strong look at our curriculum after the happenings of 9/11 to see if we should initiate classes in Homeland Security. It has been decided to approach this subject during the following academic school 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 Pleas 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 Pleas 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
Patrick Oliver	Police Chief	Fairborn Police Dept. 70 W. Hebble. Fairborn, Ohio 45324 1-937-754-3000

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
Col. David LaGrange	Chief of Police	Tiffin
Police Department	51 E. Market Street	
NEW MEMBER	Tiffin, Ohio 44883	
	1-419-447-2323	

* Graduate of Tiffin University

** Presently student of Tiffin University

Specific Recommendations for School of Criminal Justice

1. A new format has been developed by the DOA to make it easier for the reader of the report to track changes over time. The new format will be given to the dean for consideration
2. Since the report from the SCJ is included within this document, it is recommended that the report should not be written as a stand-alone report. The DOA has to change the page numbers etc. of the table of contents, appendices etc.
3. The narrative of the report is excellent, but there is no summarization of the data. A summary (similar to the tables used by the SBU) would greatly help the reader understand the main points of the report.

School of Graduate Studies

School Of Graduate Studies Tiffin University Outcomes Assessment: 2001-2002 Report

PROGRAMS AND ASSESSMENT STRATEGIES

The Tiffin University School of Graduate Studies offered two degrees in 2001-2002, the Master's of Business Administration (MBA) and the Master's of Criminal Justice, with concentrations in Justice Administration (MCJ/JA) and Forensic Psychology MCJ/FP. Each program was provided in various locations and in different methods. The MBA was offered in Tiffin, Elyria, Lima, and on-line, while the MCJ/JA was given in Tiffin and on-line, and the MCJ/FP was given only in Tiffin. Four main assessment strategies are employed:

- Student exit outcome evaluation of program worth (at the end of each year)
- Alumni outcomes assessment survey (every three years)
- Advisory board yearly evaluation (MCJ only)/Faculty yearly evaluation (MBA only)
- Student evaluation of courses & faculty (at the end of each semester)

MBA ASSESSMENT: 2001-2002

1. Student Exit Outcome Evaluation

An exit outcome survey was given to every graduating student during the second 7 weeks of spring term. Three categories of questions were asked, centered around content, process, and general satisfaction (see Table 1 below for results). The purpose of these three categories was to examine the students' evaluation of: course content in six crucial areas (communication skills, problem solving, leadership, teamwork, diversity, and technology); teaching styles (rigor, student-centered, innovation, general management, and experiential); and over-all satisfaction (recommendation to others, satisfaction, career impact, practical training, and professors knowledgeable). All questions are asked in a yes/no format (were these areas addressed.../was the teaching.../do you feel...).

The content and satisfaction questions were asked in both 2001 and 2002, while the process questions were new in 2002. Also new in 2002 is a breakdown by site. With the continuing proliferation of new sites in 2001-2004, it was felt that the School needs to begin examining the possibility of variation in performance across sites, in addition to that of the program as a whole (over-all data is also included).

Over-all Results

The results of the survey show a small decline from 2001 to 2002 in the over-all content (96% to 86%) and satisfaction (89% to 85%) scores. While the School has taken no formal hurdle of success (i.e., the percentage below which the issue is of concern), items which fall below 85%-90% are discussed at length in faculty meetings. Therefore, these two holistic measures have remained in the band of acceptable, though the decline is of concern.

While we are still learning how to use the new teaching process items, it is apparent there will have to be a lower standard of acceptability for these items. The reason for this is that it is not clear that every course needs to contain all of the items (e.g., innovative or experiential). For the moment, it was decided that 70% would be an appropriate hurdle rate, with the expectation that improvements would be made over time.

The only item which falls significantly below our acceptability hurdle is the technology item. The item asked whether technology was addressed in the graduate program. Only 61% answered yes. Much discussion has ensued concerning this result, with the outcome being that we are “questioning the question” – i.e., is technology really one of the major concerns in the program?

Location-Specific Concerns

The Lima and On-Line locations pass every hurdle easily, while Lorain has a couple items (technology and innovative teaching) that are of concern. In parallel to the technology discussion above, the faculty has asked the question whether: A) how would the students know teaching was innovative, and; B) is one of our goals to be innovative. Therefore, the faculty need to be considering the value of this question.

Surprisingly, the Tiffin location scores significantly lower on nearly every measure than the other sites. Given the lack of year-on-year data, it is impossible to say whether this is a new trend or something which has been ongoing for some time. Since there is only a slight drop in over-all scores, we speculate that has been for some time now. What could be the cause?

One thought was a sampling concern: only 7 out of a possible 17 students returned the survey. Further investigation revealed that only 11 students took the class seated in Tiffin, while the rest switched to On-line or graduated out of sequence. Therefore, the possible response rate was actually 63% (7/11). In addition, there was a grade appeal during the last semester concerning four out of the eleven students, which clearly could have clouded their evaluation of the entire program at that moment. Therefore, before launching into a major study effort into this effect, the faculty elected to wait until a better sample was collected next year.

Item Specific Concerns

Beyond the technology and innovative item questions described above, the only remaining issue was that of academic rigor. Interestingly, Tiffin scores much the highest (at 86%), while On-Line (76%), Lorain (55%), and Lima (40%) each score much lower. This raised two questions: is Tiffin’s over-all lower process and satisfaction scores due to being “tougher”? Are the other sites less rigorous in grading and testing? The faculty are very concerned about this latter issue and will require a plan for confirming the effect and fixing it.

2. Triennial Alumni Assessment survey

In April 2001, the alumni survey completed in 1998 (sent to those students graduating in 1992-1997), was sent to the last three years’ new MBA alumni (1998-2000). Six items concerning holistic satisfaction were administered: need satisfaction, career improvement, advancement financially, colleague recommendation, practical application, and connection to Tiffin University (see Table 2 for details).

The results are compared to the outcomes of the 1998 survey. The survey was sent to 115 MBA Alumni and 50 MCJ. The return rate was 50 returned surveys (29 were returned by the post office with the wrong address), which gave us 50/86 reachable MBA Alumni. For the MCJ survey, the return rate was 19 completed surveys, 14 return to sender (wrong address), which gave us 19/36 reachable MCJ Alumni.

Item Concerns

Using the same 85%-90% hurdle rate, there are a number of concerns. Not surprisingly, the technology item scored low (with the same reasoning behind the answer as given above). Three of the holistic satisfaction items are marginal (recommendation, over-all satisfaction, and knowledgeable professors). Non requires an action plan today, yet will need to be monitored in future surveys.

Two more of the triennial items have seen marked improvement from 1998 to 2001, those concerning career advancement (60% to 75%) and financial advancement (55% to 75%) due to the MBA. It is not surprising that the longer a student is out of the program, the more likely they are to see improvement in their workplace standing. Thus, we believe there is no "optimal" hurdle rate for this measure, merely the need for improvement. Perhaps in another ten years, we might see a leveling off at around 85%.

The only remaining item for concern is connection to Tiffin University. This has dropped from 77% in 1998 to 73% in 2001. After significant discussion, the faculty continue to believe that this item is important because connection to the institution leads to satisfaction. We believe this is due to a continual decrease in the emphasis on student affairs in the Graduate School office. While enrollment has grown dramatically in recent years (be a factor of five in five years), the staffing in the office has actually dropped! While recruitment has remained a primary concentration of the staff, the area which has become neglected is student affairs and networking opportunities.

3. Annual Faculty Review

The annual faculty review has taken many forms over the years, informal discussions, workshops, focus groups, etc. This year, a survey of the faculty was taken to examine the focus and direction of the course content and teaching process. The faculty was asked this year to fill out a survey (Table 3) concerning the present and desired state of program image and identity, along with curriculum focus. On a five-point Likert scale ranging from crucial and central to the program to unimportant, the image and identity items included general management, experiential learning, practical knowledge, student centered, balance of work and self, academic rigor, teaching innovation, flexibility and student choice, and academic specialization. The curriculum focus items were teamwork, leadership, decision-making, communication skills, quantitative analysis, information technology, ethics, globalization, relationship management, entrepreneurship, and small business administration.

We have drawn a number of conclusions from this work. First, there is remarkable unanimity about where we are and where we want to go: communications skills, decision-making,

leadership, and teamwork were statistically higher than the other items. Similarly, academic rigor is statistically higher than all the rest. To confirm this outcome, we then asked our present students to fill out the survey. Seventy-three students responded with a resounding commonality (see Table 3): the same three items scored highest on their list of desired state as the faculty (leadership, decision-making, and communications skills).

Therefore, the faculty have decided to undertake in 2002-2003 a significant revision of the MBA curriculum to match these new faculty and student priorities.

4. Student Evaluation of Courses & Faculty

Every course in the program is examined via a student evaluation of the course and instructor. The purpose of this assessment is to examine the individual performance of the faculty members. All courses are evaluated using the same tool as the undergraduate courses. Historically, this has been done each term, the ability of the school of graduate studies to thoroughly evaluate the programs has become an immense burden. Starting in Spring 2001 however, this will be done only once per year.

All evaluations are reviewed by the VPAA, the School Dean, in consultation with each faculty member. Each full-time 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.

MBA Outcomes Assessment Improvement Plan: 2002-2003

The improvement plan for 2002-2003 centers around four items: improving the return rate of the exit surveys; revise the curriculum based on the purpose and intention of the program; improve the quality control system across the various sites, and; institute new opportunities for networking and re-connection to the Tiffin University “family”. A number of suggestions have already been put forth concerning each of the proposed improvements. The general outline of these proposed programs is provided below.

Improving the return rate of the exit surveys will provide better data upon which to base our decisions. It will also eliminate much of the uncertainty around the results in Tiffin (plus those in Lima, with a 36% response rate as well). Most likely the faculty will be pursuing handing out the surveys in class, and stressing the importance of these surveys to the students.

Revising the MBA curriculum is actually fairly overdue. The program has not had a high-level, programmatic review since the mid-1990. Therefore, the faculty has elected to undertake a total, from-the-ground-up, review of the curriculum in 2002-2003. This will serve to provide a more reasonable basis for the process and content items in the next outcome survey.

To address the quality control issues across sites, the faculty have begun considering a number of options. While in the past, the administration (via Directors, Deans, and the VPAA) have been responsible for this area, the faculty have decided to take this burden upon themselves. The most commonly talked about plan would be a “Lead Instructor” system, whereby an individual faculty

member would be responsible for minimum course content coverage and teaching process across sites. This system will be developed during the coming year.

Finally, on the issue of connection to Tiffin University, the Graduate School office staff will be considering options for increasing contact and connection among students, alumni, and the institution during 2002-2003. These programs will be dependent on the administration awarding new positions among the office staff. Assuming this does happen, we would expect to begin looking at opportunities late in the year.

Table 1: MBA Program Evaluation: Student Exit Survey

Issue	Lima	Lorain	On-Line	Tiffin	Total (2002)	Total (2001)
Were these areas addressed in your graduate program?						
Communication skills	100	100	100	57.1	93.0	100
Problem solving	80	86.4	88.8	100	90.7	95
Leadership	80	86.4	100	71.4	83.7	100
Teamwork	100	100	100	100	100	100
Diversity	100	86.4	100	85.7	90.7	93
Technology	60	50	100	42.9	60.5	88
Mean rating at site	86.7	84.9	98.1	76.2	86.4	96
Was the teaching 1/4?						
Rigorous	40	54.6	77.7	85.7	62.8	--
Student-centered	80	77.2	77.7	14.3	67.4	--
Innovative	80	36.4	100	14.3	51.2	--
General management	80	100	100	100	97.7	--
Experiential	80	68.2	88.8	42.9	69.8	--
Mean rating at site	72.0	67.3	88.8	51.4	69.8	--
General satisfaction						
Would you suggest this graduate program to someone interested in graduate education?	100	81.8	100	71.4	86.0	85
Overall, were you satisfied with the program?	100	81.8	100	42.9	81.4	83
Do you feel this program will help you progress in your career?	100	90.9	88.8	57.1	86.0	93
Did you feel you gained practical knowledge in your program?	100	86.4	100	71.4	88.4	98
Were the majority of your	100	81.8	100	42.9	81.4	88

professors knowledgeable in their field?						
Mean rating at site	100	84.5	97.8	57.1	84.6	89.4
Sample size	5	22	9	7	43	41
Population	14	31	22	17	79	52

Data entries are the percent of student respondents answering “yes” to the questions.

Table 2: Triennial Alumni Survey Results

- 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)

Table 3: Image, Identity, and Focus Survey Results
Office of Graduate Studies

December 2001/October 2002

Program Image and Identity

Present State

Faculty Ranking	Mean	Student Ranking	Mean
General management	1.800	Academic rigor	1.625
Experiential learning	2.600	General management	2.222
Practical knowledge	2.600	Student centered	2.222
Student centered	2.667	Balance of work & self	2.556
Balance of work & self	3.071	Practical knowledge	2.556
Academic rigor	3.094	Experiential learning	2.667
Teaching innovation	3.333	Flexibility/student choice	2.889
Flexibility/student choice	3.467	Teaching innovation	2.889
Academic specialization	4.133	Academic specialization	3.000

Desired State

Faculty Ranking	Mean	Student Ranking	Mean
Academic rigor	1.676	Practical knowledge	1.500
Student centered	1.938	Academic rigor	1.600
Teaching Innovation	1.941	Teaching innovation	1.750
General management	2.188	Balance of work & self	1.825
Experiential learning	2.294	General management	1.947
Practical knowledge	2.294	Student centered	2.050
Balance of work & self	2.438	Experiential learning	2.100
Flexibility/student choice	2.750	Academic specialization	2.750
Academic specialization	2.813	Flexibility/student choice	2.950

(Table 3 continued)

Curriculum Focus

Present State			
Faculty Ranking	Mean	Student Ranking	Mean
Teamwork/groups	1.733	Leadership/org. influence	1.889
Leadership/org. influence	2.071	Teamwork/groups	1.889
Decision-making	2.400	Decision-making	2.000
Communications skills	2.600	Ethics, values, and norms	2.111
Quantitative analysis	2.857	Communications skills	2.222
Information technology	2.867	Globalization	2.250
Ethics, values, and norms	2.933	Quantitative analysis	2.333
Globalization	2.933	Relationship management	2.444
Relationship management	3.154	Small business admin.	2.667
Entrepreneurship	3.308	Entrepreneurship	2.778
Small business admin.	3.833	Information technology	3.889

Desired State

	Mean	Student Ranking	Mean
Communications skills	1.471	Leadership/org. influence	1.300
Decision-making	1.706	Decision-making	1.400
Leadership/org. influence	1.800	Communications skills	1.400
Teamwork/groups	1.813	Teamwork/groups	1.650
Globalization	1.882	Ethics, values, and norms	1.800
Information technology	1.882	Globalization	2.050
Quantitative analysis	2.250	Information technology	2.100
Ethics, values, and norms	2.235	Entrepreneurship	2.250
Relationship management	2.500	Quantitative analysis	2.250

Entrepreneurship	2.600	Relationship management	2.250
Small business admin.	3.000	Small business admin.	2.450

MCJ ASSESSMENT: 2001-2002

1. Student Exit Outcome Evaluation

A very significant change was made in the way the outcomes assessment instrument was created in the MCJ program this year. Historically, a common survey was used between the MBA and MCJ programs. It was decided this year that a more effective survey could be developed independently from the MBA program. Thus, the intention was to create a totally new instrument (see Table 4). The new instrument focuses on the mission and objectives of the MCJ program, with survey items growing out of these macro- and micro-goals of the MCJ/FP and MCJ/JA programs.

These new instruments were administered to every graduating student during the last two weeks of August, around the time they graduate from the program. Our success in getting responses were quite different. The MCJ/FP students returned 23 surveys, out of a possible 33. Unfortunately, none of the 15 graduating MCJ/JA students elected to return the survey. The MCJ/FP surveys were administered during class time, while the MCJ/JA survey was administered on-line (the Tiffin seated class having been merger with the On-line section in Spring 2002). The students were contacted twice via e-mail; electronic receipts were collected that they in fact did get the survey via e-mail. Therefore, no student exit survey outcome assessment was made on the MCJ/JA program.

MCJ/FP Assessment Results: Course Objectives

The MCJ/FP faculty decided that an acceptability hurdle rate of a mean of 5.00 would be taken. On this basis, two areas pop out: counseling and the DSM-IV items. The two DSM items are marginally under the hurdle rate of 5.00 (4.91 and 4.74). Similarly, under counseling, all five items fall under the 5.00 hurdle rate (4.36-4.76). The faculty acknowledge that this has been a problematic area in the past and will be working toward a solution in helping the students to understand the DSM scales and utilization.

MCJ/FP Assessment Results: General Attitudes

A second category of assessment concerns comes from the general attitude section. Three questions were asked concerning the format of the program: total length of time and one-day vs. traditional format (more than once per week). These items were asked in order to gain a better understanding of the students' wishes concerning the format of the program. Unsurprisingly, the results are very mixed – all three items show a balanced distribution (means of 3.70-4.09). While the results can not be acted on today, it does imply that there may be room for alternative scheduling (more than one year, week nights, or even week days). These may be pursued more as enrollment increases down the road.

2. Triennial Alumni Assessment survey

In April 2001, the alumni survey completed in 1998 by MBA students graduating in 1992-1997, was sent to the last three years' new MCJ alumni (1998-2000). Six items concerning holistic satisfaction were administered: need satisfaction, career improvement, advancement financially, colleague recommendation, practical application, and connection to Tiffin University (see Table 2 for details). The survey was sent to 50 MCJ alumni. The return rate was 19 completed surveys, 14 were sent back by the post office with the wrong address, which yields 19 of 36 reachable MCJ Alumni.

With the MCJ program only starting in 1998, there are no direct comparisons to be made. However, the results can be compared to our experience with the MBA program.

Item Concerns

The good news is that there is an unambiguous satisfaction among the students: 94% said yes. However, using the traditional 85%-90% hurdle rate, there are a number of concerns. The two advancement questions have very poor results (29% and 41%). Similarly, the other two holistic measures, recommendation to others and practical applications each scored 65% yes. Many long faculty discussions developed around this rather anomalous result – how could students be satisfied, yet not received extrinsic rewards and had practical applications of their MCJ program? The conclusion of the faculty is that it is still too early in their careers (and time away from Tiffin University) for the education to have had much impact. In fact, it is hypothesized that it in criminal justice fields, given the more hierarchical nature and wider spans of control than in private business, the time to reach more effectiveness may be longer. We look forward to seeing a significant improvement in these results the next time the survey is administered.

The only remaining item for concern is connection to Tiffin University. This was a disappointing 35%. After significant discussion (and in stark contrast to the business faculty) the faculty do not believe this item is important because connection to the institution “only” leads to donations and other resource inputs. However, given the importance of this (and the possible connection to satisfaction, as hypothesized by the business school faculty), the item will remain in the survey. We believe the low result is due to a continual decrease in the emphasis on student affairs in the Graduate School office. While enrollment has grown dramatically in recent years (be a factor of five in five years), the staffing in the office has actually dropped! While recruitment has remained a primary concentration of the staff, the area which has become neglected is student affairs and networking opportunities. A comparison with the MBA results tends to confirm such a hypothesis, as the MCJ students would be exposed to only the “less concerned” Graduate School staff, rather than the more “friendly” and networking period found earlier in the 1990's.

3. Advisory Board Evaluation of MCJ Program

The School of Criminal Justice has formed an advisory board for the year and had their initial meeting in February 2002. The main concern of the advisory board members was the appearance (or reality) of the program's rigor. The strongly expressed their concern over advertisements stressing the lack of a thesis, no GRE, and one year. They asked the question whether a program could be academically rigorous while seemingly being so “easy”. While details of the discussion are available as the minutes of that meeting (in the School of Criminal Justice Outcomes

Assessment report), our response is rather simple. There is ample evidence that standardized tests do predict managerial or professional success. As for the thesis requirement, it makes sense in a specialist degree, but in a more managerial degree (like the MCJ) more coursework across a broader area makes more sense. Finally, the one year requirement is over-all popular with the students. However, based on the advisory boards concerns, combined with the mixed results from the MCJ/FP survey on this topic, we will be stressing to potential students the possibility of taking less than three courses at a time, making the over-all time in the program more than one year.

4. Student Evaluation of Courses & Faculty

Every course in the program is examined via a student evaluation of the course and instructor. The purpose of this assessment is to examine the individual section performance of the faculty members. All courses are evaluated using the same tool as the undergraduate courses. Historically, this has been done each term, the ability of the school of graduate studies to thoroughly evaluate the programs has become an immense burden. Starting in Spring 2001 however, this will be done only once per year.

All evaluations are reviewed by the VPAA, the School Dean, in consultation with each faculty member. Each full-time 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.

MCJ Outcomes Assessment Improvement Plan: 2002-2003

The improvement plan for 2002-2003 centers around three items: improving the return rate of the exit surveys; working toward improvements in teaching counseling and the DSM, and; instituting new opportunities for networking and re-connection to the Tiffin University "family". A number of suggestions have already been put forth concerning each of the proposed improvements. The general outline of these proposed programs is provided below.

Improving the return rate of the exit surveys will provide better data upon which to base our decisions. Most likely the faculty will be pursuing handing out the surveys in class, and stressing the importance of these surveys to the students. On-line students will be followed up by telephone and mail, if necessary to generate sufficient data for analysis.

Finally, on the issue of connection to Tiffin University, the Graduate School office staff will be considering options for increasing contact and connection among students, alumni, and the institution during 2002-2003. These programs will be dependent on the administration awarding new positions among the office staff. Assuming this does happen, we would expect to begin looking at opportunities late in the year.

**Table 4: MCJ/Forensic Psychology Concentration
2002 Outcomes Assessment Survey Results**

Answers were based on a 7-point Likert-type attitude scales. Higher numbers indicate stronger agreement with the statement.

	Mean	Median	Mode
I. Over-all Mission			
This mission of the MCJ-FP program was successfully accomplished.	5.26	6	6
II. Course Objectives			
Understand basic issues in Forensic Psychology	5.78	6	6
Be able to think critically about the relationship between Psychology and Law	5.96	6	6
Be able to identify a critical area within Forensic Psychology and construct a proposal for further research within that area	5.57	6	7
Understand the relationship between empirical and clinical Forensic Psychology	5.70	6	6
Learn statistical techniques used in criminal justice research.	5.26	6	7
Be able to accurately compute descriptive statistics, such as sample mean	5.52	6	7
Understand hypothesis testing.	4.48	6	2
Apply statistical techniques appropriately to research examples	4.76	5	5,6
Understand the major theoretical approaches to counseling.	4.57	4	4,6
Comprehend the role of community counseling programs in offender rehabilitation	4.55	4.5	3
Know the relevant legal issues in community based counseling programs	4.36	4	4
Examine the legal and ethical issues confronting criminal justice professionals	6.00	7	7
Be able to take proactive steps as criminal justice professionals to resolve legal and ethical conflicts	5.65	6	6
Comprehend the basic elements of research design	5.48	6	6
Critically evaluate research.	5.48	6	6
Design and implement original research projects.	5.48	6	7
Be able to write APA style research reports.	6.40	7	7
Understand the different psychological disorders contained in DSM-IV	4.91	6	7
Be able to utilize the DSM multiaxial system in making diagnoses.	4.74	5	6
Know the relationship between psychopathology and criminal behavior	5.48	6	7
Be aware of the different legal and ethical issues concerning psychologists as expert witnesses	6.17	7	7

Apply psychological research on crime and mental illness to legal questions of criminal responsibility	5.87	6	6
Be able to write amicus brief type papers.	5.74	6	6,7
Understand the nature of substance abuse.	5.70	6	6,7
Identify the psychological, physiological, biological and emotional aspects of substance abuse	5.57	6	6,7
Understand the legal issues surrounding substance abuse.	5.48	6	6
Understand the socio-political issues surrounding substance abuse.	5.35	6	6
Be able to evaluate current research in substance abuse	5.52	6	6
Comprehend the relationship between mental illness and assessment	5.52	6	7
Understand psychological assessment tests and techniques.	4.65	5	6
Be able to conduct and analyze psychological assessments	4.52	4	4
Understand the use of and critical issues in Forensic Psychology assessments and the Criminal Justice system.	5.35	6	6

III. General Attitudes Towards the Program

I value the education I received	5.87	6	7
I am confident that this degree will help me in my career in the future.	5.43	6	7
I was primarily attracted to this program because of an interest in Forensic Psychology	6.09	7	7
I would not have come to Tiffin University if the program took longer than one year to finish	3.83	3	6
If the Masters in Criminal Justice – Forensic Psychology concentration were offered in a traditional format (6 days and/or nights), I would be willing to take it.	4.09	4	1
If asked, I would recommend this program.	5.30	6	6
The structure of the program with three classes in one day makes it difficult to learn.	3.70	3	2
I am satisfied with the support I received from the Graduate School staff.	5.78	6	7

Summary of Open-ended Responses

What do you consider to be the major strengths of the MCJ-Forensic Psychology Degree Program?

Overwhelmingly, students reported that the professors were the program's major assets. Sixty five percent of the responses to this question mentioned different characteristics of the instructors in the program such as their knowledge and expertise in the field, their ability to communicate their knowledge to the students and the support they provided to the graduate students in the program. Faculty who were specifically mentioned included, in alphabetical order, Dr. Athaide-Victor, Dr. Hurwitz, Dr. Lowery and Dr. Stockner. Other comments were made concerning the format of the program (Saturday classes) and specific courses.

What do you consider to be the major weaknesses of the MCJ-Forensic Psychology Degree Program?

The majority (54%) of comments in this section expressed dissatisfaction with the quality of instruction in some of their classes. They would have liked more in-depth coverage of certain topics, e.g., DSM-IV. Other comments were made about the lack of administrative support for students. Specifically, the dissatisfaction was centered on the lack of availability of facilities (e.g., financial aid, bookstore, cafeteria, etc.). There were a few comments about the sequencing of courses and the need to redistribute the courses that are currently offered in the final semester. Some students also expressed concern with the quality of some of the students in the program. The comments referenced a 'vocal minority' of students who "decreased the academic integrity of the program" through their classroom performance.

WHAT ONE THING WOULD YOU RECOMMEND TO IMPROVE THE PROGRAM?

There was no one category that featured a majority of responses. Most comments referenced issues already addressed in the previous section on weaknesses. What follows is a list of the verbatim responses to this question:

- During The career counseling class, it would be so beneficial to denote a certain amount of time to conducting a battery of psych. Test, so that students have a better idea of what it is they should be doing or what field they are best suited for.
- I would definitely return for a PHD program or another masters in Forensic Science.
- Increase admissions standards and hold higher academic standards.
- Expand the courses over a longer time period.
- A sort of entry assessment to see where incoming students stand as far as criminal justice knowledge.
- Address the aforementioned concerns.
- I don't believe that an individual should be removed form the program for achieving a grade of C. Does this indicate that they did not learn?

- I think that the program would be better with a more in depth look at issues. Assessment would be better if it was two semesters. 1st semester-history & learning tools / 2nd semester-applying and administering with superstition
- Do not ask Dr. Mukisa back to teach!
- More focus on correct APA application of stats to when we finally do the research. By the time we do our own research I forgot how to apply correct stats. Graduation in Aug/Sept.
- Have a course that is only DSM-IV
- Re-evaluate professors to assure that what they are teaching follows curriculum.
- More detail needs to be given to time and time spent on the DSM-IV. This would provide students with a better base for the rest of the program. This class should also be given in the first semester of coursework.
- Friendlier approach with students not being talked down to when you don't understand. Not have a professor who reads out of the book and then take points off for attendance. Have graduation earlier just for Masters.
- To move one of the summer term classes
- More concentration on DSM and graduation
- Watch amount of projects due in one semester
- Separate substance abuse and assessment into two different semesters.
- Not much- it's wonderful. Maybe less disruptive classmates-that's all.

V. Appendices

A.	Exit Interview Form	
	(Office of Enrollment Services).....	138
B.	Worksheet used by the raters for the Focus Group Interviews	
	(Office of Outcomes Assessment)	139
C.	Consent Form for the Focus Group Interviews	
	(Office of Outcomes Assessment)	156
D.	Glossary of Acronyms	157

Appendices start on the following page.

Tiffin University Exit Survey

Your Name:

1. Forwarding address:

2. Phone number:

3. Non-T. U. e-mail:

What were your reasons for enrolling at T.U.?

What are your reasons for leaving T.U.? Do you plan to return?

(If you do plan to return, how do you feel your experience will be different?)

Please describe your T. U. experience.

What were your goals (for example, academic, personal, career) while enrolled at Tiffin University?

Were your expectations met?

How did the University help you meet your goals?

Do you wish you had received more help?

What activities or sport(s) did you participate in while you were at T.U.?

In what ways did your Freshmen Seminar help your transition to T.U.?

Who was your Academic Adviser – Freshmen Seminar Instructor?

Please return this form to: Gene Chintala, Tiffin University, 155 Miami St., Tiffin, OH 44883-2161
If you have any questions or wish to discuss this form 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 Gene for assistance.

4-22-02

Thank you for completing this survey. We wish you the very best in your future endeavors!

What is your expected grade point average?

What services (for example, Learning Center, Career Placement, Financial Aid) did you take advantage of at T.U.?

Did you buy your books for classes?

Did you read them?

Do you feel you made a positive connection with someone on campus?
Please list them below. If no one, what could have been done to change that?

Now that you think about it, what would you do differently about your T. U. experience, and what do you wish you could change at T.U.?

If you could change anything about T. U., what would you change?

What advice would you give to an incoming student enrolling at T.U.?

If you are transferring to another college or university:

What is the name of your new school?

What is your intended major?

What led you to enroll there?

What plans do you have at your new institution?

If you are not going to another school, what are your plans?

Current Date

- B. The following document is a sample of the worksheet used in AY 2001-2002 during the Focus Group interviews (*some spaces edited to accommodate page spacing*).

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)*:					
Parents and/or family	Grade school	High school	Peers	Church	Work experience
Military experience	Individual/life experience	TU GEC coursework	TU Major coursework	TU extracurricular activity	Other(specify)

***RATERS PLEASE NOTE: You are asked to note ALL SRC categories that apply for each question.**

Communications

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

use of media	audience interaction	organization	confidence professionalism	energy
use of humor	eye contact	handouts	visuals	

Comments:

SR 0 1 2 3 4 5
SGEC 0 1 2 3 4 5

Scale C: Source of Response Content (SRC)*:					
<i>Parents and/or family</i>	<i>Grade school</i>	<i>High school</i>	<i>Peers</i>	<i>Church</i>	<i>Work experience</i>
<i>Military experience</i>	<i>Individual/life experience</i>	<i>TU GEC coursework</i>	<i>TU Major coursework</i>	<i>TU extracurricular activity</i>	<i>Other (speci</i>

2. Look at both graphs

a. What do the graphs show?

Housing	factory capacity	connection between graphs?	both are seasonally adjusted	inverse relationship
source				

Comments:

SR 0 1 2 3 4 5
SGEC 0 1 2 3 4 5

Scale C: Source of Response Content (SRC)*:					
<i>Parents and/or family</i>	<i>Grade school</i>	<i>High school</i>	<i>Peers</i>	<i>Church</i>	<i>Work experience</i>
<i>Military experience</i>	<i>Individual/life experience</i>	<i>TU GEC coursework</i>	<i>TU Major coursework</i>	<i>TU extracurricular activity</i>	<i>Other (speci</i>

b. Are there problems with the graphs as drawn that would make their results deceptive?

different scales	differing size accidental? on purpose?	relationship between graphs??	axis labels	

Comments:

SR 0 1 2 3 4 5
SSEC 0 1 2 3 4 5

Scale C: Source of Response Content (SRC)*:					
<i>Parents and/or family</i>	<i>Grade school</i>	<i>High school</i>	<i>Peers</i>	<i>Church</i>	<i>Work experience</i>
<i>Military experience</i>	<i>Individual/life experience</i>	<i>TU GEC coursework</i>	<i>TU Major coursework</i>	<i>TU extracurricular activity</i>	<i>Other (speci</i>

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?

sample size	error margin	who commissioned the survey	who conducted the survey	

Comments:

SR 0 1 2 3 4 5
SSEC 0 1 2 3 4 5

Scale C: Source of Response Content (SRC)*:					
<i>Parents and/or family</i>	<i>Grade school</i>	<i>High school</i>	<i>Peers</i>	<i>Church</i>	<i>Work experience</i>
<i>Military experience</i>	<i>Individual/life experience</i>	<i>TU GEC coursework</i>	<i>TU Major coursework</i>	<i>TU extracurricular activity</i>	<i>Other (speci</i>

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

conflicting wording	what is middle/lower income	likely voters (missing some people)	how much is 'more'	margin of error included

Comments:

SR 0 1 2 3 4 5
 SGEC 0 1 2 3 4 5

Scale C: Source of Response Content (SRC)*:					
<i>Parents and/or family</i>	<i>Grade school</i>	<i>High school</i>	<i>Peers</i>	<i>Church</i>	<i>Work experience</i>
<i>Military experience</i>	<i>Individual/life experience</i>	<i>TU GEC coursework</i>	<i>TU Major coursework</i>	<i>TU extracurricular activity</i>	<i>Other (speci</i>

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

definition of lower/middle	what does 'more govt. support' mean?			

Comments:

SR 0 1 2 3 4 5
 SGEC 0 1 2 3 4 5

Scale C: Source of Response Content (SRC)*:					
<i>Parents and/or family</i>	<i>Grade school</i>	<i>High school</i>	<i>Peers</i>	<i>Church</i>	<i>Work experience</i>
<i>Military experience</i>	<i>Individual/life experience</i>	<i>TU GEC coursework</i>	<i>TU Major coursework</i>	<i>TU extracurricular activity</i>	<i>Other (speci</i>

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?

Word process it	check spelling & grammar	Organization	Citations	use of research materials (library)
Exec. summary	conclusions	concise		

Comments:

SR 0 1 2 3 4 5
 SGEC 0 1 2 3 4 5

Scale C: Source of Response Content (SRC)*:					
<i>Parents and/or family</i>	<i>Grade school</i>	<i>High school</i>	<i>Peers</i>	<i>Church</i>	<i>Work experience</i>
<i>Military experience</i>	<i>Individual/life experience</i>	<i>TU GEC coursework</i>	<i>TU Major coursework</i>	<i>TU extracurricular activity</i>	<i>Other (speci</i>

Humanities

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

defend ourselves	concealed deterrent	training	keep away from children	Columbine
safety locks	only criminals will have guns			
relieve suffering	sound mind?	murder	Kevorkian not present so is it murder?	
taking a life	unwanted	life of mom	callous decision	birth defects?

Comments:

SR 0 1 2 3 4 5
 SGEN 0 1 2 3 4 5

Scale C: Source of Response Content (SRC)*:					
<i>Parents and/or family</i>	<i>Grade school</i>	<i>High school</i>	<i>Peers</i>	<i>Church</i>	<i>Work experience</i>
<i>Military experience</i>	<i>Individual/life experience</i>	<i>TU GEC coursework</i>	<i>TU Major coursework</i>	<i>TU extracurricular activity</i>	<i>Other (specif</i>

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

presidential election	tax cut. more money to spend	9/11	supreme court intervention in election	electoral vs. popular vote
terrorism	economy	interest rate cut by Fed	cutting govt. programs	low unemployment
home interest rates	people afraid to spend	stock market down	retirement investment	

Comments:

SR 0 1 2 3 4 5
SGEC 0 1 2 3 4 5

Scale C: Source of Response Content (SRC)*:					
<i>Parents and/or family</i>	<i>Grade school</i>	<i>High school</i>	<i>Peers</i>	<i>Church</i>	<i>Work experience</i>
<i>Military experience</i>	<i>Individual/life experience</i>	<i>TU GEC coursework</i>	<i>TU Major coursework</i>	<i>TU extracurricular activity</i>	<i>Other (speci</i>

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

moral values	Clinton factor played in the election	voter fraud	projected winner in stat class	

Comments:

SR 0 1 2 3 4 5
SGEC 0 1 2 3 4 5

Scale C: Source of Response Content (SRC)*:					
<i>Parents and/or family</i>	<i>Grade school</i>	<i>High school</i>	<i>Peers</i>	<i>Church</i>	<i>Work experience</i>
<i>Military experience</i>	<i>Individual/life experience</i>	<i>TU GEC coursework</i>	<i>TU Major coursework</i>	<i>TU extracurricular activity</i>	<i>Other (speci</i>

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)**

MLK	non-violence	equality not preferential statement		
Jesus				

Comments:

SR 0 1 2 3 4 5
 SGEC 0 1 2 3 4 5

Scale C: Source of Response Content (SRC)*:					
<i>Parents and/or family</i>	<i>Grade school</i>	<i>High school</i>	<i>Peers</i>	<i>Church</i>	<i>Work experience</i>
<i>Military experience</i>	<i>Individual/life experience</i>	<i>TU GEC coursework</i>	<i>TU Major coursework</i>	<i>TU extracurricular activity</i>	<i>Other (speci</i>

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?**

how you were brought up	society			

Comments:

SR 0 1 2 3 4 5
 SGEC 0 1 2 3 4 5

Scale C: Source of Response Content (SRC)*:					
<i>Parents and/or family</i>	<i>Grade school</i>	<i>High school</i>	<i>Peers</i>	<i>Church</i>	<i>Work experience</i>
<i>Military experience</i>	<i>Individual/life experience</i>	<i>TU GEC coursework</i>	<i>TU Major coursework</i>	<i>TU extracurricular activity</i>	<i>Other (speci</i>

b. Give some examples to show what you mean.

food	physical characteristics			

Comments:

SR 0 1 2 3 4 5
SGEC 0 1 2 3 4 5

Scale C: Source of Response Content (SRC)*:					
<i>Parents and/or family</i>	<i>Grade school</i>	<i>High school</i>	<i>Peers</i>	<i>Church</i>	<i>Work experience</i>
<i>Military experience</i>	<i>Individual/life experience</i>	<i>TU GEC coursework</i>	<i>TU Major coursework</i>	<i>TU extracurricular activity</i>	<i>Other (specif</i>

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

values	wealth so living conditions are different	population	religion	climate
race	ethics	employment	telemarketing	social classes
products	global marketing	sub cultures		

Comments:

SR 0 1 2 3 4 5
SGEC 0 1 2 3 4 5

Scale C: Source of Response Content (SRC)*:					
<i>Parents and/or family</i>	<i>Grade school</i>	<i>High school</i>	<i>Peers</i>	<i>Church</i>	<i>Work experience</i>
<i>Military experience</i>	<i>Individual/life experience</i>	<i>TU GEC coursework</i>	<i>TU Major coursework</i>	<i>TU extracurricular activity</i>	<i>Other (specif</i>

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?**

heritage	history lessons	culture	explains why things are the way they are	tribute to people
tradition	appreciation of past	war		

Comments:

SR 0 1 2 3 4 5
 SGEC 0 1 2 3 4 5

Scale C: Source of Response Content (SRC)*:					
<i>Parents and/or family</i>	<i>Grade school</i>	<i>High school</i>	<i>Peers</i>	<i>Church</i>	<i>Work experience</i>
<i>Military experience</i>	<i>Individual/life experience</i>	<i>TU GEC coursework</i>	<i>TU Major coursework</i>	<i>TU extracurricular activity</i>	<i>Other (speci</i>

Sciences

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

automobile	in-vitro fertilization	computers	nuclear energy	electronics
gasoline	cloning	medical advancements prolonging life	railways	air travel
WWW/Internet e-mail	communications	telephone		

Comments:

SR 0 1 2 3 4 5
SGEC 0 1 2 3 4 5

Scale C: Source of Response Content (SRC)*:					
<i>Parents and/or family</i>	<i>Grade school</i>	<i>High school</i>	<i>Peers</i>	<i>Church</i>	<i>Work experience</i>
<i>Military experience</i>	<i>Individual/life experience</i>	<i>TU GEC coursework</i>	<i>TU Major coursework</i>	<i>TU extracurricular activity</i>	<i>Other (specif</i>

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

budgeting	billing	statistics	math	accounting
inventory	as a database	marketing research	baseball stats	

Comments:

SR 0 1 2 3 4 5
SGEC 0 1 2 3 4 5

Scale C: Source of Response Content (SRC)*:					
<i>Parents and/or family</i>	<i>Grade school</i>	<i>High school</i>	<i>Peers</i>	<i>Church</i>	<i>Work experience</i>

<i>Military experience</i>	<i>Individual/life experience</i>	<i>TU GEC coursework</i>	<i>TU Major coursework</i>	<i>TU extracurricular activity</i>	<i>Other (speci</i>
----------------------------	-----------------------------------	--------------------------	----------------------------	------------------------------------	---------------------

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?

home/auto/personal loans	value of the \$	business expansion and contraction	economic slowdown	prime rate
trickle down interest rates	stock market portfolios			

Comments:

SR 0 1 2 3 4 5
SGEC 0 1 2 3 4 5

Scale C: Source of Response Content (SRC)*:					
<i>Parents and/or family</i>	<i>Grade school</i>	<i>High school</i>	<i>Peers</i>	<i>Church</i>	<i>Work experience</i>
<i>Military experience</i>	<i>Individual/life experience</i>	<i>TU GEC coursework</i>	<i>TU Major coursework</i>	<i>TU extracurricular activity</i>	<i>Other (speci</i>

4. Why is entrepreneurship important to our society?

creative	new ideas	new products	American dream	own boss
virtually 'unlimited' earning potential	on-line business			

Comments:

SR 0 1 2 3 4 5
SGEC 0 1 2 3 4 5

Scale C: Source of Response Content (SRC)*:					
<i>Parents and/or family</i>	<i>Grade school</i>	<i>High school</i>	<i>Peers</i>	<i>Church</i>	<i>Work experience</i>

<i>Military experience</i>	<i>Individual/life experience</i>	<i>TU GEC coursework</i>	<i>TU Major coursework</i>	<i>TU extracurricular activity</i>	<i>Other (speci</i>
----------------------------	-----------------------------------	--------------------------	----------------------------	------------------------------------	---------------------

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

intranet	internet	e-mail	cell phones	paggers
instant access to people	travel reduced			

Comments:

SR 0 1 2 3 4 5
SGEC 0 1 2 3 4 5

Scale C: Source of Response Content (SRC)*:					
<i>Parents and/or family</i>	<i>Grade school</i>	<i>High school</i>	<i>Peers</i>	<i>Church</i>	<i>Work experience</i>
<i>Military experience</i>	<i>Individual/life experience</i>	<i>TU GEC coursework</i>	<i>TU Major coursework</i>	<i>TU extracurricular activity</i>	<i>Other (speci</i>

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?

human/nature interaction	living beings & their environment			
jobs vs. environment	future generations	depletion of resources	oil spill devastation	

Comments:

SR 0 1 2 3 4 5
SGEC 0 1 2 3 4 5

Scale C: Source of Response Content (SRC)*:					
<i>Parents</i>	<i>Grade school</i>	<i>High school</i>	<i>Peers</i>	<i>Church</i>	<i>Work</i>

<i>and/or family</i>					<i>experience</i>
<i>Military experience</i>	<i>Individual/life experience</i>	<i>TU GEC coursework</i>	<i>TU Major coursework</i>	<i>TU extracurricular activity</i>	<i>Other (speci</i>

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
 SGEN 0 1 2 3 4 5

Scale C: Source of Response Content (SRC)*:					
<i>Parents and/or family</i>	<i>Grade school</i>	<i>High school</i>	<i>Peers</i>	<i>Church</i>	<i>Work experience</i>
<i>Military experience</i>	<i>Individual/life experience</i>	<i>TU GEC coursework</i>	<i>TU Major coursework</i>	<i>TU extracurricular activity</i>	<i>Other (speci</i>

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.

Titanic				

Comments:

SR 0 1 2 3 4 5
 SGEN 0 1 2 3 4 5

Scale C: Source of Response Content (SRC)*:					
<i>Parents and/or family</i>	<i>Grade school</i>	<i>High school</i>	<i>Peers</i>	<i>Church</i>	<i>Work experience</i>
<i>Military experience</i>	<i>Individual/life experience</i>	<i>TU GEC coursework</i>	<i>TU Major coursework</i>	<i>TU extracurricular activity</i>	<i>Other (speci</i>

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.

music	painting	TV	music	dance

Comments:

SR 0 1 2 3 4 5
 SGEN 0 1 2 3 4 5

Scale C: Source of Response Content (SRC)*:					
<i>Parents</i>	<i>Grade school</i>	<i>High school</i>	<i>Peers</i>	<i>Church</i>	<i>Work</i>

<i>and/or family</i>					<i>experience</i>
<i>Military experience</i>	<i>Individual/life experience</i>	<i>TU GEC coursework</i>	<i>TU Major coursework</i>	<i>TU extracurricular activity</i>	<i>Other (specif</i>

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

rap	rock & roll	computer art		

Comments:

SR 0 1 2 3 4 5
 SGEN 0 1 2 3 4 5

Scale C: Source of Response Content (SRC)*:					
<i>Parents and/or family</i>	<i>Grade school</i>	<i>High school</i>	<i>Peers</i>	<i>Church</i>	<i>Work experience</i>
<i>Military experience</i>	<i>Individual/life experience</i>	<i>TU GEC coursework</i>	<i>TU Major coursework</i>	<i>TU extracurricular activity</i>	<i>Other (specif</i>

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?**

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

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)

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
SBA	School of Business (formerly SBU)
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