

# **TIFFIN**

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## **UNIVERSITY**

**OFFICE OF OUTCOMES ASSESSMENT  
SUMMARY REPORT  
ACADEMIC YEAR 2003-2004**

*Prepared for*

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*By*

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## **Acknowledgements**

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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) 2003-2004. 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 2003-2004 was once again a year when the assessment process grew and was fine tuned as it has been in years past. As in the past, all of the schools and departments were involved in the assessment process. The administration has mandated that any new majors, programs and degree added to the university curriculum need to have an assessment strategy in place. During AY 2003-2004, all schools conducted their tasks of assessment and have followed through with implementing many of their assessment strategies from years past. As all participants in the assessment process have become more comfortable with it, the level of involvement and understanding has improved, and the value of assessment activities has become more clear. 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 of "closing the loop" in each assessment effort - all school and departments need to use the information obtained from the previous year's assessment activities as the basis for their assessment programs in the following year. As in the past, the university as a whole, the schools, the departments and programs will continue to implement assessment strategies and "close the loop" to improve the educational process.

### **Office of Academic Affairs: General Education Core**

Following the assessment strategies of the past three years, the Focus Group setting was once again conducted in AY 2003-2004. The Focus Groups were used to gather data to assess how the General Education Core (GEC) was helping students get the most the educational process. This year four focus group interviews were conducted ranging from 2 to 6 students in each group. The format and wording of the questions were the same as that of the previous three years. The rating system used multiple faculty members (whenever possible) and a short briefing 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 focus group interviews, a debriefing session was held with the DOA and the faculty raters.

One change that is being looked at for AY 2004-2005 is the use of a standardized test. Several different standardized tests were evaluated by the DOA, and one will be selected to administer in the Spring of AY 2004-2005. There were several reasons why the change has been considered. The following are the reasons why it is being considered:

1. One of the major concerns as in years past remains the lack of student involvement in the focus group interview process. The number of students participating in the focus groups decreased to 16 in AY 2003-2004 from 18 in AY 2002-2003. Such low levels of student involvement are not satisfactory. The use of a standardized test administered during class periods during the spring will make a marked difference in the number of students participating
2. A standardized test will make it easier for the results to be tallied and interpreted.
3. A standardized test will be able to measure student learning more objectively, as compared to the subjective measurement the current focus group interviews.
4. Using a nationally administered standardized test will enable the university to determine how students fare in comparison to students from other similar universities.
5. The current focus group interviews place a burden on already busy faculty; and often make it difficult to find common times when several faculty members are available to conduct these focus groups.

Following are some highlights from the focus groups:

- Slight upturn in the Strength of Response (SR) in the Art and Literature area (2.10 in AY 2002-2003 to 2.43 in AY 2003-2004)
- A lower reporting of the Strength of Relationship to the General Education Core (SGEC) from 3.32 to 2.30 in the Communications area, 2.34 as compared to 2.47 in the Sciences area, and a drop from 2.05 to 1.81 in the Art and Literature area.
- A lower number of students identified the general education core as a source of learning than in previous years. One obvious reason for this downturn is the improved quality of students being recruited; who have been exposed to these areas prior to their entering the university. Having said that, the reported exposure at the university to the material discussed in the focus group interviews is still the highest from all the sources (104 in TU GEC courses, and 58 in TU Major Courses). The next single highest category sources of information is High School at 125.

(The above ratings use a scale from 0 to 5 (0 being equivalent to “No opinion” or to “No response” and 5 equivalent to “near expertise in the area”)

As can be seen by the averages above, results of the focus group interviews were once again mixed. Overall, results from this year were not significantly different from the results last three years. Students responded better on some questions in some areas and worse in others.

This year again the inter-rater reliability was good, and the use of the standardized test for AY 2004-2005 will eliminate any need to be concerned of this problem

This year, student comments about the General Education Core were more positive. More students than in the past, commented on how much they knew they had learned from courses taken at the university.

## II: Introduction

### History of Outcomes Assessment at Tiffin University

TU continues to move steadily forward in developing OA capabilities. During AY 2000-2001, the Office of OA worked cooperatively with the Deans and Faculty of all schools as well as limited elements of the university's administrative staff, to continue to develop TU's OA program.

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

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

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

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

...The general education of the student is really what it means to have a college education, regardless of the major ....The Tiffin University General Education Program consists of four components: the integrated core curriculum; an enriched major area of study; a large number of open electives; and a co-curricular program. ...Although the general education core is rich in diversity, it is welded together by the fundamental skills of language and thought, our shared heritage, and the common themes of human life and values

(*Tiffin University 1997-1998 Catalog*, p. 17).



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

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

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

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

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

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

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

In November of 1996, the VPAA and President established the TU Office of OA and appointed a DOA. The DOA has continued the process of reviewing assessment efforts to date, becoming more familiar with relevant assessment standards, and coordinating the development of a cohesive, institution-wide OA program.

In AY 2000-2001 the university administration demonstrated its commitment to the OA process by appointing a DOA who had only a half-time teaching load rather than a full load with additional stipend as had been done 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 SBU with accreditation. Another hard reality is that there is a glut of academic institutions competing for students who are increasingly more sophisticated in seeking out a quality educational experience. Simply put, those institutions which have a clear sense of identity and purpose, are attuned to the needs of students, have a tested and continuously improved way of accomplishing that purpose, and have the sheer determination to succeed will survive. Those who do not will cease to exist.

## **Overview of Current OA Program**

This document is a summary report of the AY 2003-2004 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. With constant changes in majors, programs, and degrees being proposed, the assessment effort for all these areas remains an integral part of the planning and implementation. 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 continues to be 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.

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 2003-2004**

This portion of the AY 2003-2004 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 states:

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 2003-2004.

### **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 fourth year, 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 had 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. Four years ago, 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. The questions used this year are the exact same as the past three years. No changes were made to any of the questions so that the results from the previous three years could be compared to this year's results and comparisons would be valid.

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 16 students who could attend the two focus group sessions. The focus group interviews were spread out over 4 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 faculty members rated the responses. During and after the interviews, each rater recorded comments from the interviews as well as quantitative information. The information from each rater was then summarized by the DOA for compilation and analysis. Following each interview session, there was a short debriefing session during which the DOA and raters discussed what worked or did not, and clarifications were made. There were several recommendations that were made to improve the process for the next academic year. These will be reviewed during the year and changes made will be reflected in next year's report.

The worksheet edition used in AY 2003-2004 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 2002-2003/AY2003-2004 GEC Continuity Issues.**

**The recommendations based on GEC analysis in previous years were as follows:**

1. 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 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. A 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.
8. Given that the GEC OA focus group process has been conducted for 3 consecutive years, consider a multi-year macro-analysis of the data gathered so far in GEC focus group interviews to determine whether any trends can be identified, as well as resulting implications for GEC revisions and/or resource allocation by TU.
9. 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.
10. Consider the use of standardized ETS products to assess GEC outcomes.
11. As the size and scope of the OA activities increase, and as the size of the annual report gets larger, a further more summarized method of reporting the numbers should be investigated.

12. To further improve participation in the Focus Group Interviews by the students, some additional incentives need to be explored.
13. 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.
14. 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.
15. A concerted attempt should be made to incorporate more than just the academic outcomes to assess the overall outcomes assessments of the university.

**Actions taken during AY 2003-2004 based on these recommendations were:**

1. Regarding recommendation #1, a nationally administered standardized test will be used.
2. Regarding recommendation #2, this year's report looks at trends over the past four years. Concerning the validity of the questions, the new standardized test will change all the current questions, and will need to be looked at for AY 2004-2005.
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. Here again the new format of the standardized test will require fresh collection and analysis of this type of data
4. Regarding recommendation #4, the new reporting format for the schools and the departments was implemented in the SBA, and will be introduced in the other schools as well.
5. Regarding recommendation #5, this year again, 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 this year was just a little lower than last year (16 students compared to 18 in AY 2002-2003). Once again the new format will require re-evaluating this topic.
6. Regarding recommendation #6, the GEC interview process was reviewed and as mentioned above, the focus group interview was continued. The use of the new format will need this area to be re-evaluated..
7. Regarding recommendation #7, there was no ad-hoc committee set up to review the questions, since the format with the new test was being implemented in AY 2004-2005.
8. Regarding recommendation #8, the current report has addressed the four year trend in several areas.
9. Regarding recommendation #9, no pre/post analysis was conducted due to the change that will be implemented in AY 2004-2005..
10. Regarding recommendation #10, this was done, and the standardized test will be used for the upcoming academic year.
11. Regarding recommendation #11, some parts of the report were trimmed and will be looked at again in the future.
12. Regarding recommendation #12, this has been an ongoing concern and for the next year has been addressed by administering the test during class times.



13. Regarding recommendation #13, as mentioned above, the standardized test will be in place for the upcoming academic year.
14. Regarding recommendation #14, the new format of reporting the current year's assessment activities along with the past 3 -5 year activities draw home the required changes. The SBA for example has a new entry "Plan of Action" in the reporting of their results.
15. Regarding recommendation #15, no specific action had been taken in this area. It will be explored again in AY 2004-2005

**Recommendations for AY 2004-2005 (including on-going concerns) are as follows:**

There will be many new unknown concerns that need to be explored with the advent of the new assessment instrument. Several current concerns regarding the validity and measurement of the home-grown assessment instrument and the focus group interviews being used for the past few years will no longer be concerns to be addressed directly.

1. A new set of criteria to assess the usefulness of the new standardized test will need to be developed.
2. The Outcomes Assessment Report 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.
3. Determine how the new format (in-class administration of the standardized test) had changed the student participation in the assessment activities
4. A GEC OA committee should meet each year for an in-service session to determine usefulness and applicability of the standardized test, and for any other concerns regarding the assessment process.
5. A new study of trends using the new format will have to be developed so as to try and determine whether any trends can be identified, as well as resulting implications for GEC revisions and/or resource allocation by TU.
6. 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. This could be done using the current standardized test or another instrument.
7. As the size and scope of the OA activities increase, and as the size of the annual report gets larger, a further more summarized method of reporting the numbers should be investigated.
8. Those departments and schools that have not already implemented it, 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.
9. A concerted attempt should be made to incorporate more than just the academic outcomes to assess the overall outcomes assessments of the university.
10. A review of the changes created by the new format of testing should be reviewed for strength and weaknesses.

### **Results.**

This section presents results based on GEC OA data gathered during AY 2003-2004 from the 4 focus group interviews conducted on April 6<sup>th</sup>, 7<sup>th</sup>, 15<sup>th</sup>, and 16<sup>th</sup> 2004 with the volunteer students. Out of the all the students contacted, 26 students responded favorably, but only 16 actually attended one of the focus group interviews. 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. The use of the test administered in the classroom should reduce or even eliminate this concern for AY 2004-2005.

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, through 7 and Charts 1 through 5.

**Table 1** presents mean SR and SGEC scores grouped by GEC interview sections: Communications, Humanities, Sciences, Art and Literature. **Chart 1a** and **Chart 1b** are a graphical representation of the details of this data.

**Table 2** and **Chart 2** portray the mean Strength of Response (SR) over the past four years that the focus group interviews have been conducted and **Table 3** and **Chart 3** show the Strength of relationship to the GEC core (SGEC).

**Table 4** presents the standard deviations, high and low scores for all SR responses grouped by GEC interview sections: Communications, Humanities, Sciences, Art and Literature.

**Table 5** presents standard deviations, high and low scores for all SGEC responses grouped by GEC interview sections: Communications, Humanities, Sciences, Art and Literature.

**Table 6** is a summary of Source of Response (SRC) scores reflecting self-reported sources of interviewees' response content, and **Chart 4** is a graphical representation of the same.

**Table 7** presents an ascending sort of SR-SGEC correlations by question number.

The reader will also be referred to **Chart 5**, which presents correlations of SR and SGEC scores by question number. Additional charts for each area in the General Education Core are available from the Office of Outcomes Assessment.

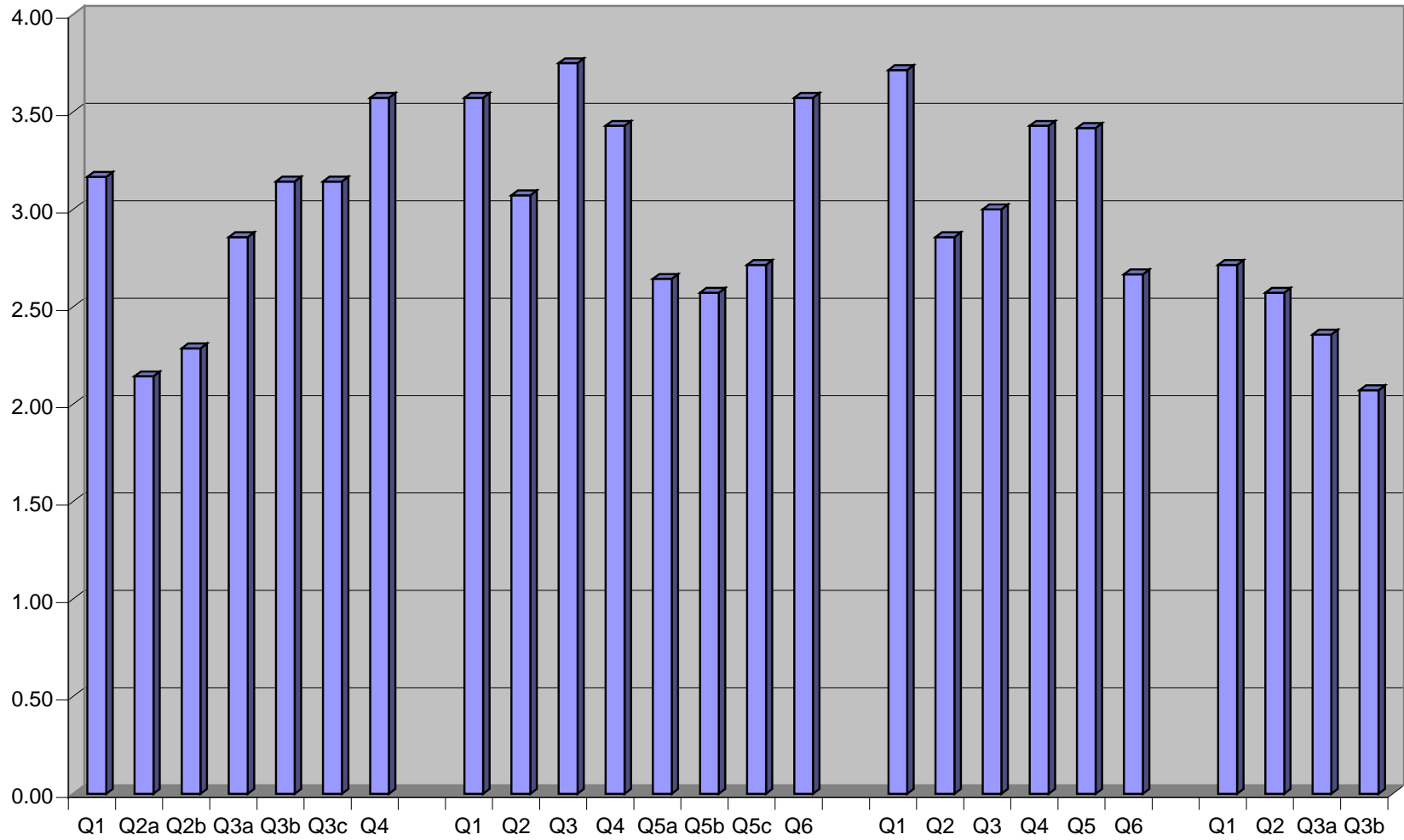
The following part of this Results section (see Table 1) (and for a comparison between the years please see Table 1b and Table 1c) presents a summary of the mean SR and SGEC scores grouped by the four main sections of interview questions, i.e., Communications, Humanities, Sciences, Art and Literature.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

- The strongest mean SR score averages were in the Sciences area (**3.18**), and in the Humanities area (**3.17**).
- The weakest mean SR score average (**2.43**) was in the Art and Literature area.
- The strongest mean SGEC score average (**2.62**) was in the Humanities area
- The weakest mean SGEC score average (**1.81**) was also in the Art and Literature area.

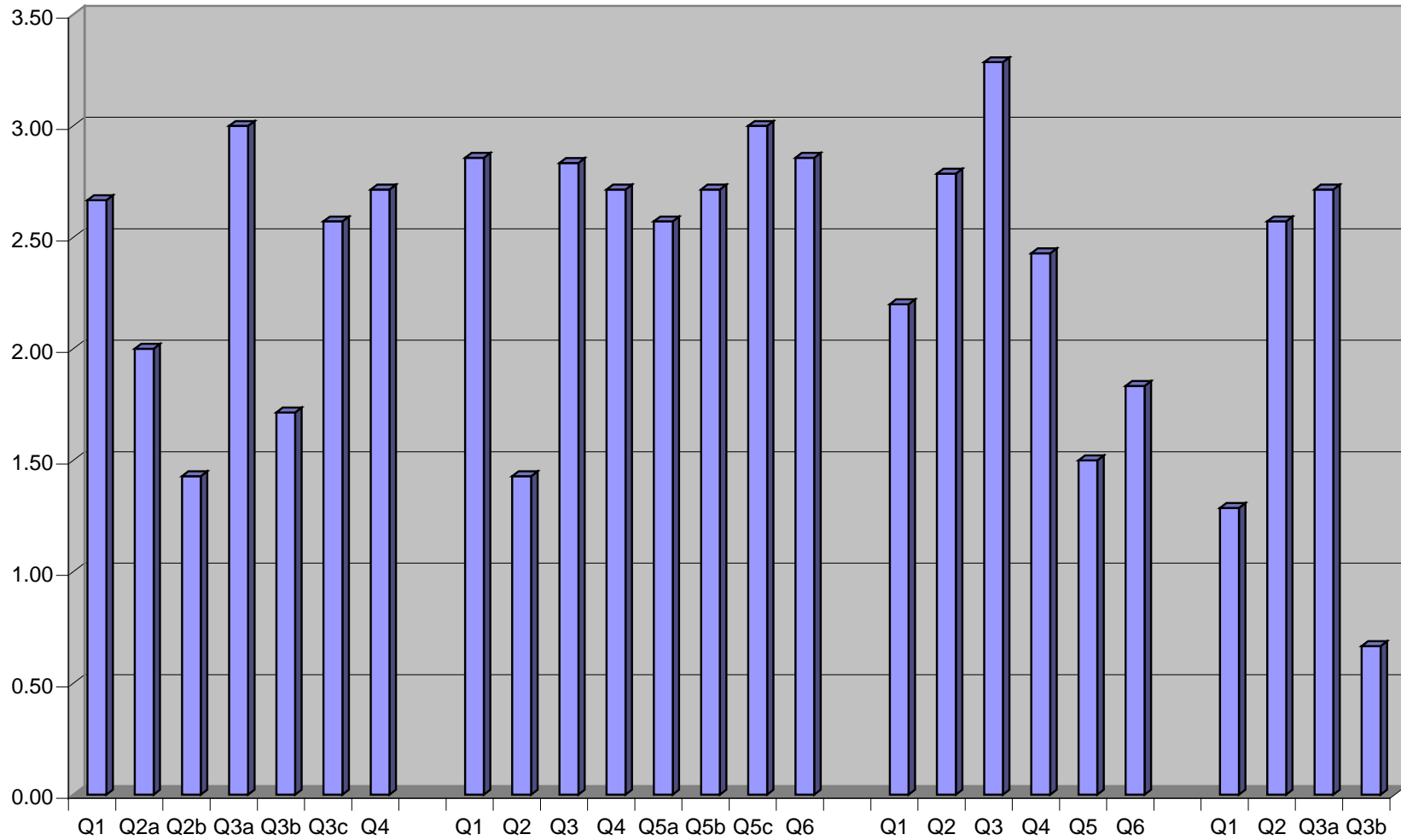
**Table 1**  
**AY 2003-2004: Mean SR and SGEC Scores**  
**Grouped by GEC Interview Sections:**  
**Communications, Humanities, Sciences, Art and Literature**

COMMUNICATIONS			HUMANITIES			SCIENCES			ART and LITERATURE		
N=16			N=16			N=16			N=16		
Q#	SR	SGEC	Q#	SR	SGEC	Q#	SR	SGEC	Q#	SR	SGEC
1	3.17	2.67	1	3.57	2.86	1	3.71	2.20	1	2.71	1.29
2a	2.14	2.00	2	3.07	1.43	2	2.86	2.79	2	2.57	2.57
2b	2.29	1.43	3	3.75	2.83	3	3.00	3.29	3a	2.36	2.71
3a	2.86	3.00	4	3.43	2.71	4	3.43	2.43	3b	2.07	0.67
3b	3.14	1.71	5a	2.64	2.57	5	3.42	1.50			
3c	3.14	2.57	5b	2.57	2.71	6	2.67	1.83			
4	3.57	2.71	5c	2.71	3.00						
			6	3.57	2.86						
<b>AVGS</b>	<b>2.90</b>	<b>2.30</b>		<b>3.17</b>	<b>2.62</b>		<b>3.18</b>	<b>2.34</b>		<b>2.43</b>	<b>1.81</b>

**Chart 1a**  
**Strength of Response -All Questions**



**Chart 1b**  
**Strength of relationship to core - All Questions**

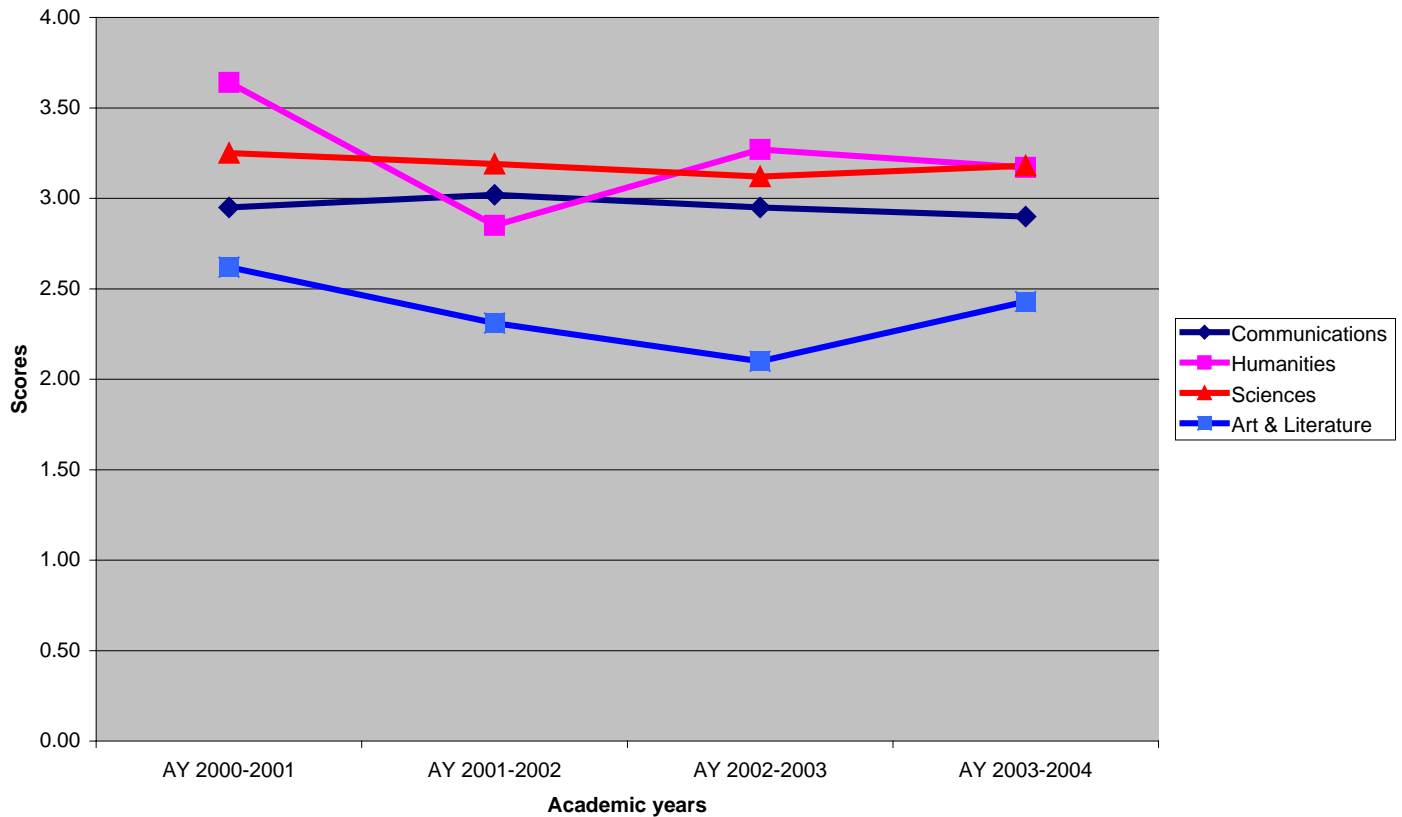


The table and chart below show that the Strength of Response (SR) has not significantly changes over the past four years of the focus group interviews. The most variation over the four years was in the Humanities area within the first two yrs, since then it has stayed steady.

**Table 2**  
**Mean SR Scores AY 2000-2001, AY 2001-2002, AY 2002-2003 Compared to AY 2003-2004**  
**Grouped by GEC Interview Sections:**  
**Communications, Humanities, Sciences, Art and Literature**

Area	AY 2000-2001	AY 2001-2002	AY 2002-2003	AY 2003-2004
Communications	2.95	3.02	2.95	2.90
Humanities	3.64	2.85	3.27	3.17
Sciences	3.25	3.19	3.12	3.18
Art & Literature	2.62	2.31	2.10	2.43

**Chart 2**  
**Comparison of SR**

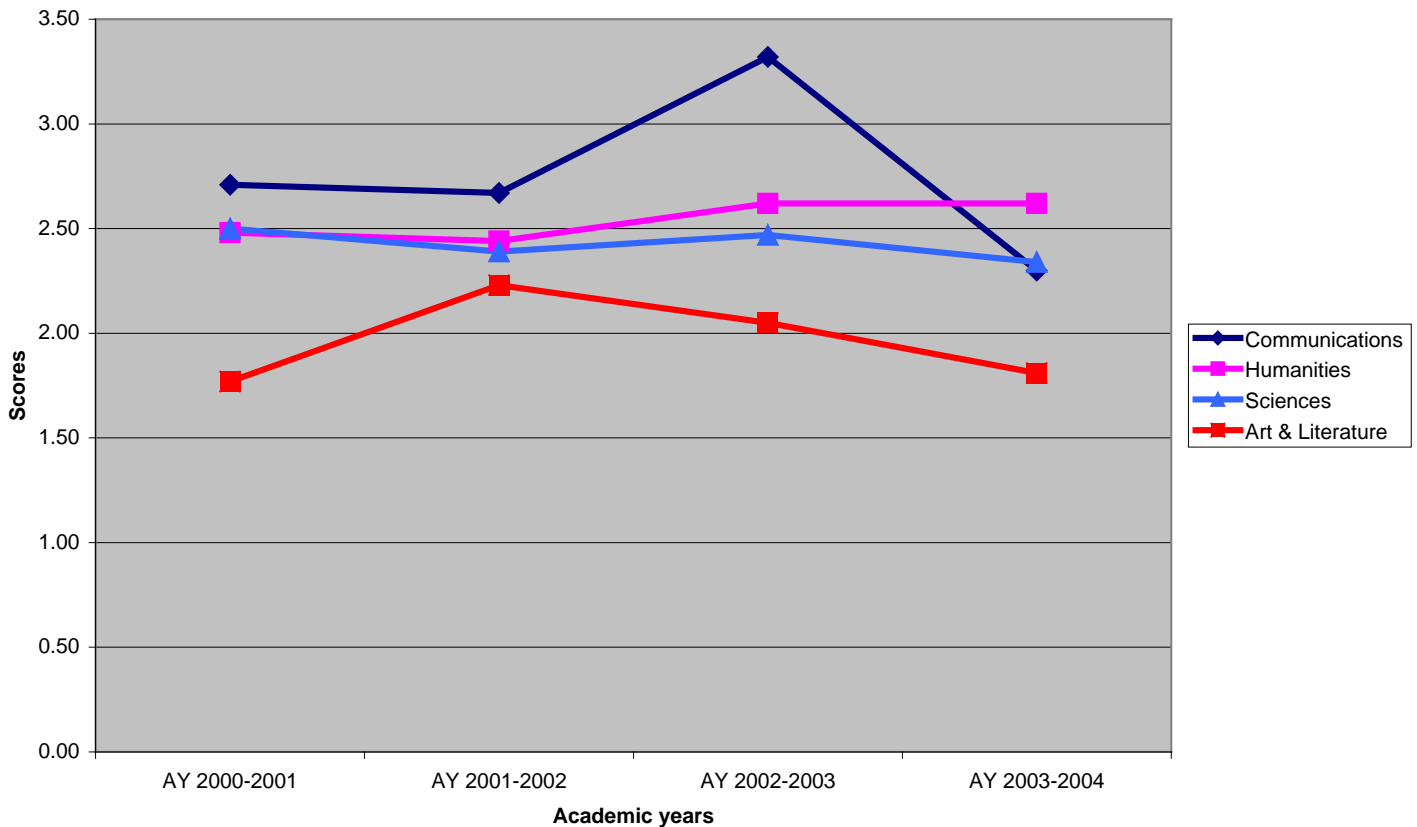


Looking at the table and chart below, it seems that the Strength of Relationship to the GEC was down in three of the four areas in AY 2003-2004. Although looking at the trend over four years the results seem mixed. The scores improved slightly for two areas and declined for two areas. There was no consistent upward or downward trend apparent.

**Table 3**  
**Mean SGEC Scores AY 2000-2001, AY 2001-2002, AY 2002-2003 Compared to AY 2003-2004**  
**Grouped by GEC Interview Sections:**  
**Communications, Humanities, Sciences, Art and Literature**

Area	AY 2000-2001	AY 2001-2002	AY 2002-2003	AY 2003-2004
Communications	2.71	2.67	3.32	2.30
Humanities	2.48	2.44	2.62	2.62
Sciences	2.50	2.39	2.47	2.34
Art & Literature	1.77	2.23	2.05	1.81

**Chart 3**  
**Comparison of SGEC**



The reader is now referred to Table 4 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 **.42**, i.e., the least variability or highest level of consistency in mean SR scores, is highlighted in the table below. (See Appendix B for GEC worksheet questions).
- The highest SD of **1.25**, i.e., the greatest variability or lack of consistency in mean SR scores is highlighted in the table below.
- The highest HI score average of **4.19** is found in the Humanities grouping. This was the same area that had the highest last year.
- The lowest LOW score average of **.075** is found in the Arts and Literature grouping. This is consistent with the lowest mean low in the same area last year.

**Table 4**

**AY 2003-2004: Standard Deviations, High and Low Scores:  
All SR Responses Grouped by GEC Interview Sections:  
Communications, Humanities, Sciences, Art and Literature**

COMMUNICATIONS N=16				HUMANITIES N=16				SCIENCES N=16				ART and LITERATURE N=16			
Q#	SD	HI	LOW	Q#	SD	HI	LOW	Q#	SD	HI	LOW	Q#	SD	HI	LOW
1	0.75	4	2	1	0.79	4	2	1	0.49	4	3	1	0.76	4	2
2a	0.90	3	1	2	0.61	4	2	2	0.90	4	1	2	0.98	4	1
2b	0.49	3	2	3	0.42	4	3	3	0.58	4	2	3a	1.25	4	0
3a	1.21	5	1	4	0.98	5	2	4	0.84	4.5	2	3b	1.24	3.5	0
3b	0.69	4	2	5a	0.63	3.5	2	5	0.80	4	2				
3c	0.90	4	2	5b	0.98	4	1	6	1.21	4	1				
4	0.98	5	2	5c	0.76	4	2								
				6	0.98	5	2								
AVG	<b>0.85</b>	<b>4.00</b>	<b>1.67</b>		<b>0.77</b>	<b>4.19</b>	<b>2.00</b>		<b>0.80</b>	<b>4.08</b>	<b>1.83</b>		<b>1.05</b>	<b>3.88</b>	<b>0.75</b>



The reader is now referred to Table 5 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 **.75**, i.e., the least variability in mean SGEC scores, is highlighted in the table below.
- The highest SD of **1.98**, i.e., the greatest variability in mean SGEC scores, is highlighted in the table below.
- The highest average HI score of **4.00** is highlighted in the table below.
- A tie for the lowest average LOW score of **.00** is highlighted in the table below.

**Table 5**

**AY 2002-2003: Standard Deviations, High and Low Scores:  
All SGEC Responses Grouped by GEC Interview Sections:  
Communications, Humanities, Sciences, Art and Literature**

COMMUNICATIONS N=16				HUMANITIES N=16				SCIENCES N=16				ART and LITERATURE N=16			
Q#	SD	HI	LOW	Q#	SD	HI	LOW	Q#	SD	HI	LOW	Q#	SD	HI	LOW
1	0.82	3	1	1	1.57	5	0	1	1.30	4	1	1	1.25	2	0
2a	1.10	3	0	2	1.13	3	0	2	0.81	3	1	2	1.40	4	0
2b	1.40	3	0	3	0.75	4	2	3	0.76	4	2	3a	1.98	5	0
3a	1.41	4	0	4	0.95	4	2	4	1.13	4	1	3b	0.82	2	0
3b	1.60	3	0	5a	0.79	4	2	5	1.38	3	0				
3c	1.27	4	0	5b	0.95	4	1	6	1.17	2	1				
4	1.80	5	0	5c	0.58	4	2								
				6	1.35	4	0								
AVG	1.43	3.67	0.00		1.01	4.00	1.13		1.09	3.33	1.00		1.36	3.25	0.00

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

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

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

Table 6 shows that category 3 (**High School**), followed by 9 (**TU General Education Core Courses**), category and then category 8 (**Life Experience**) and category 10 (**TU Major Courses**) were by far the top self-reported sources of response influence, respectively. Courses taken at the university, namely category 9 (**TU General Education Core Courses**), and category 10 (**TU Major Courses**), combined were rated most often as the source of influence in the GEC interviewees' responses.

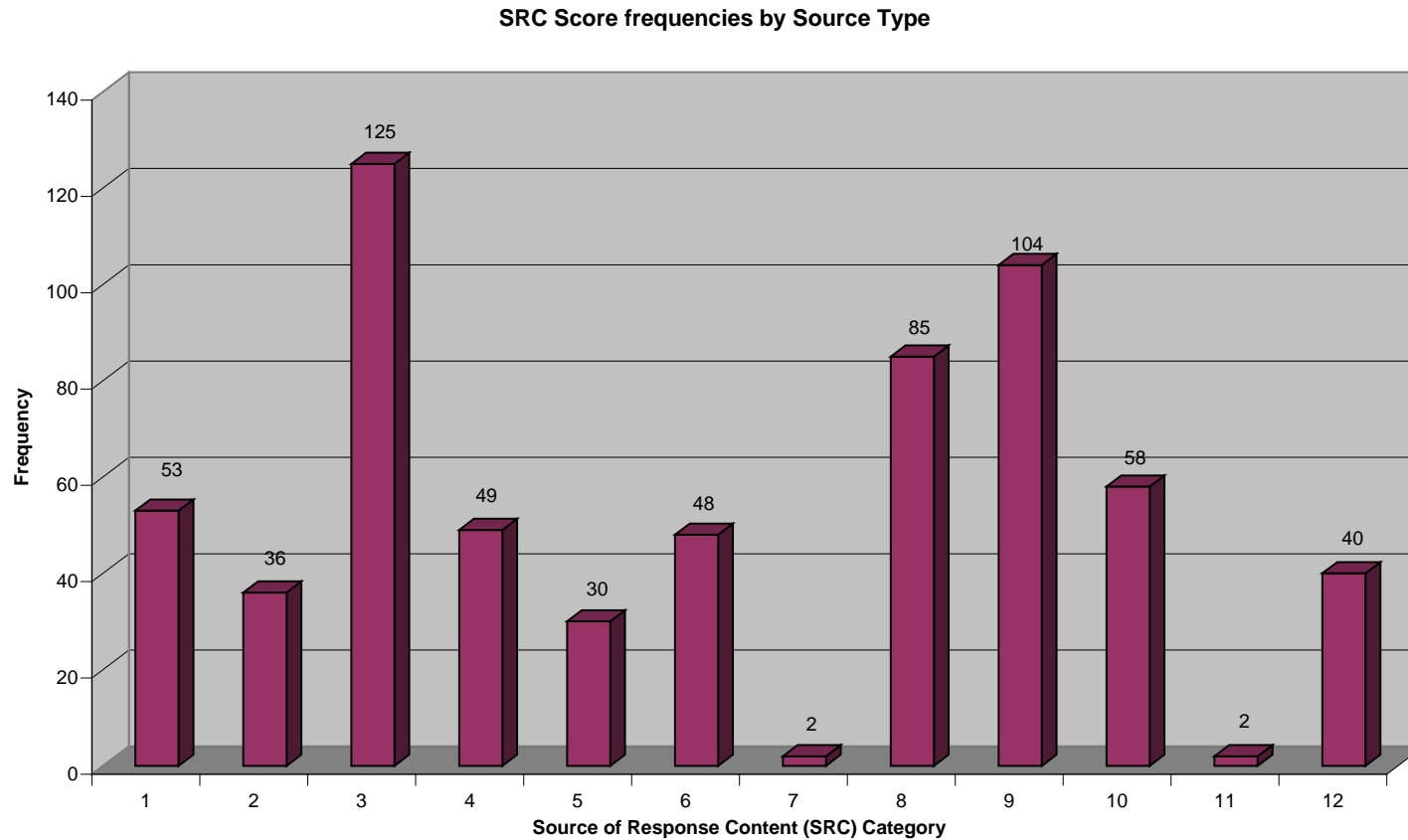
Immediately following Table 6, Chart 4 below presents a frequency distribution graph of the same data found in Table 6, visually emphasizing the categories as a source of influence on Ss' responses.

**Table 6**  
**AY 2002-2003: 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	2	1	4	0	0	1	0	4	6	2	0	1
Communications	Q2a	0	2	7	0	0	3	0	3	4	2	0	0
Communications	Q2b	0	1	7	0	0	0	0	0	3	2	0	0
Communications	Q3a	0	0	4	0	0	1	0	3	7	5	0	1
Communications	Q3b	0	0	2	0	0	1	0	4	1	2	0	0
Communications	Q3c	0	0	2	0	0	0	0	3	2	5	0	1
Communications	Q4	0	4	7	1	0	4	0	2	3	3	0	0
Humanities	Q1	6	5	5	3	6	2	0	5	3	6	0	1
Humanities	Q2	5	1	6	7	3	2	0	3	3	0	0	4
Humanities	Q3	6	0	5	6	0	0	0	2	5	2	0	2
Humanities	Q4	5	6	7	5	3	0	0	7	6	0	0	3
Humanities	Q5a	3	0	7	6	4	4	0	5	6	2	0	0
Humanities	Q5b	2	0	6	6	0	2	0	5	6	2	0	0
Humanities	Q5c	1	0	6	4	2	4	1	5	6	3	0	4
Humanities	Q6	5	3	6	4	2	1	0	4	5	3	0	3
Sciences	Q1	5	5	7	3	0	4	0	3	3	0	0	3
Sciences	Q2	3	0	4	2	3	7	0	4	7	6	0	0
Sciences	Q3	0	0	7	0	0	4	0	3	6	4	0	1
Sciences	Q4	3	3	6	0	0	2	0	1	6	6	0	1
Sciences	Q5	1	0	2	0	0	3	0	3	3	3	0	3
Sciences	Q6	2	5	6	1	2	2	1	3	0	0	0	3
Art & Literature	Q1	1	0	6	1	2	1	0	1	3	0	0	3
Art & Literature	Q2	0	0	5	0	0	0	0	2	6	0	0	3
Art & Literature	Q3a	1	0	1	0	0	0	0	5	4	0	2	2
Art & Literature	Q3b	2	0	0	0	3	0	0	5	0	0	0	1
<b>TOTALS</b>		<b>53</b>	<b>36</b>	<b>125</b>	<b>49</b>	<b>30</b>	<b>48</b>	<b>2</b>	<b>85</b>	<b>104</b>	<b>58</b>	<b>2</b>	<b>40</b>

Chart 4

**AY 2002-2003 SRC Score Frequencies by Source Type:  
Self-reported Sources of Interview Ss' Response Content**



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

Table 7 shows the correlations between the SR and the SGEC in descending order.

**Table 7**

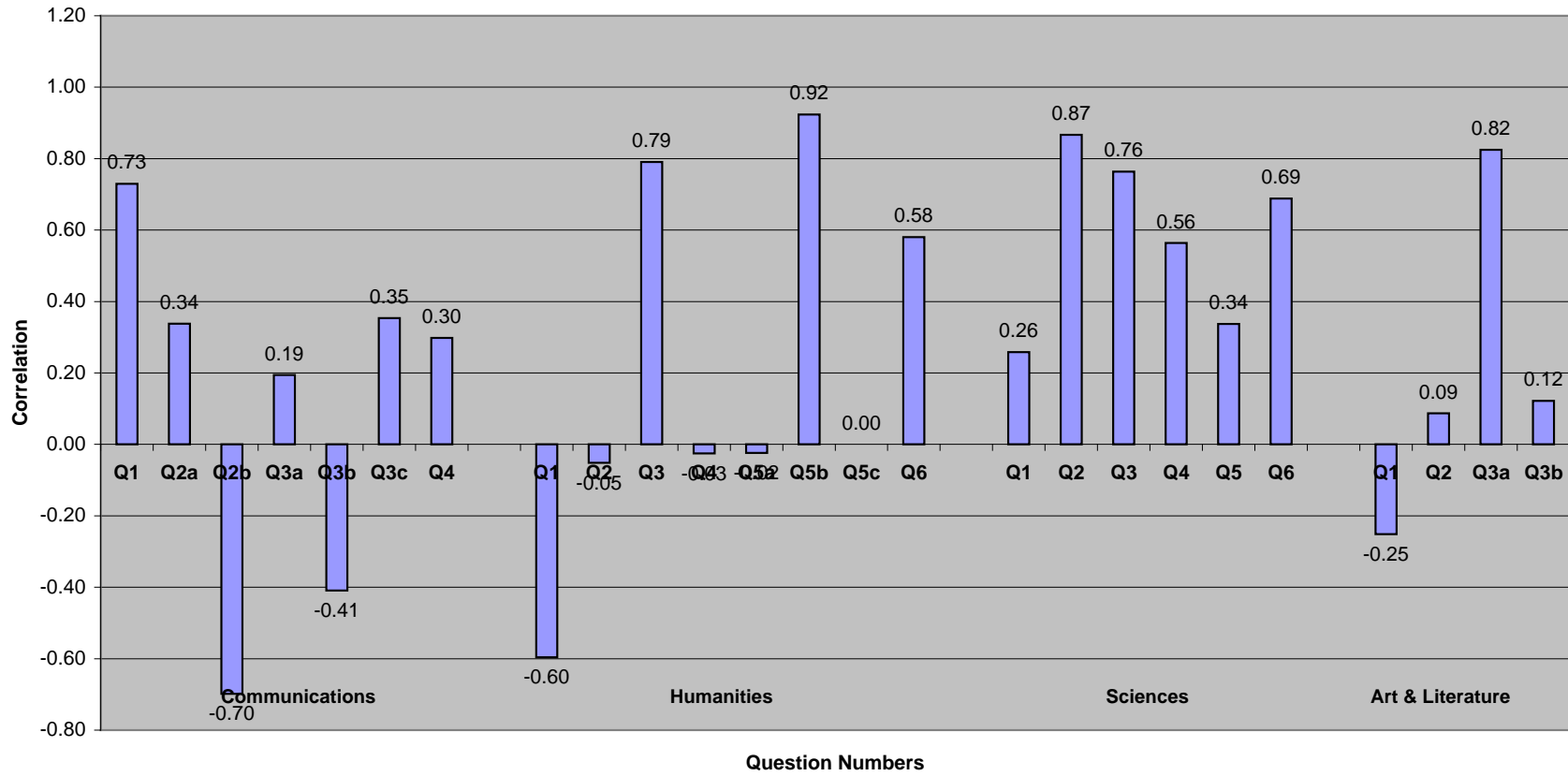
**Descending Sort of SR-SGEC Correlation**

SR-SGEC Correlation N=16		
Area	Question	Correlation
Humanities	Q5b	0.92
Sciences	Q2	0.87
Art & Literature	Q3a	0.82
Humanities	Q3	0.79
Sciences	Q3	0.76
Communications	Q1	0.73
Sciences	Q6	0.69
Humanities	Q6	0.58
Sciences	Q4	0.56
Communications	Q3c	0.35
Communications	Q2a	0.34
Sciences	Q5	0.34
Communications	Q4	0.30
Sciences	Q1	0.26
Communications	Q3a	0.19
Art & Literature	Q3b	0.12
Art & Literature	Q2	0.09
Humanities	Q5c	0.00
Humanities	Q5a	-0.02
Humanities	Q4	-0.03
Humanities	Q2	-0.05
Art & Literature	Q1	-0.25
Communications	Q3b	-0.41
Humanities	Q1	-0.60
Communications	Q2b	-0.70

Chart 5 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 5b in Humanities                      0.92
  - Item 2 in Sciences                            0.87
  - Item 3a in Art & Literature                0.82
  
- The three weakest correlations were for items:
  - Item 5c in Humanities                      0.00
  - Item 2 in Art & Literature                 0.90
  - Item 3b in Art & Literature                0..12
  
- The three strongest negative correlations were for items:
  - Item 2b in Communications               -0..70
  - Item 1 in Humanities                       -0.60
  - Item 3b in Communications               -0.41

**Chart 5**  
**Correlation of SR and SGEC Scores by Question Number**



### **Comments of the Students in the Focus Group Interviews**

The comments from students were numerous and varied and are therefore not included in this document. They are available for review from the Office of Outcomes Assessment.



## **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*

### **Outcomes Assessment Report AY03/04**

**Teresa E. Shafer, Ph.D.**

**Dean, School of Arts and Science**

AY03/04 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). The following baccalaureate majors are offered in the school: Communications, English, Human Services, International Security Studies, Law and Society, and Psychology. AY 03/04 was the first year for the degrees in English, Human Services and Law and Society.

SAS hereby documents its OA findings and plans 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. In specific areas where degree majors are new, a full disclosure of that programs goals and OA plans is discussed.

The institution underwent a major strategic planning program during AY 03/04. One result was a new TU mission statement. Just as the institution underwent a strategic review of its direction, so did SAS. A faculty retreat was held to discuss the school's purpose and direction. As a result a new mission statement, complete with goals was identified and each major program was revised to meet this new aim. Those revisions seriously impacted the ongoing OA plans. Given that most of the majors in SAS were new to begin with, the refinement of the TU mission statement caused most programs to be revised substantially. As noted below, many programs spent the academic year refining their curriculum needs instead of collecting OA data.

### **Institutional Mission**

Tiffin University's mission is to:

- Offer quality, professionally-focused, student-centered undergraduate and graduate degree programs and life-long learning opportunities to prepare traditional college-age students and adult students for successful careers and for productive and satisfying lives of excellence, leadership and service.
- Work with employers and specific professions to anticipate, design, and deliver effective academic programs that reflect evolving professional needs and intellectual requirements of the future.

## **SAS Mission**

The School of Arts and Sciences (SAS) engages the University's intellectual community in the full richness and depth of the human experience. SAS provides a common, cohesive understanding of the foundations and directions of human thought as represented in the liberal arts and sciences and develops the skills to form and communicate ideas, beliefs, and knowledge for all Tiffin University students. SAS offers majors grounded in the arts and sciences that develop within each student the intellectual skills and abilities required for a successful professional career or admission to graduate school.

## **Goals**

### **SAS will**

- 1) Create majors that have a direct professional orientation with definable outcomes;
- 2) Connect our faculty and our students to working professionals and professional organizations;
- 3) Instill transferable and adaptive skills (i.e.: writing, critical thinking, analysis, presentation, research, ethic, technology)
- 4) Consider multi-mode delivery structures for all majors;
- 5) Consider interdisciplinary design for all majors using the full resources of the University and its faculty;
- 6) Include multiple experiential components to the curricular design of all majors, and
- 7) Involve appropriate alumni for recruitment, placement and development purposes

## **Bachelor of Arts Degree in Communication (BA-COM)**

*School of Arts and Sciences*

*Department of English and Communication Arts*

*Outcomes Assessment Table for BA-COM*

### **Intended Outcomes 1: Broad knowledge of communication theory and research.**

- Understand multiple theoretical perspectives and the diverse intellectual underpinnings in communication as reflected in its philosophy and/or history
- Competency in systematic inquiry (the process of asking questions and systematically attempting to answer them, and understanding the limitations of the conclusion reached)
- Competency in analysis and practice of ethical communication

**Assessment Criteria:** Seniors' responses to Program Knowledge Inventory (under development). Evaluation score of 3.0 of the Senior Seminar project using the Communication Project Evaluation Rubric.

**Results of Outcomes Activity:**

2000-2001:	Not Observed	No students at senior level.
2001-2002	Not Observed	No students at senior level.
2002-2003:	Not Observed	No students at senior level.
<b>Plan of Action:</b> Develop Program Knowledge Inventory; Refine Communication Project Evaluation Rubric.		
2003-2004:	Not Observed	Program under review
<b>Plan of Action:</b> Finalize program goals for the revised BA-Communication degree. Develop new assessment plan. Begin data collection process for new assessment plan.		

**Intended Outcomes 2: Apply knowledge to particular contexts of communication.**

- Competency in analysis and interpretation of contemporary media
- Competency in human relational interaction
- Competency in analysis and practice of communication that creates or results from complex social organization

**Assessment Criteria:** Evaluation score of 3.0 of the Senior Seminar project using the Communication Project Evaluation Rubric. 80% of graduates surveyed obtain employment in a communication-related profession. 80% of seniors indicate overall satisfaction with the degree as measured by the Satisfaction with the Communication Major attitude survey.

**Results of Outcomes Activity:**

2000-2001:	Not Observed	No students at senior level.
2001-2002	Not Observed	No students at senior level.
2002-2003:	Not Observed	No students at senior level.
<b>Plan of Action:</b> Refine Communication Project Evaluation Rubric.		
2003-2004:	Not Observed	Program under review
<b>Plan of Action:</b> Finalize program goals for the revised BA-Communication degree. Develop new assessment plan. Begin data collection process for new assessment plan.		

***Intended Outcomes 3:*****Acquire and perform key oral and/or visual communication skills.**

- Competent communication with diverse others
- Competency in presentation, preferably in more than one form
- Competency in reflective construction and analysis of arguments and discourse intended to influence beliefs, attitudes, values, and practices

**Assessment Criteria:** Evaluation score of 3.0 of the Senior Seminar project using the Communication Project Evaluation Rubric. 80% of seniors indicate overall satisfaction with the degree as measured by the Satisfaction with the Communication Major attitude survey.

***Results of Outcomes Activity:***

2000-2001:	Not Observed	No students at senior level.
2001-2002	Not Observed	No students at senior level.
2002-2003:	Not Observed	No students at senior level.
<b><i>Plan of Action:</i></b> Refine Communication Project Evaluation Rubric.		
2003-2004:	Not Observed	Program under review
<b><i>Plan of Action:</i></b> Finalize program goals for the revised BA-Communication degree. Develop new assessment plan. Begin data collection process for new assessment plan.		

**Bachelor of Arts Degree in English (BA-ENG)***School of Arts and Sciences**Department of English and Communication Arts****Outcomes Assessment Table for BA-ENG***

The study of literature develops critical and analytical thinking, sharpens research skills, and provides a context for questioning assumptions and articulating responses. As a discipline, the study of literature allows students to explore and to synthesize a diverse range of cultural, experiential, and linguistic sources. By studying the world's literary genres, the students gain mastery of the arts of appreciation and communication, and a deeper understanding of human behavior. Fluency in writing is developed through the practice of writing in a variety of techniques and modes, and through the comprehension and mastery of the grammar, syntax, and structure of the English language. The BA in English seeks to give students the essential skills for gaining and maintaining successful and lifelong careers as productive citizens and creative professionals of the global community.

**Intended Outcomes 1:** To develop the students’ analytical and critical skills.

**Assessment Criteria:**

**Results of Outcomes Activity:**

2004-2005:		
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**Intended Outcomes 2:** To deepen the students’ perceptions of literature and language as significant cultural phenomena that shape and are shaped by the particular contexts in which they appear.

**Assessment Criteria:**

**Results of Outcomes Activity:**

2004-2005:		
------------	--	--

**Intended Outcomes 3:** To develop the students’ abilities to explore, organize, and articulate their ideas through written composition and oral presentation.

**Assessment Criteria:**

**Results of Outcomes Activity:**

2004-2005:		
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**Bachelor of Arts Degree in Human Services (BA-HUS)**

**Goals of the BA-HUS Program**

The BA-HUS Program within the Department of Social Sciences is designed primarily for students who intend to pursue careers in social or psychological service related fields. Through its combination of coursework, internship, and self-directed study, this program prepares students for immediate employment in a wide variety of helping professions, and also serves as a strong academic foundation for eventual admission into a graduate counseling, clinical psychology, human services, social work, or other practitioner degree program.

## **Objectives of the BA-HUS Program**

The programs of study offered by the Department of Social Sciences, i.e., the BA-PSY and the BA-HUS, both share a set of common instructional objectives, and strive to achieve outcomes that are more program-specific. By completion of the requirements of either program, students will demonstrate

1. awareness of and sensitivity to issues and practices of professional ethics;
2. multicultural awareness, tolerance, and appreciation;
3. analytical writing;
4. effective speaking; and,
5. cognitive, creative, technical and organizational skills necessary for the completion of an original project within a program domain of personal interest.

Students who complete the BA-HUS Program additionally will demonstrate

1. knowledge and understanding of issues, concepts, theories, and research methods characteristic of human services and related helping professions;
2. familiarity with the operations of and effective behavior within social and psychological service agencies; and,
3. competent application of counseling and other therapeutic techniques commonly employed by human services professionals.

## **BA-HUS Assessment Methods**

The following techniques will be used for summative evaluations of program effectiveness in the meeting of explicit program objectives. Multiple measures of program outcomes are seen by the DSS as the best approach for BA-HUS 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 the SAS Office).
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-HUS 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 *BA-HUS Rating Worksheet* provide the framework for evaluators to quantify their reviews of both student written and oral presentations. (See SAS Office for details)
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 the SAS Office).

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

### **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-HUS coordinator. The BA-HUS coordinator will at least annually review the SAS files of each BA-HUS major.

#### Freshman year:

- SAS begins file for each BA-HUS student; files housed in SAS office
- Student meets with BA-HUS coordinator for thorough review of scope of BA-HUS 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-HUS 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-HUS program assessment; narrative prepared; submitted to SAS Dean and BA-HUS Coordinator
- Exit interviews conducted by BA-HUS coordinator with graduating seniors

### **AY 03-04 BA-HUS OA Results**

AY 03-04 concluded with a total of 2 declared BA-HUS majors. Given that the BA-HUS program was just launched in fall semester of 2003, and that any BA-HUS majors in their freshman year would be taking entry-level courses virtually identical to BA-PSY majors at the same level, no attempt was made to separate BA-HUS majors from BA-PSY majors in conducting the on-line pre-post testing of students' cognitive structures.

### **Discussion and Conclusions**

The BA-HUS OA methodology outlined above in this document was clarified during AY 03-04 and will be phased in as appropriate as declared HUS majors progress through the program. During AY 03-04, the DSS continued the BA-PSY OA strategies as originally designed except as noted in the AY 03-04 BA-PSY OA Report. These strategies included using exit interviews and the paired-concepts survey via the TU LAN. The exit interviews revealed an overall high degree of satisfaction with the PSY program as respondents experienced it. Analysis of the PSY program paired-concepts survey suggests that, overall; the program is on track with room for improvement. It is assumed that BA-HUS students are experiencing similar outcomes at this stage of implementing the BA-HUS program.

### **Follow-up Activities for AY 04-05**

1. Phase in HUS-specific OA methodology as appropriate.
2. Use e-mail to stay in touch with HUS majors.
3. Complete and implement a plan to track HUS graduates to involve mailing a questionnaire to graduates in coordination with the Development Office as the primary institutional interface with alumni. Compose a specific questionnaire.
4. Continue the timeline as originally planned.
5. Continue to review the BA-HUS OA process in DSS meetings.
6. Continue discussion on how to successfully involve all HUS majors in exit interviews and the on-line survey. This should include but not be limited to taking part of class time to have HUS majors log on to the TU LAN and respond to the survey or offering extra credit for participation.
7. Continue to offer extra credit to non-major respondents to the on-line paired-concept survey.
8. Continue to monitor the usefulness of the on-line survey regarding both paired-concept data as well as respondent identifier information.
9. Discuss whether or not results of the paired-concept survey indicate a need for changes in curriculum.
10. Reopen development of course-specific features in the on-line survey



## **Bachelor of Arts Degree in International Security Studies (BA-ISS)**

### **Intended Outcomes 1:**

**The student will exhibit an integrated view of the world and its cultures.**

- Explain and evaluate the similarities and differences among cultures and religions around the world.
- Explain how governments interact with one another.
- Trace the development of international organizations like the United Nations and explain their role in the world.
- Understand the current threats to global stability such as AIDS, ethnic strife, undemocratic governments, terrorism, uneven distribution of wealth, and economic rivalry.

*Assessment Criteria:* A satisfactory result on the BA-ISS Rating Worksheet with respect to this intended outcome.

### ***Results of Outcomes Activity:***

2003/2004	Not observed	No students at senior level
<p><i>Plan of Action:</i> In AY 03/04, the Humanities Department will review OA expectations with the faculty planning to conduct the senior seminar course to assure that students' senior projects incorporate both written and oral elements demonstrating outcomes for this objective. ISS faculty will then use the current rating worksheet to evaluate outcomes for this objective.</p>		

### **Intended Outcomes 2:**

**The student will understand and critically assess the rise of the United States as a global power.**

- Trace the history and development of the United States' diplomatic and military arms of government.
- Trace the development of the United States as a global power beginning with the Spanish American War.
- Identify and evaluate the various national security strategies, and the philosophical framework behind each, that the United States has employed since its creation in 1781.
- Explain the growth and identify the current structure of America's national security structure.

*Assessment Criteria:* A satisfactory result on the BA-ISS Rating Worksheet with respect to this intended outcome.

***Results of Outcomes Activity:***

2003/2004	Not observed	No students at senior level
<i>Plan of Action:</i> In AY 03/04, the Humanities Department will review OA expectations with the faculty planning to conduct the senior seminar course to assure that students' senior projects incorporate both written and oral elements demonstrating outcomes for this objective. ISS faculty will then use the current rating worksheet to evaluate outcomes for this objective		

**Intended Outcomes 3:**

**The student will be able to understand and critically assess America's current national security issues.**

- Understand the development of Islamic terrorism and its current threat to international stability.
- Critically assess what the United States must do to neutralize the threat from Islamic terror.
- Critically assess what the United States must do to help solve the threat from AIDS, uneven distribution of wealth, ethnic strife, and other issues related to global stability.
- Explain America's role in international bodies like the United Nations and the World Trade Organization.
- Explain the critical role that intelligence plays in American national security.

*Assessment Criteria:* A satisfactory result on the BA-ISS Rating Worksheet with respect to this intended outcome.

***Results of Outcomes Activity:***

2003/2004	Not observed	No students at senior level
<i>Plan of Action:</i> In AY 03/04, the Humanities Department will review OA expectations with the faculty planning to conduct the senior seminar course to assure that students' senior projects incorporate both written and oral elements demonstrating outcomes for this objective. ISS faculty will then use the current rating worksheet to evaluate outcomes for this objective		

**Intended Outcome 4:**

**The student will attain a working knowledge of a foreign language.**

- Can read and write a foreign language to level S-2 of the Interagency Language Roundtable scale of foreign language proficiency.

*Assessment Criteria:* A satisfactory result on the BA-ISS Rating Worksheet with respect to this intended outcome.

***Results of Outcomes Activity:***

2003/2004	Not observed	No students at senior level
<i>Plan of Action:</i> In AY 03/04, the Humanities Department will review OA expectations with the faculty planning to conduct the senior seminar course to assure that students' senior projects incorporate both written and oral elements demonstrating outcomes for this objective. ISS faculty will then use the current rating worksheet to evaluate outcomes for this objective		

**Intended Outcome 4b:****The student will attain a working knowledge of computer and their ability to array and manipulate data.**

- Using a computer, demonstrate the ability to array and manipulate data for presentation and statistical analysis.

*Assessment Criteria:* A satisfactory result on the BA-ISS Rating Worksheet with respect to this intended outcome.

***Results of Outcomes Activity:***

2003/2004	Not observed	No students at senior level
<i>Plan of Action:</i> In AY 03/04, the Humanities Department will review OA expectations with the faculty planning to conduct the senior seminar course to assure that students' senior projects incorporate both written and oral elements demonstrating outcomes for this objective. ISS faculty will then use the current rating worksheet to evaluate outcomes for this objective		

**Intended Outcome 5:****The student will exhibit critical and divergent thinking.**

- Can present hypotheses accurately, challenge conclusions of studies cited, support challenges of conclusions with credible evidence, examine all sides of a given issue, identify multiple solutions to a problem and integrate ideas into new insights.

*Assessment Criteria:* A satisfactory result on the BA-ISS Rating Worksheet with respect to this intended outcome.

***Results of Outcomes Activity:***

2003/2004	Not observed	No students at senior level
<i>Plan of Action:</i> In AY 03/04, the Humanities Department will review OA expectations with the faculty planning to conduct the senior seminar course to assure that students' senior projects incorporate both written and oral elements demonstrating outcomes for this objective. ISS faculty will then use the current rating worksheet to evaluate outcomes for this objective		

**Intended Outcomes 6:**

**The student will exhibit the ability to write analytically.**

- Can identify, in writing, key elements of complex concepts, strengths and weaknesses of an argument, propose credible and supported alternatives to a given author's conclusions, and describe multiple options for problem-solving and analysis.

*Assessment Criteria:* A satisfactory result on the BA-ISS Rating Worksheet with respect to this intended outcome.

***Results of Outcomes Activity:***

2003/2004	Not observed	No students at senior level
<i>Plan of Action:</i> In AY 03/04, the Humanities Department will review OA expectations with the faculty planning to conduct the senior seminar course to assure that students' senior projects incorporate both written and oral elements demonstrating outcomes for this objective. ISS faculty will then use the current rating worksheet to evaluate outcomes for this objective		

**Intended Outcomes 7:**

**The student will exhibit multimodal communication skills.**

- Student can use two or more communication modes clearly and persuasively.

*Assessment Criteria:* A satisfactory result on the BA-ISS Rating Worksheet with respect to this intended outcome.

***Results of Outcomes Activity:***

2003/2004	Not observed	No students at senior level
<i>Plan of Action:</i> In AY 03/04, the Humanities Department will review OA expectations with the faculty planning to conduct the senior seminar course to assure that students' senior projects incorporate both written and oral elements demonstrating outcomes for this objective. ISS faculty will then use the current rating worksheet to evaluate outcomes for this objective		

## **Bachelor of Arts Degree in Law and Society (BA-LAW)**

### **Goals of the BA-LAW Program**

This program provides an interdisciplinary, liberal arts approach to the study of legal and law-like relationships and institutions, combining perspectives of various disciplines in the humanities and social sciences. This approach serves several purposes. It introduces students to a wider range of views about law than is generally possible within a single department. It provides a coherent and rigorous program of courses organized around the theme of law and law-like relationships, and it provides a way of developing critical and analytical thinking on the part of students concerning various ideas associated with law and social institutions.

The Law and Society curriculum should be of educational benefit to students who do not plan to pursue graduate studies as well as to those who plan to take graduate work following their bachelor degree studies. For the former group, this program offers a comprehensive means of understanding some complex relationships between social institutions, thus helping to prepare students for social, public, and governmental service. For the latter group, the breadth of course work in Law and Society should provide a sound basis for graduate studies in areas related to law, including sociology, philosophy, and political science, among others. In addition, the Law and Society curriculum should be a sound background for students who later choose to pursue the study of law in a professional school of law.

### **Objectives of the BA in Law and Society Program**

The expectation is that students will acquire the following:

1. Critical thinking skills
2. Analytical writing skills
3. Strong communication skills
4. Ethical decision making skills
5. Broad understanding of human knowledge and experience
6. Multicultural and/or global perspective

### **Outcomes Assessment Strategy**

As this program provides for substantial flexibility in course selection and direction so as to allow students to self-direct their studies depending on their future plans, the department is still researching the best and most useful OA measurements. The OA strategic development will be a priority during AY04/05.

## **Bachelor of Arts Degree in Psychology (BA-PSY)**

### **AY 03-04 BA-PSY OA Results**

AY 03-04 concluded with a total of 49 declared psychology majors. The previous practice of inviting all PSY majors to meet with the PSY program coordinator was discontinued because of historically low response rates and consequent poor use of faculty time. There were four (4) PSY graduates in AY 03-04. Three exit interviews were conducted. The full text of written interview notes is available from the PSY program coordinator. The significance of the following summary exit interview outcomes is guarded given the low number of respondents. Overall, comments from interviewees were positive, reflecting general satisfaction with the BA-PSY program. Examples of responses to the question, "What is your impression of the BA-PSY program at TU?" include:

- "Definitely liked it, especially role plays in classes."
- "Liked the classes overall."

Respondents also reflected strengths that included accessibility of faculty and small class size. The most effective parts of the BA-PSY program were reported as practitioner-related courses that were helpful in internships, the internship requirement itself, and willingness of faculty to help students when extra help was needed.

The predominant focus of program areas needing improvement was improvement of the timing of course offerings.

Two paired-concept, on-line surveys were conducted, one in each semester. The fall 2003 run invited all students enrolled in Introduction to Psychology regardless of major to complete the survey. The spring 2004 run invited all students enrolled in Introduction to Psychology as well as all psychology majors to complete the survey. The results of the analysis of the psychology program assessment data obtained at the end of the Spring 2004 semester are mixed but generally indicative of positive program effects on student learning. The problem of small sample size continues to make interpretations of the data tentative, with 21 non-majors, 2 freshmen, 4 sophomores, 2 junior, and 2 senior majors participating in the assessment exercise. However, trends may be perceived in the results of data analyses that are consistent with the development of more sophisticated student understandings of psychology concepts as a result of the psychology curriculum:

1. Consistent improvement from freshman majors to junior majors in mean concept network coherence, with a slight drop in senior major network coherence.
2. Consistent, if marginal, increase in similarity between mean student and mean faculty concept networks from freshman to senior year.
3. Consistent and dramatic increase in linear correlation between mean student and mean faculty ratings of concept from freshman to senior year.

### **Discussion and Conclusions**

During AY 03-04, the DSS continued the OA strategies as originally designed except as noted above. These strategies included using exit interviews and the paired-concepts survey via the TU LAN. The exit interviews revealed an overall high degree of satisfaction with the PSY program as respondents experienced it. Analysis of the PSY program paired-concepts survey suggests that, overall; the program is on track with room for improvement.

### **Actions Taken in AY 03-04 as a result of AY 02-03 OA Efforts**

The AY 02-03 BA-PSY OA report identified the following activities for follow-up in AY 03-04.

1. Make more extensive use of e-mail in AY 03-04 as an experimental method of disseminating program information to PSY majors.
2. Establish a plan to track PSY graduates for follow-up with them and their employers.
3. Implement the revised BA-PSY program and interact with students according to the timeline above.
4. Continue review of the BA-PSY OA process with all psychology faculty to assure all faculty are aware of the BA-PSY OA process.
5. Identify methods to gain 100% involvement of psychology majors in interviews with the program coordinator as well as the on-line paired-concepts survey.
6. Identify 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.
7. Modify 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).
8. 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 are identified, i.e., fundamental attribution error, diffusion of responsibility, groupthink, and conformity.
9. Modify the on-line survey to include course-specific items. Courses to include are SOC250: Social Psychology, PSY302: History and Systems of Psychology; and PSY401: Biological Foundations of Behavior.
10. Schedule and conduct colloquium for graduating seniors to present their senior projects.
11. At the end of AY 03-04, review administrative files and assure that required contents are in the files and that the face sheet is serving its purpose.

The following actions were taken in AY 03-04 in response to the planned follow-up listed immediately above:

1. The PSY program coordinator made more extensive use of e-mail to stay in touch with PSY majors.
2. A plan to track PSY graduates was partially developed and will involve mailing a questionnaire to graduates in coordination with the Development Office as the primary institutional interface with alumni. A specific questionnaire still needs to be composed. This was not viewed as a high priority given there are only 6 PSY graduates to date.
3. The revised PSY program was successfully implemented and the timeline continued to be followed as originally planned.
4. The BA-PSY OA process was reviewed with psychology faculty. All received a copy of the AY 02-03 OA report, which included the OA strategy, follow-up plans, and any OA strategy modifications. Issues related to the report were discussed in DSS meetings as needed. Curriculum revisions were implemented to include the following new courses to strengthen the PSY program: SAS201, SAS491, SAS492, PSY302, PSY364, & PSY401.
5. Discussion continued on how to successfully involve all PSY majors in exit interviews and the on-line survey. No clear-cut method has been found. Discussion and experimentation will continue in AY 04-05, including but not limited to taking part of class time to have PSY majors log on to the TU LAN and respond to the survey.

6. Non-major respondents to the on-line paired-concept survey participated at a higher rate when they were offered extra credit by cooperating faculty. This method will be continued.
7. The on-line survey log-in interface modification was explored. After consultation with the ITS office, the respondent identifier information was incorporated into the survey itself as the last three items. This allowed 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).
8. DSS faculty reviewed and discussed the paired-concepts survey regarding the validity of the instrument as well as whether or not results indicated a need for changes in course instructional objectives where weak responses on the instrument were identified. The survey instrument itself was modified from a 4-item response format to a 6-item response format. The latter format generated more useful data as hoped. Course instructional objectives were not modified since survey result analysis indicated that, although results were mixed, trends were generally in the direction of student conceptual understanding that corresponded with program goals and the faculty-generated conceptual model.
9. The on-line survey was not modified to be course-specific. Attention was devoted to the activities described in item #8 immediately above. Development of course-specific items was tabled for consideration in AY 04-05.
10. A colloquium for presentation of senior projects was waived given only 4 graduating PSY majors.
11. The administrative files for PSY majors were not reviewed due to lack of time.

### **Follow-up Activities for AY 04-05**

1. Continue to use e-mail to stay in touch with PSY majors.
2. Complete and implement a plan to track PSY graduates to involve mailing a questionnaire to graduates in coordination with the Development Office as the primary institutional interface with alumni. Compose a specific questionnaire.
3. Continue the timeline as originally planned.
4. Continue to review the BA-PSY OA process was reviewed with psychology faculty in DSS meetings
5. Continue discussion on how to successfully involve all PSY majors in exit interviews and the on-line survey. This should include but not be limited to taking part of class time to have PSY majors log on to the TU LAN and respond to the survey or offering extra credit for participation.
6. Continue to offer extra credit to non-major respondents to the on-line paired-concept survey.
7. Continue to monitor the usefulness of the on-line survey regarding both paired-concept data as well as respondent identifier information.
8. Discuss whether or not results of paired-concept survey indicate a need for changes in course instructional.
9. Reopen development of course-specific features in the on-line survey
10. Schedule and conduct a 2005 spring semester colloquium for presentation of senior projects and evaluate using assessment instrument found in the SAS Office.

*School of Arts and Sciences  
Department of Social Sciences*



### *Outcomes Assessment Table- BA-PSY*

**Intended Outcome 1: Broadly based knowledge of modern psychological issues and concepts; theories; therapeutic practices; research methods**

**Assessment Criteria:** Pre/post testing of students' cognitive structures, using departmentally standardized lists of critical concepts presented via a concept-similarity rating task. The goal is to see improvement in the similarity index for PSY majors as they matriculate. The instrument also measures the correlation between students and faculty members concept ratings. The goal is to see a stronger correlation.

***Results of Outcomes Activity:***

1999-2000:	Not Observed	BA-PSY not offered until AY 00-01.
2000-2001:		A preliminary "dry run" of the paired concepts technique was run. An index of .39 for all PSY 101 students was obtained. Correlation was $r=.52, p<.01$ .
2001-2002:		An index .21 for non-majors, .23 for majors. Correlation was $r=.35, p<.01$ for non-majors and $r= .47, p<.01$ for majors.
2002-2003:		An index range of .11 to .21 for non-majors, .25 for majors. Correlation was $r=.317, p.<01$ for non-majors and $r=.76, p.<01$ for majors.
<b><i>Plan of Action:</i></b> The department will request all PSY teaching faculty to adjust instructional emphasis to strengthen areas identified in the concept test as needing improvement.		

**Intended Outcome 2:**

**Competent application of basic helping skills related to psychotherapy;**

**Assessment Criteria:** A satisfactory result on the BA-PSY Rating Worksheet with respect to this intended outcome.

***Results of Outcomes Activity:***

1999-2000:	Not Observed	BA-PSY not offered until AY 00-01
2000-2001:	Not Observed	No seniors in the program yet.
2001-2002:	Not Observed	No seniors in the program yet.
2002-2003:	Not Observed	No seniors in the program yet.
<b><i>Plan of Action:</i></b> In AY 03-04, the DSS will review OA expectations with the faculty conducting senior seminar to assure that students' senior projects incorporate both written and oral elements demonstrating outcomes for this objective. DSS faculty will then use the current rating worksheet to evaluate		

outcomes for this objective at the senior projects colloquium in spring semester of 2004.

**Intended Outcome 3: Awareness of and sensitivity to issues and practices of professional ethics.**

**Assessment Criteria:** A satisfactory result on the BA-PSY Rating Worksheet with respect to this intended outcome.

**Results of Outcomes Activity:**

1999-2000:	Not Observed	BA-PSY not offered until AY 00-01.
2000-2001:	Not Observed	No seniors in the program yet.
2001-2002:	Not Observed	No seniors in the program yet.
2002-2003:	Not Observed	No seniors in the program yet.
<p><b>Plan of Action:</b> In AY 03-04, the DSS will review OA expectations with the faculty conducting senior seminar to assure that students' senior projects incorporate both written and oral elements demonstrating outcomes for this objective. DSS faculty will then use the current rating worksheet to evaluate outcomes for this objective at the senior projects colloquium in spring semester of 2004.</p>		

**Intended Outcome 4: Multicultural awareness, tolerance, and appreciation**

**Assessment Criteria:** A satisfactory result on the BA-PSY Rating Worksheet with respect to this intended outcome.

**Results of Outcomes Activity:**

1999-2000:	Not Observed	BA-PSY not offered until AY 00-01.
2000-2001:	Not Observed	No seniors in the program yet.
2001-2002:	Not Observed	No seniors in the program yet.
2002-2003:	Not Observed	No seniors in the program yet.
<p><b>Plan of Action:</b> In AY 03-04, the DSS will review OA expectations with the faculty conducting senior seminar to assure that students' senior projects incorporate both written and oral elements demonstrating outcomes for this objective. DSS faculty will then use the current rating worksheet to evaluate outcomes for this objective at the senior projects colloquium in spring semester of 2004</p>		

**Intended Outcome 5: Analytical writing**

**Assessment Criteria:** A satisfactory result on the BA-PSY Rating Worksheet with respect to this intended outcome.

**Results of Outcomes Activity:**

1999-2000:	Not Observed	BA-PSY not offered until AY 00-01.
2000-2001:	Not Observed	No seniors in the program yet.
2001-2002:	Not Observed	No seniors in the program yet.
2002-2003:	Not Observed	No seniors in the program yet.
<b>Plan of Action:</b> In AY 03-04, the DSS will review OA expectations with the faculty conducting senior seminar to assure that students' senior projects incorporate both written and oral elements demonstrating outcomes for this objective. DSS faculty will then use the current rating worksheet to evaluate outcomes for this objective at the senior projects colloquium in spring semester of 2004.		

**Intended Outcome 6: Effective speaking**

**Assessment Criteria:** A satisfactory result on the BA-PSY Rating Worksheet with respect to this intended outcome.

**Results of Outcomes Activity:**

1999-2000:	Not Observed	BA-PSY not offered until AY 00-01.
2000-2001:	Not Observed	No seniors in the program yet.
2001-2002:	Not Observed	No seniors in the program yet.
2002-2003:	Not Observed	No seniors in the program yet.
<b>Plan of Action:</b> In AY 03-04, the DSS will review OA expectations with the faculty conducting senior seminar to assure that students' senior projects incorporate both written and oral elements demonstrating outcomes for this objective. DSS faculty will then use the current rating worksheet to evaluate outcomes for this objective at the senior projects colloquium in spring semester of 2004.		
2003-2004:		
2004-2005:		

**Intended Outcome 7: Cognitive, creative and organizational skills necessary for the completion of an original project within a psychological domain of personal interest.**

**Assessment Criteria:** A satisfactory result on the BA-PSY Rating Worksheet with respect to this intended outcome.

**Results of Outcomes Activity:**

1999-2000:	Not Observed	BA-PSY not offered until AY 00-01.
2000-2001:	Not Observed	No seniors in the program yet.

2001-2002:	Not Observed	No seniors in the program yet.
2002-2003:	Not Observed	No seniors in this program yet.
<b>Plan of Action:</b> In AY 03-04, the DSS will review OA expectations with the faculty conducting senior seminar to assure that students' senior projects incorporate both written and oral elements demonstrating outcomes for this objective. DSS faculty will then use the current rating worksheet to evaluate outcomes for this objective at the senior projects colloquium in spring semester of 2004.		

This is an abbreviated version of the SAS OA 03/04 report. More details may be obtained by contacting the SAS Dean's office.

## School of Business

The following section from the School of Business are presented verbatim as submitted by the Dean of the School of Business.

*Some of the spacing 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 Outcomes Assessment

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

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

***Assessment Criteria:*** At least 90% of graduates will either indicate on the annual Career services placement form that they have had an offer they are considering or have accepted an offer or have made other plans which preclude them from accepting employment. *(The data for this criterion lags behind the graduation by six months; therefore the outcome reported is for the previous year.)*

***Results of Outcomes Activity:***

1999-2000:	Met	Per Career Services Director. The percent is close to 100%.
2000-2001:	Met	Career Services Director Carol McDannell reported that the graduate's placement percentage was close to 100%.
2001-2002:	Met	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%.
2002-2003:		Data will not be collected until November, 2003. This is a lagging assessment indicator. Career Services reported that the School of Business graduates in 2001-2002 had a placement rate of 98%.
<b><i>Plan of Action:</i></b> Continue to follow the graduates with another survey five years out. Examine ways to resolve the conflict between Intended Outcomes #1 and Intended Outcomes #2.		
2003-2004:	Met	Career Services report for 2000-2001 indicates that School of Business graduates responding have a placement rate of 96%.

***Intended Outcomes 2:*** Graduates will exceed a 90% minimum standard on Capstone

Project preparation as judged by the School Faculty.

**Assessment Criteria:** 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”.

**Results of Outcomes Activity:**

1999-2000:	Not Met	The committees determined 70% met the ‘B’ standard.
2000-2001:	Met	The Faculty review found 92% of the sample projects (23/25) met the minimum “B” or above standard.
2001-2002:	Not Met	Blind review of 90 papers from the Capstone Course resulted in an overall minimum standard rating of 66%.
2002-2003:	Not Met	Blind reviews of 39 papers from the capstone course resulted in an overall pass rate of 64%. The pass rate for the traditional on-campus seated program was 85% and for the fast-track program, the pass rate was 37%. The inter-rater reliability was 0.54.
<b>Plan of Action:</b> The fast-track students write a summary paper on strategic planning, not a case. They write parts of cases for weekly assignments: a SWOT analysis in week 3 and a strategic plan in week 4. The management department is preparing specific instructions for writing the final papers. It is expected that these instructions will replace the appropriate instructions in the current Adult Learner Guide for Strategic Management.		
2003-2004:	Not Met	Blind reviews of 52 papers from the capstone course resulted in an overall pass rate of 84.6%.

**Intended Outcomes 3:** Graduates will believe that they are well prepared for their careers.

**Assessment Criteria:** At least 90% of graduates will rate their preparation for a career as a rating of at least 4. (Exit Questionnaire Item # 12)

**Results of Outcomes Activity :**

1999-2000 :	Not Met	On the Exit Questionnaire 63% rated 4 or better, while 96% rated 3 or better.
2000-2001:	Not Met	From 60 returned questionnaires only 65% rated career a 4 or higher.
2001-2002:	Not Met	The seniors responding to the exit survey at the 4-5 satisfaction level was only 73%. Response rate to survey was approximately 25.
2002-2003:	Not Met	The percentage of seniors responding to the senior questionnaire number 12a of least a 4 or higher level of satisfaction was 58 percent. The number of seniors responding to the survey (118) MUST be increased. There is also an issue

		of the timing of the measurement of Outcome 1 with Outcomes 3. It is likely that seniors surveyed before graduation and before finding employment are less satisfied with their education (Outcome 3) than seniors surveyed six months after graduation who have accepted employment (Outcome 1).
<b>Plan of Action:</b> Increase response rates by examining structural changes to the process. Examine ways to resolve the conflict between Intended Outcome 1 and Intended Outcome 2.		
2003-2004	Not Met	The percentage of seniors responding to the senior questionnaire number 12a of least a 4 or higher level of satisfaction was 67 percent. The number of seniors responding to the survey (237).

**Intended Outcomes 4:** To insure the intended outcomes will remain foremost in the minds of the faculty the faculty will commit to continued development in both instructional strategies and their discipline area of instruction.

**Assessment Criteria:** Each faculty member will prepare a written report that will demonstrate an involvement in professional organizations seminars conferences Education training scholarly activities and other appropriate professional activities.

**Revised 2001 2002:**

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.

**Results of Outcomes Activity:**

1999-2000:	Met	Each Faculty prepared an activity information form. The forms were reviewed by the Dean.
2000-2001:	Met	Each Faculty prepared an activity information form. The Dean reviewed the forms.
2001-2002:	Met	All Faculty members have submitted annual Scholarship and Professional Activities report. Reports have been reviewed by the Dean of the School of Business.
2002-2003:	Met	Faculty members have submitted annual Scholarship and Professional Activities reports. The VPAA and the Dean of the School of Business have reviewed the reports. Due to a change in the nature of the reporting form, the results presented are for 2000-2001 and 2001-2002. The reports are summarized as follows: Number of full-time faculty – 20 Number of part-time faculty (TU employees) – 15 Number of part-time faculty (adjuncts) – 28 Professional certifications - 3

		Published and unpublished articles: Scholarship of teaching – 24 Scholarship of discovery - 8 Scholarship of integration - 2 Scholarship of application – 2 Consulting and Professional-related activities: Scholarship of teaching – 10 Scholarship of discovery - 0 Scholarship of integration - 15 Scholarship of application – 8 Professional-related conferences – 40 Professional-related memberships - 24 Professional-related meetings/workshops – 11
<p><b>Plan of Action:</b> Examine ways to increase the professional activities of the adjunct faculty. Teaching workshops and/or other TU sponsored activities need to be held for the expressed purpose of strengthening the relationship between the adjunct and the university.</p>		
2003-2004	Met	All School of Business faculty members have submitted a Scholarly and Professional Activities report for the 2003-2004 Academic year.

### School of Business Outcomes Assessment

#### Career Placement OA #1

- **Intended Outcomes 1:** Graduates will find employment in an area related to their academic program within six months after commencement.
- **Assessment Criteria:** At least 90% of graduates will either indicate on the annual Career services placement form that they have had an offer they are considering or have accepted an offer or have made other plans which preclude them from accepting employment. *(The data for this criterion lags behind the graduation by six months; therefore the outcome reported is for the previous year.)*
- This information is retrieved from Carol McDannell, Director of Career Development with a deadline.

#### Capstone Course OA # 2

- **Intended Outcomes 2:** Graduates will exceed a 90% minimum standard on Capstone Project preparation as judged by the School Faculty.



- **Assessment Criteria:** 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”.
- This information is retrieved from the faculty evaluating the Management 495 paper with a deadline of

### Senior Questionnaire OA #3

- **Intended Outcomes 3:** Graduates will believe that they are well prepared for their careers.
- **Assessment Criteria:** At least 90% of graduates will rate their preparation for a career as a rating of at least 4. (Exit Questionnaire Item # 12)
- This information is retrieved from SOB seniors answering the Senior Questionnaire.

### Scholarly and Professional Activities OA # 4

- **Intended Outcomes 4:** To insure the intended outcomes will remain foremost in the minds of the faculty, the faculty will commit to continued development in both instructional strategies and their discipline area of instruction.
- **Assessment Criteria:** Each faculty member will prepare a written report that will demonstrate an involvement in professional organizations seminars conferences education training scholarly activities and other appropriate professional activities.
- This information is retrieved from the School of Business Faculty

School of Business Outcomes Assessment #3  
Senior Questionnaire for Graduating Business Students  
Academic Year 2003-2004

Major: Accounting (3)

1. Which of the following apply?

- 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. (02)
- e. I am searching for a job. (00)

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

It is fairly rounded  
Computer Technology

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

Possibly professors who better explain things and don't try to joke as much  
Become a little more technical

4. Which course do you feel was the best?

Access  
Business Law I & II  
Business Finance

5. Which course do you feel was the worst?

Accounting Information Systems  
Auditing

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

Management 495 - Just because it is more realistic and covers a lot at once  
Organization Behavior  
Business Finance

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

Marketing  
Auditing  
Applied Ethics

8. Do you have plans for graduate study?

Yes (02)  
 No (01)  
 Where? Bowling Green (02)  
 Baldwin Wallace

9. In what extracurricular activities were you active?

Baseball Resident Assistant (02)  
 Accounting Club Traditions Committee  
 Information Technology Service Tech

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 (01)

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

Gene Chintala (02)  
 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 (03)	5 (00)
b. Intellectual challenge?	1 (00)	2 (00)	3 (01)	4 (02)	5 (00)

School of Business Outcomes Assessment #3  
 Senior Questionnaire for Graduating Business Students  
 Academic Year 2003-2004

Major: Finance (3)

1. Which of the following apply?

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. (01)  
 e. I am searching for a job. (01)

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

Economics  
 Finance  
 Investments

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

Finance  
Economics  
Senior level finance classes

4. Which course do you feel was the best?

Personal finance  
Risk and Risk Management with Dr. Henry Barker  
International Finance

5. Which course do you feel was the worst?

Microeconomics  
Intermediate Macroeconomics  
Intermediate Economics

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

Risk and Risk Management  
Business Law  
Organizational Strategy

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

Analysis and Research for Management  
Organizational Behavior  
Microeconomics

8. Do you have plans for graduate study?

Yes	(02)
No	(01)
Where?	Law school Capital University

9. In what extracurricular activities were you active?

Soccer	Fraternity
Tennis	Investment Club
Worked Full Time	Student Government
Accounting	Finance
Investment Club	

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

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

- d. they were extremely important (00)

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

Professor Mariam Fankhauser  
 Dr. Henry Barker  
 Alicia Garza

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 (02) | 5 (00) |
| b. | Intellectual challenge?   | 1 (00) | 2 (00) | 3 (01) | 4 (02) | 5 (00) |

School of Business Outcomes Assessment #3  
 Senior Questionnaire for Graduating Business Students  
 Academic Year 2003-2004

Major: Information Technology (2)

1. Which of the following apply?

- 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)
- e. I am going to continue my education. (02)

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

Mathematics  
 Information Technology

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

Hands on learning  
 I feel all areas are covered.

4. Which course do you feel was the best?

Economics (02)

5. Which course do you feel was the worst?

Art  
 Sociology

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

Organizational Strategy  
 All I.T. courses as that is my area of concentration.

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

Organization Behavior (02)

8. Do you have plans for graduate study?

Yes (01)  
 No (01)  
 Where? No Response

9. In what extracurricular activities were you active?

No Response

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

- a. they contributed very little (02)
- b. they were somewhat important (00)
- 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?

Mark Merry  
 Leonard Reeves

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 (01) 3 (00) 4 (01) 5 (00)

School of Business Outcomes Assessment #3  
 Senior Questionnaire for Graduating Business Students  
 Academic Year 2003-2004

Major: Management (1) Concentration: Hospitality and Tourism

1. Which of the following apply?

- 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)
- e. I am searching for a job. (01)

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

Marketing

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

No Response

4. Which course do you feel was the best?

Facilities

5. Which course do you feel was the worst?

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

Facilities

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

Politics

8. Do you have plans for graduate study?

Yes (00)  
 No (01)  
 Where?

9. In what extracurricular activities were you active?

Baseball

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

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

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

Friends

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 (00) 5 (01)
- b. Intellectual challenge? 1 (00) 2 (00) 3 (00) 4 (01) 5 (00)

Academic Year 2003-2004

Major: Management (2) Concentration: Human Resources

1. Which of the following apply?

- 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)
- e. I am searching for a job. (01)

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

English

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

Organization Behavior

4. Which course do you feel was the best?

Human Resource Management

Business Law

Employment law

5. Which course do you feel was the worst?

Employment law because of the teachers.

Organizational Behavior

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

Business law

Employment Law

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

Diversity in the Work Place

Organizational Behavior

8. Do you have plans for graduate study?

Yes (00)

No (01)

Where? Bowling Green

9. In what extracurricular activities were you active?



Volleyball  
Peer Leader

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

- a. they contributed very little (01)
- 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?

Lori Hall  
Lisa Kirchner

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(02) 4(00) 5(00)
- b. Intellectual challenge? 1(00) 2(01) 3(01) 4(00) 5(00)

School of Business Outcomes Assessment #3  
Senior Questionnaire for Graduating Business Students  
Academic Year 2003-2004

Major: Management (5) Concentration: Managerial Studies

1. Which of the following apply?

- 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. (01)
- d. I am going to continue my education. (01)
- e. I am searching for a job. (01)

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

Business Ethics Business Golf  
Computer and Service Industries Accounting  
Finance

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

Ethics and Golf Involvement  
Too many economic classes required  
Accounting

4. Which course do you feel was the best?

Business Finance (Terry Sullivan)  
Business Law

Management 495  
Organizational Behavior  
Accounting

5. Which course do you feel was the worst?

Organizational Theory  
Intro to computers but it was in 1991 and were teaching word star.  
Analysis and Research for Managers  
Managerial Accounting  
Accounting

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

Business finance  
All were important  
Management 495  
Business law  
Management 404 and 495

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

International Marketing  
Early History  
Analysis and Research for Management  
Organizational Behavior

8. Do you have plans for graduate study?

Yes	(01)
No	(04)
Where?	Bowling Green

9. In what extracurricular activities were you active?

Football	Resident Life
Greek Life	Basketball
Softball	Worked

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

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

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

Lisa Kirchner  
 Kristi Krintzline  
 Lori Hall (02)

Leslie Mugg  
 Patrick McLeod  
 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 (04) | 5 (01) |
| b. | Intellectual challenge?   | 1 (00) | 2 (00) | 3 (01) | 4 (02) | 5 (02) |

School of Business Outcomes Assessment #3  
 Senior Questionnaire for Graduating Business Students  
 Academic Year 2003-2004

Major: Management (8) Concentration: Sports Management

1. Which of the following apply?

- |    |  |      |
|----|--|------|
| 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. | (01) |
| d. | I am going to continue my education.         | (06) |
| e. | I am searching for a job.                    | (03) |

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

- |                                    |           |
|------------------------------------|-----------|
| Sports Management                  | Hands on  |
| More Sport Classes (03)            | Marketing |
| For independently owned businesses |           |

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

- Entrepreneurial Focus
- Sport Wise
- Required Internship
- Communications
- More hands on courses like other universities with aerobics and swimming.
- Accounting
- More Hands On
- Less Core Classes

4. Which course do you feel was the best?

- Management 495
- Senior Seminar
- Sports Management (03)
- Facilities Management
- Small Business Management
- Business Policy
- Facilities Management

Sports Management (02)

5. Which course do you feel was the worst?

- Small Business Management
- Art and Research Management
- Business Finance
- Organizational Behavior
- Business Policy
- Managerial Accounting
- Business Finance

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

- Small Business Management (02)
- Management Organization
- Senior Seminar (03)
- Accounting
- Business Law
- Accounting Management Classes

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

- Management 495
- Business Finance (02)
- Organizational Behavior (02)
- Organizational Management
- Both Accounting Classes
- Sports in American Society

8. Do you have plans for graduate study?

- Yes (03)
- No (05)
- Where? Bowling Green State University (02)
- Ohio State University
- Northridge

9. In what extracurricular activities were you active?

No Response

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

- a. they contributed very little (02)
- b. they were somewhat important (04)
- c. they were moderately important (01)
- d. they were extremely important (01)

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

Bonnie Tiell (04)  
Phyllis Watts  
Gene Chintala  
John Millar

Patrick McLeod (02)  
Leslie Mugg  
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 (01)	3 (04)	4 (02)	5 (01)
b.	Intellectual challenge?	1 (00)	2 (01)	3 (01)	4 (04)	5 (02)

School of Business Outcomes Assessment #3  
Senior Questionnaire for Graduating Business Students  
Academic Year 2003-2004

Major: Management Information Systems (3)

1. Which of the following apply?

- 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. (02)
- e. I am searching for a job. (02)

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

Computers  
Logic  
Small Business Courses

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

Courses should be practical not tutorial based.  
More hands on group work.  
More on hand projects.

4. Which course do you feel was the best?

INS 212  
Management Organization

Business Strategy  
Global Marketing

5. Which course do you feel was the worst?

Business finance  
Economics

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

Systems Analysis and Design  
 Global Marketing  
 Active Server Pages

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

Management 201  
 Business finance  
 Managerial Accounting

8. Do you have plans for graduate study?

Yes	(02)
No	(01)
Where?	Cleveland Marshall School of Law Illinois State University

9. In what extracurricular activities were you active?

Up in the Air	Habitat for Humanity
Residence Life	Football
Investment Club	Athletics
Greek Organization	

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

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

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

Laura Ketter	Brad Reese
Josh Dewar	Mark Merry
Dr. 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 (00)	3 (02)	4 (01)	5 (00)
b. Intellectual challenge?	1 (00)	2 (01)	3 (01)	4 (00)	5 (00)

Major: Marketing (1) Concentration: Electronic Commerce

1. Which of the following apply?

- 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)
- e. I am searching for a job. (00)

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

E-Commerce

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

ECommerce

4. Which course do you feel was the best?

Marketing Strategy 456

5. Which course do you feel was the worst?

Economics

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

Marketing strategy

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

No Response

8. Do you have plans for graduate study?

- Yes (00)
- No (01)
- Where? No Response

9. In what extracurricular activities were you active?

Football  
Marketing Club  
Habitat

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?

Advisor

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 (00) 5 (00)
- b. Intellectual challenge? 1 (00) 2 (00) 3 (00) 4 (01) 5 (00)

School of Business Outcomes Assessment #3  
Senior Questionnaire for Graduating Business Students  
Academic Year 2003-2004

Major: Marketing (10) Concentration: Marketing Management

1. Which of the following apply?

- 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. (03)
- e. I am searching for a job. (06)

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

- |  |                              |
|--|------------------------------|
| Finance                                | More Electives               |
| Advertising                            | Computer Management Programs |
| More Sports Management Related Courses | Marketing Management         |
| Mathematics and Theory                 |                              |

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

- |                             |                              |
|-----------------------------|------------------------------|
| Expand Marketing In General | Dress Code (Business Attire) |
| Economics                   | Fewer Accounting Classes     |

4. Which course do you feel was the best?

- |   |                                      |
|---|--------------------------------------|
| Marketing Strategies                      | Marketing Communication              |
| Retail Marketing                          | All Marketing Classes with Dr. Ghose |
| Business To Business and Global Marketing | Global Marketing                     |
| Retail Marketing                          | Marketing Strategy                   |
| Business Policy                           |                                      |



5. Which course do you feel was the worst?

- |                       |                      |
|-----------------------|----------------------|
| Global Marketing (02) | Buyer Behavior       |
| Macroeconomics (02)   | Speech Communication |
| Philosophy            | Accounting           |
| Marketing Research    | Sociology            |

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

- |   |                          |
|---|--------------------------|
| Business to Business Marketing Management 495 | Marketing Communications |
| Classes with Ghose                            | Global Marketing         |
| Global Marketing                              | Marketing Strategies     |
| Diversity in the Work Place Business Market.  | Retail                   |

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

- |                 |                           |
|-----------------|---------------------------|
| Business Law    | Buyer Behavior            |
| Ecology         | Introduction to Marketing |
| Market Research | Finance                   |
| Accounting      |                           |

8. Do you have plans for graduate study?

- |        |                       |
|--------|-----------------------|
| Yes    | (05)                  |
| No     | (05)                  |
| Where? | Tiffin University     |
|        | Ohio State University |
|        | Clark Atlanta         |
|        | CSU                   |

9. In what extracurricular activities were you active?

Employed	Football (03)
Men's Golf	Basketball
Marketing Club (02)	Intramurals
Peer Leader (02)	Student Life
Choir (03)	Student Government
Greek Life	SAAC

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

a.	they contributed very little	(04)
b.	they were somewhat important	(01)
c.	they were moderately important	(02)
d.	they were extremely important	(03)

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

Darby Roggow  
 Ruth Gosche  
 More Than One  
 Lisa Kirchner

Dr. Nabarun Ghose  
 Dr. Gene Chintala  
 Susan Treece

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 (02) | 4 (06) | 5 (03) |
| b. | intellectual challenge?   | 1 (00) | 2 (01) | 3 (04) | 4 (03) | 5 (01) |

School of Business - Outcomes Assessment #3  
 Organizational Management Major  
 Senior Questionnaire 2003 - 2004

Responses: 86

1. Which of the following apply?

- |    |  |      |
|----|--|------|
| a. | I've been promoted since starting the program.         | (12) |
| b. | I expect a promotion based on my academic achievement. | (19) |
| c. | I am keeping my present job.                           | (23) |
| d. | I am searching for a new job                           | (41) |

2. Do you have plans for graduate study?

- |        |                            |
|--------|----------------------------|
| Yes    | (57)                       |
| No     | (00)                       |
| Where? | Cleveland State University |
|        | Akron                      |
|        | Tiffin University          |
|        | Baldwin Wallace            |
|        | Case Western               |
|        | Harvard                    |
|        | Chicago                    |
|        | Phoenix                    |
|        | Michigan State University  |

3. Do you feel that the pace of the program was:

- |             |    |
|-------------|----|
| Appropriate | 81 |
| Too Fast    | 12 |
| Too Slow    | 02 |

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

- |                 |                             |
|-----------------|-----------------------------|
| Management (13) | Finance (07)                |
| Computers (07)  | International Business (02) |
| Stats (07)      | Communication (05)          |
| Accounting (08) | Human Resources (11)        |

Economics	Service Oriented Business
Ethics	Technical Field
Research	Services opposed to manufacturing
Adult Development and Psychology	

5. In what areas do you feel the business degree should be improved?

Better Facilitators (05)	More Similar to MBA Program
Communications	Full-time Facilitators
More Information on all Types of Business	Accounting Group Projects
Computers	Future Planning for Graduation
Better Focus on Subjects	ARP should be shorter
Get Rid of ARP	More Interview Classes
Offer Internships	Integrating the Various Concepts
Staffing	More Hands On
Entry Exam	More Analyzing Reports
Accounting	Finance
Assisting and Establishing the Report	
Communication with main campus b/w instructor.	
Including a course on managers-consumer relations.	
Class setting, teacher that have experience in the field.	
Better books, facilitators, rooms, class times, and paper preparation.	
Arrange overlapping classes more appropriately.	
Higher standards for students, there are some who don't belong in the class.	
Limiting the ARP to a 5-8 week course, 1 yr. is too long and very stressful.	
Homework should be on subject gone over in class.	
Reorganizing the requirements for Final Paper.	
Some teachers should be reevaluated for effectiveness.	
Textbooks need to match better with assignments given in adult learner guides.	
Computers available in class when needed for class.	
Analyzing the classes and how the methods are currently used to teach the material.	
A better review of APA and a brush up with writing and grammar.	
Start ARP further into the program to help get a better understanding of the project.	
Important Communication between Recruiters, Facilitators and Prospective Students.	
Not have assignments due on 1 <sup>st</sup> day of the module, conflicts with final paper from previous.	
Having homework due also when summary paper is due during first week of the following class.	
No written assignments due the first week of a new course when there is a summary paper due for the previous class.	

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

Marketing (13)	Human Resources Management (27)
Management (05)	Strategic Management (12)
Stats (07)	Operational
Management (07)	Managerial Finance
Organizational Strategy	Organizational Behavior
Finance	Business Law
Communications	International Management

Adult Life Assessment  
Organizational Communication

Law

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

Stats (13)	Accounting (07)
Finance (18)	Managerial Accounting (03)
Teacher (04)	Corporate (02)
ARP (07)	Operations Management (09)
Inf. Business (06)	PHI 305
Human Resource Management	Psychology
Information Systems	IT
Ethical Issues	Strategic Management (02)
Human Resources Management Teacher	PSY 301
Organizational Management	Business Law
Adult Development	

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

a. Preparation for a Career in Management?	1 (00)	2 (08)	3 (24)	4 (50)	5 (17)
b. Intellectual Challenge?	1 (01)	2 (06)	3 (23)	4 (36)	5 (30)

9. On a scale of 1 (Poor) to 5 (Outstanding), how do you rate the quality of the faculty in terms of:

a. Knowledge of subject matter?	1 (00)	2 (02)	3 (14)	4 (45)	5 (33)
b. Ability to teach the material?	1 (00)	2 (02)	3 (23)	4 (50)	5 (21)

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

Julie Starkweather	Cohort
Lillian Drimmer	Barbara Brandeau
Karen Klein	International Business Leader
Brian Fedor	Scott Papes
Terry Charlton	Dennis Baughman
Operator at Elyria	Ty Shaul
ARP Facilitator	Mike Wisnor
Lisa Zocchi	Dick Wyka
Dan Cadaret	Linda Walker
David Sima	Staff at Mentor
Dassy Bryan	Frank Prihoda
Janet Pickett	Cindy McCone
Andy Badja (02)	Lisa Kirchner
Jessica Baggett	

*School of Business  
Department of Accounting  
Outcomes Assessment*

<b>Intended Outcomes 1:</b> Accounting graduates will compare favorably with graduates of
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other colleges as to academic preparation in business.
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**Assessment Criteria:** The average score of accounting graduates will equal or exceed the national average of scores on the Major Field Achievement Test. (MFAT).

**Results of Outcomes Activity:**

1998-1999:	Met	The Accounting students scored over 90% on the School of Business assessment paper.
1999-2000:	Not Met	This test is no longer administered by the University. No new criteria has been employed.

*Revised 2000-2001 – Rationale:* Assessment Criteria # 1 in the 1999-2000 plan relied on the Major Field Achievement Test (MFAT). Discontinuance in the use of the MFAT at Tiffin University necessitated a change.

Explanation of Substitutes in the AY 2000-2001 Plan - Criterion # 1 measures a student's ability to communicate a comprehensive understanding of some component of accounting through spoken and written media and Criterion # 2 measures a person's ability to install a controlled computerized integrated accounting system.

**New Intended Outcomes 1:** Graduates will demonstrate an ability to communicate a comprehensive knowledge of an accounting topic.

**New Assessment Criteria:** The students will complete an oral and a written report in Auditing class. The written reports will be available for inspection.

**Results of Outcomes Activity:**

2000-2001:	Met & Not Met	Oral reports were presented this year but written reports are not being required until Fall 2001.
2001-2002:	Met	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.
2002-2003:	Met	Each student participated in an oral report and a written practice case. Copies of cases are available in Professor Schultz's office.
2003-2004:	Met	Each student participated in an oral report and a written practice. Copies of cases are available in Professor Schultz's office.

**Intended Outcomes 2 (Added 2000-2001):** 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.

**Assessment Criteria:** 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.

**Results of Outcomes Activity:**

2000-2001:	Met	All students in ACC 300 completed the projects and the projects are available.
2001-2002:	Met	Copies of projects are available in Professor Burkett's office.
2002-2003:	Met	Copies of projects are available in Professor Burkett's office.
2003-2004:	Met	Copies of projects are available in Professor Burkett's office.

**Intended Outcomes 3:** Graduates will have access to information about various career opportunities available.

**Assessment Criteria:** The Accounting Club will have at least two meetings per semester with an emphasis on potential careers.

**Results of Outcomes Activity:**

1998-1999:	Met	The Accounting Club met several times each semester.
1999-2000:	Met	The Accounting Club met.
2000-2001:	Met	The Accounting Club met several times each semester. Information about career opportunities was also available in various accounting classes.
2001-2002:	Met	Meetings were held both semesters. The speaker's topics included investments, graduate school and manufacturing.
2002-2003:	Not Met	The Accounting Club met several times each semester, but the emphasis was social rather than professional.
2003-2004:	Met	Meetings were held both semesters. A colloquium in the spring featured presentations by several professionals

**Plan of Action:** The faculty will take a larger role in arranging speakers.

**Intended Outcomes 4:** The Accounting faculty will keep in contact with potential employers of Accounting graduates.

**Assessment Criteria:** An Accounting Advisor Board will meet at least once a year.

**Results of Outcomes Activity:**

1998-1999:		An Accounting Board met and discussed the Accounting curriculum.
1999-2000:	Not Met	No formal meeting, however the faculty are constantly in contact with local employers as to required job skills.

2000-2001:	Met	The Accounting Advisory Board met in December to review curricular improvements.
2001-2002:	Met	The board was invited to the art gallery opening and music concert on March 22, 2002.
2002-2003:	Not Met	No formal meeting, however the faculty is constantly in contact with local employers as to required job skills.
2003-2004:	Met	The board was assembled to present an information session to current and incoming students.

*School of Business  
Department of Finance  
Outcomes Assessment*

**Intended Outcomes 1:** Demonstrate understanding of finance principles/concepts comparable to others majoring in finance nationwide.

**Assessment Criteria:** Finance majors shall complete a nationally normed standardized test during the second semester of their junior year or during the first semester of their senior year. TU students shall achieve mean scores equaling or exceeding the national average for similar finance programs

**Results of Outcomes Activity:**

1998-1999:	Met	The Finance students scored over 90% on the School of Business assessment papers.
1999-2000:		(Test not available) We used the CLEP test in Business up to a couple of years ago, when faculty in other departments became disenchanted with the ability of the exam to accurately evaluate their students. We must find or create a new instrument.
Revised 2000-2001:		Rationale: Criterion # 1 in the AY 1999-2000 plan relied on the Major Field Achievement Test (MFAT). Discontinuance in the use of the MFAT at Tiffin University necessitated a change.
		Explanation of Substitute in the AY 2000-2001 Plan - Criterion # 1 measures a student's understanding and ability-to-apply "minimum course content" items in upper level finance courses (that is, above the introductory level FIN 301). The criterion requires the accumulation of student achievement in FIN 314, 321, 421, and 426.

**New Assessment Criteria:** In courses above FIN 301, twenty percent (20%) of the questions in each exam will evaluate student understanding and ability to apply concepts/principles started 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.)

**Results of Outcomes Activity:**

2000-2001:	(Though short of 80% goal, these are accumulative scores for the first time application.) Students scored 66.3% and 52.7%, respectively in FIN 421 (Investments) and FIN 426 (International Finance) during Spring 2001.
2001-2002:	(Satisfactorily Achieved) 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.
2002-2003:	(Satisfactorily Achieved) FIN 421 Investments: 100% (13 out of 13) students scored an 80% or above on midterm and final exams with the overall class average being 92.5%. All questions were content and application specific to Investments. No other FIN courses above 301 were offered in AY 2002-2003.
2003-2004:	(Satisfactorily Achieved) FIN 321 Personal Finance: 100% (8 out of 8) students scored an 80% or above on the midterm and final exams with all students earning a grade of "B" or better. FIN 421 Investments: 100% (5 out of 5) students scored an 80% or above on the midterm and final exams with all students earning a grade of "B" or better. (Unsatisfactory) FIN 314 Risk and Risk Management: 76% of the students (25 out of 33) scored an 80% or above on the exams administered. Though short of 80% goal, there was a marked improve in overall performance from the last time the course was offered (2000-01).

**Intended Outcomes 2:** Communication Skills: ability to communicate with clarity and effectiveness in oral or written modes.

**Assessment Criteria:** Faculty assessment based on classroom participation, student teacher conversations, and written submissions to the faculty.

**Results of Outcomes Activity:**

1998-1999:	Met	All Finance courses have regular written requirements.
1999-2000:	Satisfactorily	Faculty evaluation of the performance under each of the three criteria.
2000-2001:	Satisfactorily	Faculty Evaluation in FIN 421 and FIN 426, based on the three criteria.
2001-2002:	Satisfactorily	Classroom discussions and written submissions were consistently evaluated B or above among 16 of 18 students.
2002-2003:	Satisfactorily	Classroom discussion and written submissions were consistently evaluated B or above among all 13 students.
2003-2004:	Satisfactorily	In all three upper divisional Finance courses offered during



y the year, classroom discussion and written submissions were consistently evaluated B or above among 41 out of the 46 students (89%) enrolled in the courses.

**Intended Outcomes 3:** Analytical Skills: ability to organize thoughts, plan analytical projects, apply appropriate assessment devices and finance principles/concepts/ equations to real world problems/ issues.

**Assessment Criteria:** Faculty assessment based on classroom participation and solutions (oral or written) to problems, projects or case studies.

**Results of Outcomes Activity:**

1998-1999:	Met	Finance courses combine oral & written analytical requirements based on problems, case studies, or media issues.
1999-2000:	Satisfactory	Faculty comparison of student performance on problems, projects, case studies, and exams.
2000-2001:	Satisfactory	Faculty comparison of student performance in FIN 421 and FIN 426.
2001-2002:	Satisfactory	Oral and written solutions to problems or cases were consistently evaluated B or above in classroom discussions and written submissions.
2002-2003:	Satisfactory	Oral and written solutions to problems or cases were consistently evaluated B or above in classroom discussions and written submissions.
2003-2004:	Satisfactory	Oral and written solutions to problems or cases were consistently evaluated at B or above in classroom discussions and written submissions in each of the upper-divisional courses offered.

**Intended Outcomes 4:** Values and Ethics: demonstrate an awareness and understanding of values and ethics in the field of finance and some of the consequences of failure to function according to statutory and contemporary conformance standards of practitioners.

**Assessment Criteria:** Faculty assessment through classroom participation and conduct, oral and written responses to problems, projects, case studies, and contemporary issues in business and society.

**Results of Outcomes Activity:**

1998-1999:	Met	Faculty stresses the assumption of “Utmost Good Faith” in all financial transactions. Regular discussions based on values, ethics, and trust are included in every course. Exam periods are monitored openly and closely.
1999-2000:	Satisfactory	Values and Ethics are significant components of each of

finance course. We use real world issues and examples as the litmus test.

2000-2001:	Satisfactory	Value and ethics continue to receive heavy emphasis in all finance courses, concepts are thought with real world applications.
2001-2002:	Satisfactory	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.
2002-2003:	Satisfactory	As in the past, 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.
2003-2004:	Satisfactory	Values and Ethics are significant components of each of finance courses offered at Tiffin University. We continue to use real world issues and examples as the litmus test.

**Intended Outcomes 5:** Demonstrate an apprentice level of understanding of finance and its various sub disciplines (business finance, risk management, insurance, personal finance, investments and international finance).

**Assessment Criteria:** 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.

**Results of Outcomes Activity:**

1998-1999:	Met	Investment course during Spring Semester inspired two students to pursue possibilities of a student Investment Club. VP Development, VP Business Affairs, Dean School of Business, and Chair Finance endorsed the concept/proposal. Subsequently approved by President with authorization to receive \$25,000 from TU Development Fund for Initial Investment Club to be active by 1999-2000. Entirely operated by students with Faculty/Staff advice & oversight.
1999-2000:	Satisfactory	(When students complete all courses required in the finance major.) Classroom discussion and student responses in written and oral formats.
2000-2001:	Satisfactory based on cumulative achievement in all finance courses.	Classroom discussion, student papers, presentations, written and oral responses to questions, cases and problems.

2001-2002:	Satisfactory Achieved	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.
2002-2003:	Satisfactory based on cumulative achievement s in all finance courses.	Based on classroom discussions, student papers, oral presentations, written and oral responses to questions, case study work done and problems completed.
2003-2004:		Based on the individual student performances in the upper-divisional classes offered, it is evident that each student will be able to apply the fundamentals of finance in her/his place of employment.

**Intended Outcomes 6:** Satisfaction of Finance graduates with the quality and quantity of academic courses available to them during their period of study at TU.

**Assessment Criteria:** Graduate responses to select questions in Exit Interview Questionnaire.

**Results of Outcomes Activity:**

1998-1999:	Met	The School of Business Exit Questionnaire.
1999-2000:	Satisfactory	More than 80% of finance majors express satisfactory with the quality of finance courses during the Business School Exit interview. We do receive criticism for courses not available when the student needs them.
2000-2001:	Less than satisfactory re: course offerings. Quality = Satisfactory	Finance course offerings have not consistently provided the courses, needed by individual students, forcing use of too many individual guided studies or course subs.
2001-2002:	Satisfactory Achieved	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 post graduate employment or had selected advanced studies.
2002-2003:	Less than Satisfactory	Finance students indicated on the School of Business Exit Questionnaire that they were not satisfied with the availability of the Finance courses required within their major.

**Plan of Action:** The School of Business has hired a new full time faculty member in the Department of Finance in an effort to make the required courses for the Finance Major available on a regular basis, thus eliminating the need for course substitutions that have existed in the past.

2003-2004: Satisfactory Based on discussions with the students within the Finance Program.

**Intended Outcomes 7:** Finance graduates were able to obtain employment in their chosen 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.)

**Assessment Criteria:** 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. (The data for this criterion lags behind the graduation by six months; therefore the outcome reported is for the previous year.)

**Results of Outcomes Activity:**

1998-1999:	Met	Personal conversations with graduating Seniors. Example: One May 1997 Graduate was referred a finance position with Dana Corp in proceeding December 1998.
1999-2000:	Satisfactory	The School of Business conducts an exit interview with graduates. It would be nice if we could follow-up at the department level, however, full-time permanent faculty staffing precludes such opportunities.
2000-2001:	Satisfactory	The School of Business conducts an exit interview. It would be helpful if staffing were to permit dept-level follow-up among finance graduated.
2001-2002:	Satisfactory Achieved	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.
2002-2003:	Satisfactorily Achieved	100% of the respondents, to a survey sent out by the Career Services Office to the 2002 graduates in Finance, indicated that they had found employment in the field of Finance within six months after graduating. However, only 37.5% of the graduates in Finance responded to the survey.

**Plan of Action:** Efforts are currently under way in the Career Services Office to switch to an on line survey format in an effort to increase the number of respondents.

2003-2004 Satisfactorily Achieved 97% of the respondents, to a survey sent out by the Career Services Office to the 2003 graduates, indicated that they had found employment in their chosen field.

*School of Business*  
*Department of Hospitality Management*  
*Outcomes Assessment*

**Intended Outcomes 1:** Hospitality Management graduates will compare favorably with graduates of other universities offering similar programs.

**Assessment Criteria:** Internship evaluations will indicate that potential graduates are academically prepared for careers in the hospitality industry.

**Results of Outcomes Activity:**

1998-1999:	Met	The Internship students' evaluation results on overall performance were rated average and above.
1999-2000:	Met	The Internship students' evaluation results on overall performance were rated average and above.

**Revised 2000-2001: Added Assessment Criteria 1 and 2**

**Assessment Criteria (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.

**Results of Outcomes Activity:**

2000-2001:	Met	6 students completed internships and each had an average of 3 or above = 100%
2001-2002:	Met	As of 4/22/02, Five senior students have completed internship requirements. All Five evaluations are 3 or higher.
2002-2003:	Met	As of 5/5/03, four senior students have completed internship requirements. All four individual evaluations are 3 or higher.
2003-2004:	Met	As of 5/3/04, three graduating seniors completed their internship requirements. All three individual evaluations are 3 or higher.

**Assessment Criteria (2):** Faculty members will actively participate in the selection of Hospitality Management related resources for the library and media center.

**Results of Outcomes Activity:**

2000-2001:	Met	The library received 14 new hospitality training videos.
2001-2002:	Met	Four new video tapes and eight new book/journals.
2002-2003:	Met	Two new video tapes and 6 new books.
2003-2004:	Met	Three new video tapes and 3 new books were added to the Library.

**Intended Outcomes 2:** Graduates will have access to current information regarding employment opportunities in the hospitality industry.

**Assessment Criteria:** The Career Planning and Placement Center will maintain contact with potential employers.

**Results of Outcomes Activity:**

1998-1999:	Met	The Director of Career Planning publishes weekly bulletins in the Dragon Droppings regarding internship and job opportunities.
1999-2000:	Met	The Director of Career Planning publishes weekly bulletins in the Dragon Droppings regarding internship and job opportunities.
2000-2001:	Met	Job openings are available in the Career Placement Center as well as postings in the Dragon Droppings.
2001-2002:	Met	Internships & openings were communicated through D. D. and through Professor Teresa Miller.
2002-2003:	Met	Internships and job openings were available through Teresa Miller's intranet site, as well as through the Career Placement Center with Dragon Droppings.
2003-2004:	Met	Internships and job openings were available through Teresa Miller's intranet site, as well as through the Career Placement Center with Dragon Droppings.

**Intended Outcomes 3:** Graduates will be knowledgeable of career choices and strategies for selecting entry level positions in the hospitality industry.

**Assessment Criteria:** The Hospitality Management Club will meet bi monthly and provide programs with H.M. alumni as guest speakers.

**Results of Outcomes Activity:**

1998-1999:	Met	The H/M Club met every 2 months in the Fall '98 & Spring '99. We entertained one alumnae at our meetings, Jolene Ruffing, AAA.
1999-2000:	Met	The H/M club every 2 months in the Fall '99 & Spring '00. We did an onsite visit with alumnae Amy Tamargo.

**Revised 2000-2001:**

Assessment Criteria: The hospitality club will host two industry professionals speakers per semester and the hospitality club will meet at least two times per semester.

**Results of Outcomes Activity:**

2000-2001:	Speakers: 9/1/00 Malinda Rubel - Seneca CVB, 9/22/00 Andy Cantrell-Hampton GM, 9/25/00 Toured Railroad Bed/Breakfast, 11/10/00 Pam Dubois - Aramark, 3/21/01 Heritage Tourism Speaker, 4/9/01 Fritz Kin-OSHA Hospitality Club meetings: 9/13/00, 10/26/00, 11/6/00, 1/24/01, 2/15/01 3/19/01.
2001-2002:	Fall Malinda Ruble – Director of Seneca Co. CVB, Laura - GM of Holiday Inn Express 09/20/01 - 10/31/01 Spring Fritz Kin – PSHA Speaker, Colleen May - Travel & Tourism, 02/13/02 - 03-27-02.
2002-2003:	Fall Speakers were Malinda Ruble, Seneca CVB and Becki Lee, Fairfield Inn by Marriott. Spring speakers were Fritz Kin, OSHA Speaker and Mary Hoerig, TU Alum from Cedar Point. Fall meetings were held in September and November. Spring meetings were held in February and April.
2003-2004:	Fall Speakers were Malinda Ruble, Seneca CVB and Tina Mowery, Fostoria AAA. Spring speakers were Mary Hoerig, Cedar Point and Steve, GM from the Holiday Inn Express. Fall and Spring Hospitality Club meetings were held weekly.

**Intended Outcomes 4:** Graduates will be knowledgeable of current products & services available to the hospitality industry.

**Assessment Criteria:** Students will attend the annual Ohio Hotel/Motel Association annual convention and show and the Ohio Restaurant Association annual convention and exhibition. T.U. will provide a booth for display with student staffing.

**Results of Outcomes Activity:**

1998-1999:	Met	Students attend the educational seminars at the Ohio H/M Assoc. convention in Cincinnati, Ohio.
1999-2000:	Met	Students attend the educational seminars at the Ohio H/M Assoc. convention in Columbus, Ohio. In Nov. 99 attended Midwest CHRIE conference in Chicago, Ill.

**Revised 2000-2001:**

**Assessment Criteria:** At least 50% of the hospitality students will attend 1

conventions/trade shows/educational meetings per year.

**Results of Outcomes Activity:**

2000-2001:		OTA conference 10/26/00 – 2 students attended OHLA tradeshow 11/20/00 – 21 students attended Ohio Dep’t of Travel and Tourism 2/22/01 - 24 students attended (31 hospitality majors)
2001-2002:		Twenty-two students attended OHLA convention. Nine students attended OTA convention.
2002-2003:	Not Met	8 students attended the OTA convention and 4 students attended the OHLA convention.
2003-2004:	Not Met	4 students attended the Ohio Department of Travel and Tourism Forum, 10/03/04. 8 students attended the Cedar Point Tour given by the Vice President of Accommodations. Both trips were funded by the Hospitality Club.

**Plan of Action:** In order to encourage attendance at these professional conventions, the Hospitality Club is going to take a more active role on campus, therefore accumulating a Hospitality fund in order to subsidize student trips and students’ registration costs at the conventions. We will try to choose the conventions that meet student schedules.

**Intended Outcomes 5:** The Advisory Board will keep the hospitality management program updated to ensure graduate competencies.

**Assessment Criteria:** The Board will meet annually to review all facets of the H.M. program.

**Results of Outcomes Activity:**

1998-1999:	Not Met
1999-2000:	Not Met

**Removed from Intended Outcomes 2000 - 2001.**

*School of Business  
Department of Information Systems  
Outcomes Assessment Table*

**Intended Outcomes 1:** IS graduates will find employment in their chosen field.

**Assessment Criteria:** 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.

**Results of Outcomes Activity:**



1998-1999:	Met	Information from Career Services.
1999-2000:	Met	According to the information that was received from the Office of Career Services all IS graduates from Spring 2000 who had responded were working within the IS/IT field.
2000-2001:	Met	According to the information that was received from the Office of Career Services all IS graduates from Spring 2000 who had responded were working within the IS/IT field.
2001-2002:	Met	90% of graduates have found employment in IT/IS sector.
2002-2003:	Met	Based on information from the Career Services Office 6 of the 7 graduates from the class of 2002 were employed in the IT/IS field.
2003-2004:	Not Met	After checking with the Career Services Office, it was found that 4 of 6 graduates that had responded to the survey are employed in the IT/IS field.

**Intended Outcomes 2:** IS graduates will compare favorably with graduates of other colleges and universities in academic preparation.

**(Revised 2000-2001) IS graduates will compare favorably with other IS professionals in academic preparation.**

**Assessment Criteria:** The average scores of IS graduates will exceed the national average of scores on the MFAT and will also be above the national average in the MIS area.

**(Revised 2000-2001)** Graduates will sit for standardized tests made available by Microsoft Press or other publishers and score in the upper 60% range.

**Results of Outcomes Activity:**

1998-1999:	Met	The Information Systems students scored over 90% on the School of Business Assessment paper.
1999-2000:	Not Met	N/A for 1999-2000. To be changed for 2000-2001.
2000-2001:	Not Met	N/A this year. Will start in process in 2001-2002 academic year.
2001-2002:	Not Met	Students will take a test this coming academic year.
2002-2003:	Not Met	Tests were not made available this academic year.
<b>Plan of Action:</b> Test will be administered to all graduating seniors.		
2003-2004:	Not Met	Different exams are now available, and the department is in the process of implementing a program for the introductory course which could be used for graduates too.

**Plan of Action:** Administering the chosen test this next academic year.

**Intended Outcomes 3: Graduates will have access to information about various career opportunities in the IS field.**

**Assessment Criteria:** Students will be involved in student clubs (Tiffin User Group – TUG Association for Systems Management – ASM) and meet at least twice a semester.

**Results of Outcomes Activity:**

1998-1999:	Met	The organization met about careers in 1998-1999.
1999-2000:	Met	Students are given information in classes about career opportunities and job openings in the IS field. Posted openings of current positions in IS.
2000-2001:	Met	Students are given information in classes about career opportunities and Job openings in the IS field. Assisted students in Self-Directed Search. Posted openings of current positions in IS.
2001-2002:	Met	Students took a field trip to Marathon Corp. Headquarters in INS 312 in April.
2002-2003:	Met	Students took a field trip to Marathon Corp. Headquarters in INS 212 in April. Students are exposed to and class discussion in all required classes about career opportunities and possible career paths.
2003-2004:	Met	Students were exposed in various classes throughout the curriculum on career paths and opportunities available. The criteria for this outcome will be revised in AY 2004-2005.

**Intended Outcomes 4:** IS faculty will be up to date in their field.

**Assessment Criteria:** All faculty members will participate in seminars conferences and professional organizations.

**Results of Outcomes Activity:**

1998-1999:	Met	ACBSP Faculty Load Reports.
1900-2000:		November 1999 – Attended the “Ohio Video Intranet Conference” hosted by OLN. June 2000- Attended the “Train The Trainer” E-Teaching workshop. Accepted and enrolled in EDM at C.W.R.U. Working papers: Identity formation of college students and athletes. Interpersonal Communication and College Success. Attended on-line education seminars. Published and delivered (by co-author) “Contingency Planning for Y2K: The Role of the HES Professional”. <u>Academy of Certified Hazardous Material Managers (ACHMM)</u> , 1999. Sit on Terra Community College Curriculum Advisement Committee.

2000-2001:		May 2000 – Attended the “Train The Trainer” E-College workshop. November 5-7, 2000 – The 2000 Assessment Institute. NPO Governance Symposium – October, 2000 and February, 2001. Doctoral Community Consortium Symposium and Poster Sessions – January, 2001.
2001-2002:	See:	Scholarly and Professional Activities.
2002-2003:	See:	Scholarly and Professional Activities. On file at the School of Business and in the Office of Dean of Faculty.
2003-2004:	See:	Scholarly and Professional Activities. On file at the School of Business and in VPAA office.

**Intended Outcomes 5:** IS Graduates will be satisfied with their academic preparation at TU.

**Assessment Criteria:** Survey graduates from the past 5 years. 60% will respond favorably to their academic preparation at TU.

**Results of Outcomes Activity:**

2000-2001: Not Met Will be implemented in academic year 2001-2002.  
**Removed from Intended Outcomes 2001-2002.**

*School of Business – Department of Management  
 Outcomes Assessment Table*

**Intended Outcomes 1:** Satisfaction of Management Department graduates with their preparation of TU for their career?

**Assessment Criteria:** 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.

**Results of Outcomes Activity:**

1998-1999:	Met	School of Business Exit Questionnaire.
1999-2000:	Met	18 out of 19 Respondents, or 94.7%, circled 3, 4, or 5.
2000-2001:	Met	93.6 of the 47 students that responded rated a 3, 4, or 5, stating that their education prepared them for their career.
2001-2002:	Not Met	Only 86% of the 14 students that responded rated a 3, 4, or 5, stating that their education prepared them for their career.
2002-2003:	Not Met	Only 88% of the 25 students that responded circled a 3, 4, or 5.
2003-2004:	Met	100% of the 14 students responded 3, 4 or 5.

**Intended Outcomes 2:** Writing skills.

**Assessment Criteria:** 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.

**Results of Outcomes Activity:**

1998-1999:	Not Met	No Response from Management Department.
1999-2000:	Not Met	61 out of 69 Respondents, or 88.49%, had case paper, free of major writing problems.
2000-2001:	Met	93.3% of student major analysis papers were free of major writing errors.
2001-2002:	Not Met	Only 85.5% of student major analysis papers were free of writing errors.
2002-2003:	Not Met	Only 80% of student major analysis papers were free of writing errors.
2003-2004:	Not Met	44 out of 52 papers for 84.6% had case papers free of major writing problems.

**Intended Outcomes 3:** Ability to resolve unstructured problems.

**Assessment Criteria:** Analysis of student's performance in Business Policy on the written case analysis assignment. The course instructor's grades on the analyses is used as the outcome measure. The standard is that Ninety percent of the case analyses will achieve a grade of "C" or higher.

**Results of Outcomes Activity:**

1998-1999:	(Not Met)	No Response.
1999-2000:	(Not Met)	60 out of 69 Respondents, or 87.0%, achieved a grade of C or higher on their case papers.
2000-2001:	(Met)	97.3 of students papers received a grade of C or higher.

**Revised 2001-2002:**

**Assessment Criteria:** Analysis of student's performance in four courses MGT 317, MGT 351, MGT 404 & MGT 411. In each course students will develop and write a series of case analysis assignments.

**Assessment Criteria:** 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.

**Results of Outcomes Activity:**

2001-2002:	Met	99.5% of student papers in MGT 317 and 97.5% of student papers in MGT 351 received a grade of C or higher.
2002-2003:	Met	100% of student papers in MGT 317 and 96.7% of student papers in MGT 351 received a grade of C or higher.
2003-2004:	Met	100% of student papers in MGT 317 and 92% of student papers in MGT 351 received a grade of C or higher.

**Assessment Criteria:** 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.

**Results of Outcomes Activity:**

2001-2002:	Met	100% of student papers in MGT 404 and 96.2% of student papers in MGT 411 received a grade of C or higher.
2002-2003:	Met	100% of student papers in MGT 404 and 100% of student papers in MGT 411 received a grade of C or higher.
2003-2004:	Met	99.6% of student papers in MGT 404 and 100% of student papers in MGT 411 received a grade of C or higher.

**Intended Outcomes 4:** Presentation skills.

**Assessment Criteria:** Measured by analyzing student oral presentations in a senior capstone course, MGT 495 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

**Results of Outcomes Activity:**

1998-1999:	Not Met	No response from Management Department.
1999-2000:	Met	60 out of 69 Respondents, or 87.0%, achieved a grade of C or higher on their case papers.
2000-2001:	Met	89.1% of student oral presentations were free of major faults.
2001-2002:	Met	71% of student presentations were free of major faults.
2002-2003:	Met	61% of student presentations were free of major faults.
2003-2004:	Met	72% of student presentations were free of major faults.

*School of Business  
Department of Marketing  
Outcomes Assessment*

**Intended Outcomes 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.

**Assessment Criteria:** 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.

**Results of Outcomes Activity:**

1999-2000:	Met	Department Chair monitors job placement directly with students on an informal basis. While every student is reached, a sample of greater than 50% of enrollment indicated meeting this had happened.
2000-2001:	Met	Department Chair monitors job placement directly with students on an informal basis. While every student is reached, a sample of greater than 50% of enrollment indicated meeting this had happened.
2001-2002:	Not Met	According to Carol McDannell from Career Services in an informal survey it indicated a 50% success rate.
2002-2003:	Met	According to Carol McDannell from Career Services in an informal survey it indicated a 97% success rate.
2003-2004:	Met	According to Carol McDannell from Career Services in an informal survey it indicated a 96% success rate.

**Intended Outcomes 2:** Marketing students will preview the environments of business prior to graduation.

**Assessment Criteria (1):** Department of Marketing faculty will encourage and support the efforts of Marketing majors to locate and pursue internships in their chosen area(s).

**Results of Outcomes Activity:**

1999-2000:	Met	Through the activities of the Marketing Club and Delta Mu Delta.
2000-2001:	Met	Through the activities of the Marketing Club and Delta Mu Delta
2001-2002:	Met	Through the activities of the Marketing Club and Delta Mu Delta.
2002-2003:	Met	Through the activities of the Marketing Club and Delta Mu Delta.

2003-2004: Met Through the activities of the Marketing Club and Delta Mu Delta.

**Assessment Criteria (2):** Department faculty members will actively participate in the selection of Marketing related resources for the library and media center.

**Results of Outcomes Activity:**

1999-2000:	Met	Unfortunately, while there was one meeting with the Head Librarian, Marketing faculty did not actively participate.
2000-2001:	Met	A series of meetings were held to consider the present holdings. A number of new journals were recommended for purchase.
2001-2002:	Met	Faculty ordered videos for student review.
2002-2003:	Met	Faculty ordered books for student review.
2003-2004:	Met	It was decided that many journals in marketing could be ordered in online electronic versions, replacing paper copies.

**Assessment Criteria (3):** Students will be able to participate in a Marketing interest group which meets once a month during the regular semesters.

**Results of Outcomes Activity:**

1999-2000:	Met	The Marketing Club met regularly and did engage in such activities.
2000-2001:	Met	The Marketing Club met regularly and did engage in such activities.
2001-2002:	Met	The Marketing Club met regularly and did engage in such activities.
2002-2003:	Met	The Marketing Club met regularly and did engage in such activities.
2003-2004:	Met	The Marketing Club met regularly and did engage in such activities.

**Intended Outcomes 3:** Marketing majors will receive marketing specific professional and academic advising to enhance their career during and after matriculation at Tiffin University.

**Assessment Criteria (1):** 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.

**Results of Outcomes Activity:**

1999-2000:	Met	Carried out as specified through the Freshman Institute program.
2000-2001:	Met	Carried out as specified through the Freshman Institute program.
2001-2002:	Met	Carried out as specified through the Freshman Institute program.
2002-2003:	Met	Carried out as specified through the Freshman Institute program.
2003-2004:	Met	Carried out as specified through the Freshman Institute program.

**Assessment Criteria (2):** All Marketing majors will be required to meet with their academic adviser and obtain his/her signature prior to registering for classes each semester.

**Results of Outcomes Activity:**

1999-2000:	Met	A requirement of the Registrar's office.
2000-2001:	Met	A requirement of the Registrar's office.
2001-2002:	Met	A requirement of the Registrar's office.
2002-2003:	Met	A requirement of the Registrar's office.
2003-2004:	Met	A requirement of the Registrar's office.

**Intended Outcomes 4:** The Marketing curriculum will be current with appropriate background information tools techniques and practices.

**Assessment Criteria:** Curriculum will be reviewed and updated by Department of Marketing faculty at least once a year.

**Results of Outcomes Activity:**

1999-2000:	Met	A major curriculum review and revision was undertaken during the 1999-2000 AY.
2000-2001:	Met	An informal review was made during the Spring semester. A more comprehensive review will be undertaken during Spring 2002, as the students will have progressed into their 3 <sup>rd</sup> year of the new curriculum.
2001-2002:	Met	Curriculum was reviewed by faculty each semester and improvements were incorporated.
2003-2004:	Met	Curriculum was reviewed by faculty each semester and improvements were incorporated.

**Assessment Criteria:** 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.

***Results of Outcomes Activity:***

1999-2000:	Met	Each member did attend more than two such functions.
2000-2001:	Met	Each member did attend more than two such functions.
2001-2002:	Met	Each member did attend more than two such functions.
2002-2003:	Met	Each member did attend more than two such functions.
2003-2004:	Met	Each member did attend more than two such functions.

## **School of Criminal Justice**

The text following immediately is a verbatim insertion of the SCJ's annual OA report as prepared by Dean Charles Christensen.

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

*SCHOOL OF CRIMINAL JUSTICE  
OUTCOMES ASSESSMENT*

*Mission Statement:*

*Background:*

The School of Criminal Justice is in its sixth 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.

We improved our Master of Criminal Justice program in Justice Administration, and Forensic Psychology tracks. We enrolled one-hundred eleven students. Twenty-one Justice Administration seated students in Columbus, ten seated in Mentor and forty-three Justice Administration students on-line for a total of seventy-four. We initiated a seated program for JA in the Columbus, Ohio area which, accounts for the seated portion of this years enrollment. Thirty-seven students enrolled in the Forensic Psychology program at Tiffin. Giving us a grand total of one hundred-eleven students. Therefore we have seen a growth of 54% for this academic year. It is anticipated that we will have an excellent growth in Academic Year 2002-2003. The direction of the Fast/Track programs at Lima, Columbus and Mentor has changed and our now being managed by Regional Directors. Other than curricular and faculty matters the school has no responsibility for the programs. We made great strides with our on-line Masters program and have switched our direction on the Doctoral program. We have followed the direction of the Board of Regents and our in the final stages in preparing all documentation for a DCJ, (Doctorate in Criminal Justice). All should be operational during the next school year. Our field internship program continues to grow. We have been accepted in a number of CJ agencies and the list continues to grow. We have been contacted by The U.S. Marshall’s Service for a co-op program. We also will continue working on outcomes assessment process, anticipating the improvement of our School.

In many ways the fight for 2002-2003 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.

## School of Criminal Justice

### *Outcomes Assessment # 1*

#### **Intended Outcomes #1: Review of All Course Syllabi**

*Assessment Criteria:* The syllabi will be examined by the Dean of Criminal Justice for its clarity, for 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.

#### *Results of Outcomes Activity:*

*2002-2003: (Met)* 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. 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.

*2003-2004: (Not Assessed).*

#### *Plan of Action*

We will continue this practice. The SCJ is growing in size, both in classes and in faculty. As we continue to add faculty, especially adjuncts, this becomes an important part of the assessment process.

*School of Criminal Justice*  
*Outcomes Assessment #2*

**Intended Outcomes #2: Follow-up Survey of School of Criminal Justice Graduates**

Assessment Criteria: 2002-2003: **(Not Met)**

The School of Criminal Justice faculty has decided to do this activity every four years. Therefore this was not accomplished during AY 2002-2003.

Assessment Criteria: 2003-2004: **(Not Assessed)**

*Plan of Action:*

The School of Criminal Justice, with the assistance of the Office of Development will administer a survey during AY 2004-2005.

**2001-2002: (Not Met)** 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.

**2000-2001: (Met)** This year we made contact with our Office of Development. They have done a study on the graduates from the School of Criminal Justice, through years 1997-2000. One hundred thirty inquiries were sent out. They received a 48% return. Out of the sixty-three students responding, eleven percent 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.

**School of Criminal Justice**  
*Outcomes Assessment #3*

**Intended Outcomes #3: Report on Activities of the School of Criminal Justice Advisory Board.**

*Assessment Criteria:* The purpose of the Advisory Board is to:  
Review the SCJ curricula requirements and make work with the SCJ toward improving the overall program.  
Assist in the development of new academic programs.

Advise the SCJ on employment opportunities in corrections, forensic psychology, law enforcement and juvenile justice.

Assist the SCJ in identifying agencies that are w willing to serve as field internship sites.

Assist the SCJ in locating faculty

Assist the SCJ in identifying other instructional resources.

*Results of Outcomes Activity:*

*2002-2003: (Not Met)*

Due to a variety of factors, the School of Criminal Justice Advisory Board did not meet during the 2002-2003 academic year. The School plans to reassess Board membership to address concerns regarding members who have never participated. Plans are to schedule a meeting during the Spring 2004 semester.

*2003-2004: (Not Assessed)*

*Plan of Action:*

The School of Criminal Justice will supply President Marion with a list of people they would like to have on an *Advisory Board*. Most of the past board members will be recommended to the President. *2000-2001: (Met)* The Tiffin University School of Criminal Justice Advisory Board met twice during the 2000-2001 academic year. The first meeting was held on February 9, 2001 at the Pioneer Mill Restaurant in Tiffin Ohio. Jack Collins, Dean of the School of Criminal Justice convened the meeting. Faculty present included: R. Scott Distel, Steven Hurwitz, Joe Saunders, Jeff Stockner, Allen Lowery, and Keith Haley. Ellen Jordan, Dean of the Graduate School was also present. The President of the University, George Kidd Jr. greeted the committee members. Advisory Board members present were Renee Jerome, Firelands Counseling and Recovery Services, Dr. Nancy Steele, North Central Correctional Institution, Judge Michael Kelbley, Seneca County Common Pleas Court, Sheriff Gerry Billy, Licking County, Assistant Special Agent in Charge Frank J. Magoch, Drug Enforcement Administration and Judge Steven Shaw from the Court of

Appeals Third District. Dr. Steele was elected as chairperson for the board and Mr. Magoch was elected vice chair. Dr. Hurwitz offered to serve as faculty advisor.

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

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

field. There was also a discussion about achieving a healthy blend of both academic and technical skills across the curriculum for all majors.

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

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

*2001-2002: (Met)* Tiffin University School of Criminal Justice Advisory Board Met on 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 masters 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.

### **School of Criminal Justice**

#### *Outcomes Assessment #4a*

#### **Intended Outcomes #4a: Group exit interview with graduating seniors.**

*Results of Outcomes Activity:*

*2003-2004: (Not Assessed)*

**2002-2003 (Met)** *As in the past an exit interview was conducted with a group of students. On April 29, 2003 fourteen seniors were interviewed. The questions asked and the students responses follow:*

What were your goals when you came in?

- didn't know, but so many options I didn't know what I would ultimately seniors
- heard the program was good so came because of reputation
- get an education
- get a degree
- better program
- prepare for law school, learn to write well
- look for an unusual career
- to decide what she wanted to do, want to study abroad



- wanted a different kind of job
- wanted to try
- close to home
- didn't know if could afford to come here, but Zahn scholarship gave opportunity
- liked CJ and psych together
- small school
- first visit, talks w/admission staff went well
- SMALL CLASS SIZE, accessible profs, don't have to wait in line for a long time to talk to people
- SMALL CLASS SIZES
- didn't want to be a statistic
- liked that profs took personal interests
- employment: some said didn't have a clue re: future job, had vague idea about field, but didn't know what the focus would be
- find career in area you were interested in
- didn't know re: FP, but became interested in the whole area, went to school fair & came here

The responses in this are fairly common. Year after year we hear the same type answers. Generally the SCJ is able to fill most of their desires.

Have You Accomplished your goals?

- decide as you go along it became clear what wanted to do, solidified it
- always wanted law & FP opened her eyes into other areas of law
- internship was great
- all feel that they accomplished their goals
- has the goal lived up to expectations: felt there should be more lab work in FP, the psych part=extremely well, feels should have some exposure to forensic (LE),
- would like to see a forensic science component
- wanted to see some forensic science component
- get some of the forensic science courses (training)
- would like a practical aspect to the course
- that's where internship comes in
- my internship helped me learn a lot about what I wanted to do
- really glad we did the internship
- good experience on the internship

- we had suggestions for graduated internship: what is your feeling on that?
- FP, some people think it's something other than it is....need internship to see what it is

The past three years we have been asked about forensic studies. We have examined the possibility of lab space and training and it just isn't cost effective at this time.

Is CJ that was presented to you as freshmen, the same thing as you found it to be?

- there was some misrepresentation in the admission process, but then it was cleared up when we got here

- internship really helped
- knew what I wanted, chose TU because of the corrections degree and closeness to home
- was the 4 yr. Program worth it? (corrections) the internship helped narrow it down
- understanding of FP program, I knew exactly what it was going to be because I read all about it on the TUnet. There was a packet sent, and I read through the whole thing, so I wasn't confused. It had all the courses, and possible jobs.
- Liked the internship experience, easy access to profs
- small atmosphere=pleasant environment, feel comfortable "homelike"
- don't want to get lost in the crowd
- teachers know who you are: especially important for references
- found the coaches and learning center helpful; ITS, always good support
- didn't really talk to anyone outside the university before coming (eg. Support staff)
- Gene Chintalla was a help
- Miriam Fankouser was a fun prof, helped round out my education, big asset to TU

Non-traditional students? Was TU helpful to you to accomplish goals?

- loved the night classes & day/night rotation of classes & that would help w/planning w/job
- liked to transfer in as Junior status
- CLASS SIZES
- professors in this school have practical experiences (current, not 40 years ago)
- OSU is same distance, but came because of small classes, small university, comfort w/profs was it a problem to transfer in and fill up all electives?
- didn't allow me to take anything else I wanted to take
- didn't get to see other things until electives

How many would have taken an extra class if it weren't for cost of overload (6<sup>th</sup> class)?

- several

---problem w/art as an elective, brought down GPA

- "I thought I was creative until I took art"

What got in your way of not accomplishing your goals?

- not given tests for placement (international students)=waste of time; international students automatically placed on 140
- one student had no advisor, materials were lost

Is anyone ok as an advisor, or is SCJ faculty better?

SCJ, because get to know profs better and before you take them or before end of program

- scheduling sucked for FP, stuck taking classes that didn't want to take
- got NOTHING out of class
- same prof all students in Experimental class learning nothing, prof said he didn't want the horrible exams in his office
- professor X is horrible teacher (RM)
- professor X was very UNhelpful
- told that he couldn't help students because it wouldn't be fair to the rest of the class
- had question, looked it up in APA manual, showed him, and he didn't accept it

---didn't see a clear enough distinction between comparative psychotherapies and counseling  
---another student liked comparative psychotherapies  
---intro to counseling: ok, lots of underclassmen, felt it was like self assessment  
---needed case management to graduate and intro counseling  
---loved field trips, learned a lot by going and doing: didn't get image of courtroom until casa  
----had a blast & learned a lot doing the terrorism research=VERY VALUABLE  
----great because learned so much  
----terrorism research was the coolest experience at TU  
---gave me realistic idea of doing research in the real world  
---the best experience I had was the conference and presenting at conference, learned so much, all students should have the opportunity to be able to participate  
---should have more speaking experiences (speech classes)  
----my sister was at MSU while I was here and TU profs were so much more understanding when my grandfather died.  
---profs=very understanding about personal crises taking precedence over school in times of need  
---papers=content=more important than spelling/grammar=more important that you "got it"  
---requirements=important before scheduling, advisors have to know about them before they schedule them or look over schedule  
---explain the flow of classes

What would you change?

---parking  
---chapel vs parking?  
----knowledge of requirements prior to classes?  
---ITPs? Should have it in abnormal/intro  
----missed points when switching schools SCJ vs. A&S (said it was the same but it wasn't), research proposal  
----finding that when you are taught courses that are related to your major by people outside your school, it creates conflict? YES is it positive? Yes.  
---difference between social psych as CJ vs. A&S  
----A&S needs to be more open minded re: what you've already learned  
----research writing: when it comes to writing your paper, should write it in field that demands your style.

Freshman section of English that would learn APA? Not necessary, but should have the option.

---where you work, do what boss wants=can be growing experience to learn new things and be eclectic.

----What 1 thing would you change?

---should do actual research in other classes vs. lit review.....  
---more direction in finding an internship  
---internship process: had difficult time getting in.....let students actively pursue internship.....

- make a contact list of persons willing to do lists, make lists available to students
- found it helpful to have faculty input for internships
- out of state had problems, but liked faculty input

What was the biggest strength?

---professors

Weakness?

Group papers, COST, financial aid can do more, didn't apply for a scholarship that was eligible for all along....

Complaints=directed toward university not SCJ=lack of mental health services, little things getting on nerves.....

---You're going to leave as seniors at TU, at some point development office will call you and ask for \$\$\$. Are you likely to give back or not?

---Most would give back, some would with conditions, (designated giving)

---international scholarships

---mail forwarding (6 code zip)

---med center (explained the situation w/small campus)

---graduation: diploma should be handed out by our profs

---Support services? Library staff=rude, ---

---library staff loud

---librarians need to use their "library voice"

---testing process=problem, also true of learning center

---need quiet areas?

#### *Plan of Action:*

**Many of the comments of this group have been heard of others in the past. Some things are constantly worked on but, personalities are always present. We know that we can not be all things to all students. It is evident that we are a student centered program. We will continue to improve in the future. Many of the comments are things which we have worked on before. An actual study of the use of the library showed that it really isn't cost effective to stay open during the summer however; the librarian MS Fleet has set up ample time during the summer classes. It is not cost effective to have the book store and cafeteria open during the summer.**

*2001-2002. (Met)* 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:

Provide more psychology classes in the forensic psychology major, including electives. Perhaps some special topics courses could be designed.

Provide more research methods training, and perhaps a course in psychological testing. 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 pre-internship 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.)

*2000-2001:* In compliance with the outcome assessment procedures, the School of Criminal Justice held an exit interview session. On April 26, 2001, students representing all disciplines in the School of Criminal Justice met with faculty members at a pizza party to identify the students' thoughts as they completed their degree program at Tiffin University.

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

To you, what are the goals of the degree program you chose?

In your view, did you accomplish those goals?

What helped accomplish those goals?

What got in the way of accomplishing your goals?

If you could pick one thing to change about your degree program, what would it be?

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

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

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

Hindrances to student accomplishment took several forms:

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

Too many adjunct instructors during freshman year

Difficulty in accessing adjuncts

Limited library resources

Computer network overload causing frequent "crashes"

Being an athlete made it more difficult to negotiate program

Inconsistent information from staff members vs. advisors

Elective professors too dissimilar in teaching method from cj faculty

Personal writing and grammatical skills

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

*School of Criminal Justice*

*Outcomes Assessment #4b*

**Intended Outcomes # 4b: MCJ Outcomes Assessment Overview:**

*Assessment Criteria:* The graduate students in criminal justice were given a survey at the completion of their program.

*Results of Outcomes Activity:*

2003-2004: *(Not Assessed)*

2002-2003: **(Met)**

### *1. Student Exit Outcome Evaluation*

The Outcomes Assessment instruments were administered to every graduating student during the last two weeks of August, around the time they graduate from the program. The MCJ/FP students returned 26 surveys, out of a possible 29. The MCJ/JA students returned 13 surveys, out of a possible 33. The MCJ/FP surveys were administered during class time. The MCJ/JA survey was administered on-line. The students in the on-line, Columbus and Mentor programs were contacted via e-mail; electronic receipts were collected that they in fact did get the survey via e-mail.

#### 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 statistics. All of the items under counseling were under the hurdle rate of 5.00 (4.0, 3.81 and 4.38). The faculty acknowledges that this continues to be a problematic area. They will be working toward a redesign of the course to better student understanding of the relevant concepts. Such a redesign was administered in this past academic year for the psychopathology class which had been a previous source of concern. The ratings of that course improved dramatically. The faculty is confident that a similar effort directed at the counseling class will lead to similar improvement. Two of the four items in the statistics class were under the 5.00 critical value. The faculty will take a closer look to see what specific elements of this course were problematic.

#### 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: the current three semester format, a three semester format but no summer classes, the same number of courses spread over four semesters, the same number of courses spread over five semesters and a two-year program with additional courses. Students were asked to rank-order their preferences. These items were asked in order to gain a better understanding of the students' wishes concerning the format of the program. (For these items, lower numbers indicate a more favorable response). The most support was found for maintaining the current format (2.15) followed by expanding the program to four semesters (2.42). All of the other choices ranked between 3 and 4 out of the 5 possible alternatives. Relatedly, there was very strong disagreement with a separate item that asked about their willingness to enroll in the program if it were structured in a more traditional format. These results offer no urgent impetus to alter the structure of the program. We will continue to track student responsiveness to alternative formats, i.e., four-semesters.

### *2. Triennial Alumni Assessment survey*

A survey was conducted in April 2001. The next alumni survey will be completed in 2004.

### *3. Advisory Board Evaluation of MCJ Program*

Due to a variety of factors, the School of Criminal Justice Advisory Board did not meet during the 2002-2003 academic year. The School plans to reassess Board membership to address concerns regarding members who have never participated. Plans are to schedule a meeting during the Spring 2004 semester.

#### *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.

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 for the Justice Administration students; working toward improvements in teaching counseling and statistics. 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 rather than emailing the surveys to all students. There has also been discussion of setting up the survey as a true on-line survey. It is hoped that this will increase participation. This can be posted before their final classes close out for the semester. On-line students will be followed up by telephone and mail, if necessary to generate sufficient data for analysis.



**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
<b>I. Over-all Mission</b>			
This mission of the MCJ-FP program was successfully accomplished.	5.15	5	5
<b>II. Course Objectives</b>			
Understand basic issues in Forensic Psychology	6.00	6	7
Be able to think critically about the relationship between Psychology and Law	6.08	6	6
Be able to identify a critical area within Forensic Psychology and construct a proposal for further research within that area	5.35	5	5
Understand the relationship between empirical and clinical Forensic Psychology	5.50	5.5	5
Learn statistical techniques used in criminal justice research.	5.42	6	7
Be able to accurately compute descriptive statistics, such as sample mean	5.54	6	6
Understand hypothesis testing.	4.15	4	2
Apply statistical techniques appropriately to research examples	4.50	5	3
Understand the major theoretical approaches to counseling.	4.00	4	4
Comprehend the role of community counseling programs in offender rehabilitation	3.81	4	4
Know the relevant legal issues in community based counseling programs	4.38	4	4
Examine the legal and ethical issues confronting criminal justice professionals	5.46	6	6
Be able to take proactive steps as criminal justice professionals to resolve legal and ethical conflicts	5.23	6	6
Comprehend the basic elements of research design	5.31	6	6
Critically evaluate research.	5.00	5	6
Design and implement original research projects.	5.15	5.5	6
Be able to write APA style research reports.	6.00	6	7
Understand the different psychological disorders contained in DSM-IV	6.27	7	7
Be able to utilize the DSM multiaxial system in making diagnoses.	6.04	7	7

Know the relationship between psychopathology and criminal behavior	5.73	6	6
Be aware of the different legal and ethical issues concerning psychologists as expert witnesses	6.08	6	7
Apply psychological research on crime and mental illness to legal questions of criminal responsibility	5.81	6	7
Be able to write amicus brief type papers.	4.88	5	7
Understand the nature of substance abuse.	5.73	6	7
Identify the psychological, physiological, biological and emotional aspects of substance abuse	5.54	6	6
Understand the legal issues surrounding substance abuse.	5.23	5.5	7
Understand the socio-political issues surrounding substance abuse.	5.23	5.5	7
Be able to evaluate current research in substance abuse	5.04	5	5
Comprehend the relationship between mental illness and assessment	5.58	6	6
Understand psychological assessment tests and techniques.	5.50	6	6
Be able to conduct and analyze psychological assessments	5.23	5.5	5
Understand the use of and critical issues in Forensic Psychology assessments and the Criminal Justice system.	5.32	5	5
<b>III. General Attitudes Towards the Program</b>			
I value the education I received	5.92	7	7
I am confident that this degree will help me in my career in the future.	5.31	6	6
I was primarily attracted to this program because of an interest in Forensic Psychology	6.42	7	7
I would not have come to Tiffin University if the program took longer than one year to finish	5.12	6	7
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.	2.04	2	1
If asked, I would recommend this program.	4.27	4	4
The structure of the program with three classes in one day makes it difficult to learn.	2.58	2	2
I am satisfied with the support I received from Tiffin University.	4.23	4.5	6

**Table 5 MCJ/Justice Administration  
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
<b>I. Over-all Mission</b>			
This mission of the MCJ-JA program was successfully accomplished.	6.07	6.5	7
<b>II. Course Objectives</b>			
Contemporary Criminal Justice: Issues and Systems	6.00	6.5	7
Statistical Applications in Criminal Justice	5.57	6	5
Human Resource Management	5.71	6	6
Legal and Ethical Issues in Criminal Justice	5.86	6	7
Administrative Theory in Justice Administration	5.64	6	7
Education/Training Analysis and Design	5.79	6	6
Proseminar in Criminal Justice: Administrative Issues and Trends	5.00	5	5
Research Design and Analysis	5.36	5.5	7
Justice Administration Law and Management	5.86	6	5
Administrative Law and Management	6.07	7	7
<b>III. General Attitudes Towards the Program</b>			
I value the education I received	6.21	7	7
I am confident that this degree will help me in my career in the future.	6.29	7	7
I would recommend this program to other people.	6.14	6.5	7
I am satisfied with the support I received in completing this program.	6.36	6	6

*Results of Outcomes Activity:*

2001-2002: **(Met)** 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.

*Plan of Action:*

We will continue to improve the return on all surveys. MCJ questionnaire will be administered on last day of the summer semester. We anticipate a 95% or better return. Forensic Psychology will also administer the survey during the last week of classes.

*School of Criminal Justice  
Outcomes Assessment #4c*

***Intended Outcomes #4c: MCJ alumni survey to first three program years.***

*Assessment Criteria:* This survey is used as part of the review process where Alumni are asked to evaluate their education at Tiffin University and its effects on them in the workplace.

*Results of Outcomes Activity:*

2002-2003: **(Not Assessed)**

2002-2003: **(Not Met)** The School of Criminal Justice faculty agreed to survey the alumni of the MCJ program every three years.

*Plan of Action:*

The 2003-2004 AY will be the next time that the MCJ alumni survey will be administered.

2000-2001: **(Met)** 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.

*School of Criminal Justice*  
*Outcomes Assessment #5*

***Intended Outcomes #5: Annual Review of the School of Criminal Justice Advising Process***

*Assessment Criteria:* Student advising is a primary and frequent function of any faculty member in the School of Criminal Justice. Formal evaluation of the advising function is needed for the stability of its programs.

*Results of Outcomes Activity:*

*2003-2004: (Not Assessed)*

**2002-2003: (Not Met)** Due to other matters which faculty became involved we were unable to complete this assignment. It will be a high priority for the upcoming academic year.

Plan of Action:

The faculty of the SCJ will put a concerted effort in accomplishing this task during the AY of 2003-2004. Tiffin University has adopted a new advising process which will benefit the students as well as the School of Criminal Justice. The faculty will become more involved in advising students in the CJ program.

See plan for AY 2001-2002

**2001-2002: (Met)** 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."

**2000-2001: (Not Met)** 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.

*School of Criminal Justice*  
*Outcomes Assessment #6*

**Intended Outcomes #6: Coordination of the School of Criminal Justice Advising Process with TIFFIN University's Office of Career Placement.**

*Assessment Criteria:* 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 identified: (1) the two units shared criminal justice employment openings; (2) the School of Criminal Justice faculty assisted in *Assessment Criteria:* 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 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.

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.

Results of Outcomes Activity:

*2003-2004: (Not Assessed)*

*2002-2003: (Met)* The faculty has sent numerous contacts and information pertaining to job opportunities onto the Career Development Department. We will continue to work with the Career Development, however there are many times which students will come to the SCJ faculty and are referred directly to opening which an individual faculty members has knowledge of.. The overall goal in this section was not accomplished during academic year 2002-2003. It is

believed that the spirit of the task has been met, but we will take a more conservative approach for the upcoming school year.

*Plan of Action:*

Survey students in the School of Criminal Justice about their contacts with the Career Placement Office. Currently, JUS 470 Proseminar in Criminal Justice focuses on career-related issues for students. The faculty member teaching that course will invite the Director of Career Placement into the class to at least ensure contact with graduating seniors. During this past academic year, the Career Placement Director did speak to the MCJ-FP students about what that office has to offer for them. The School of Criminal Justice continues to assist its students in their career search. Besides benefiting from their personal contacts, faculty in many classes expose students to opportunities in the field through guest speakers and field trips. One major new development in the AY2002-2003 was the partnership established by Dr. Jim Todd with The Washington Center Internship Program in Washington D. C. During the AY 2003-2004, the School will monitor the number of students who enroll in the Washington Center Program. The School of Criminal Justice's internship requirement is another vehicle for students to obtain relevant job experience and network with Federal, State and Local agencies. Below is a list of agencies where students interned beginning Fall of 2002 through Summer 2003 U. S. Marshals Service

Camp Courageous	Patrick Murphy, Esq
Tiffin Municipal Court	Toledo Police Department
Family Resource Center	Seneca County Sheriff
Lancaster City Police Department	Forensic Psyche. Center of NW Ohio
Seneca County Youth Center	Hamilton County Prosecutor
Arson Investigative Unit, Toledo Fire Department	Village House
North Central Correctional Institution	Crossroad Crises Center
WSOS	Rocky River Police Department
Westerville Police Department	Seneca County Prosecutor
CROSSWAEH	Cedar Point Police
Columbus Police Department	Beaufort Police Department
Tiffin Police Department	Washington County Sheriff
Firelands Counseling and Recovery Services	Twinsburg Police Department
CASA of Seneca, Sandusky and Wyandot Counties	Van Wert County Sheriff
Patchworks House	Adult Parole Authority

The School will track career-related educational experiences offered to students during the AY2003-2004.

*School of Criminal Justice*  
*Outcomes Assessment #7*

**Intended Outcomes # 7: Dissemination and Action on All Outcomes Assessment Results**

*Assessment Criteria:* 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.

2003-2004: (*Not Assessed*)

AY 2002-2003 (**Met**) All members of the school faculty became involved in the overall outcomes document. In doing this faculty took an ownership to the outcomes assessment document. It is believed that this will improve the document in years ahead.

*Plan of Action:*

*The School of Criminal Justice faculty will continue to increase their involvement in the Outcomes Assessment process*

**Results of Outcomes Activity:**

2001-2002 (**Met**) All members of the school faculty became involved in the overall outcomes document. Many actually completed sections of the outcomes assessment report.

*School of Criminal Justice*  
*Outcomes Assessment #8*

**Intended Outcomes #8: Annual Review of Assessment Criteria**

*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.

*Results of Outcomes Activity:*

2003-2004: (*Not Assessed*)

2002-2003: (**Met**) During this academic year, the School of Criminal was involved in a number of new activities such as strengthening their association with the International Association of Crime Analysts. Our agenda for next year will be filled with assessment issues for both the under graduate and graduate programs. The School of Criminal Justice will continue its involvement with the Crime Analysis Center, and the expansion of the Lima, Mentor and Columbus degree program. The SCJ implemented a Master degree on-line and brought our



Master, Justice Administration, program to Columbus during the school year of 2002-2003, both have met with great success. .

Plan of Action:

The SCJ will continue its MCJ programs on-line and in Columbus. Through the efforts of the faculty we will evaluate the BCJ fast track curriculum and make recommendations on needed changes. We have received input from faculty and students which have given us direction for a better program. It is planned to complete this task during AY 2003-2004.

*2001-2002: (Met)* During this academic year, the School of Criminal was involved in a number of new activities such as strengthening their association with the International Association of Crime Analysts. Our agenda for next year will be filled with assessment issues for both the under graduate and graduate programs. A faculty member is on sabbatical for the purpose of preparing the initial work of a PhD in Criminal Justice. The School of Criminal Justice will continue its involvement with the Crime Analysis Center, and the expansion of the Lima degree program. We will also attempt a degree completion program in the Cleveland area. The SCJ will implement a Master degree on-line during the school year of 2001-2002.

*2000-2001: (Not Met)* During this academic year, the School of Criminal was involved in a number of new activities such as strengthening their association with the International Association of Crime Analysts. A faculty member has been appointed chair of the Academic Division to the International Association of Crime Analysts.

*School of Criminal Justice  
Outcomes Assessment #9*

***Intended Outcomes #9: Summary of Assessment Findings in an Annual Report.***

*Assessment Criteria: Creation of a Summary Report*

*Results of Outcomes Activity:*

*2003-2004: (Not Assessed)*

*2002-2003: (Not Met)* 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.

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

*2000-2001: (Not Met)* The results of the formalized assessment that transpired this year will be included in a School of Criminal Justice annual report. Department chairs are to prepare reports whose results comprise key content for the Dean's annual report. This report includes information from the chairs of the departments as well as other faculty members. With this type of cooperation it is believed that our outcomes assessment report will improve, thus the overall success of the School of Criminal Justice will benefit.

### *CONCLUSION*

There were no Outcomes Assessments accomplished in the School of Criminal Justice for the AY2003-2004. With the merger of Social Sciences and Criminal Justice into the new School of Criminal Justice and Social Sciences, we will be reevaluating all facets of our Outcomes Assessment Program. I expect to have a completely revamped Outcomes Assessment program for the new school that focuses on majors as the primary building block of the assessment process.

<b>IV. Appendices</b>
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<b>C. Glossary of Acronyms .....</b>	<b>140</b>

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

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.?

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**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?

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

Current Date

## Appendix B Focus Group Questions and Possible Responses

### 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.

<b>Scale C: Source of Response Content (SRC)*:</b>					
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	PowerPoint
relaxed	clarity	don't assume expertise of audience	ask for questions	analogy

Comments:

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

<b>Scale C: Source of Response Content (SRC)*:</b>					
<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. 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

<b>Scale C: Source of Response Content (SRC)*:</b>					
<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>

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

different scales	differing size accidental? or on purpose?	relationship between graphs?	axis labels	no zero point

Comments:

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

<b>Scale C: Source of Response Content (SRC)*:</b>					
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<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 or bad is the presentation of the statistics?**

sample size	error margin	who commissioned the survey	who conducted the survey	Sampling procedure
Economic status of respondents	wording of question..biased?			

Comments:

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

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<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
ambiguous wording	how is the money going to be spent?			

Comments:

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

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<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?	who was polled?		

Comments:

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

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<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	informative	read and revise
have others proofread				

Comments:

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

<b>Scale C: Source of Response Content (SRC)*:</b>					
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<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

- 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**

taking a life	unwanted	life of mom	callous decision	birth defects?
rape	incest	right to choose	against religion	mother's right
relieve suffering	sound mind?	murder	playing God	
defend ourselves	concealed deterrent	training	keep away from children	Columbine
safety locks	only criminals will have guns	bill of rights	legal	sport
accidental shooting				

Comments:

SR 0 1 2 3 4 5

SGEC 0 1 2 3 4 5

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<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**

anti-war movement	tax cut. more money to spend	9/11 and terrorism	Iraq war	control of Congress
terrorism	failing economy	interest rate cut by Fed	cutting govt. programs	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

<b>Scale C: Source of Response Content (SRC)*:</b>					
<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>

**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?	recounting of votes	popular vs. electoral votes
media influence	long drawn out	how bad is our voting system	Florida	confusing ballot design
Supreme	father/son			

court decided the presidency	presidencies			

Comments:

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

<b>Scale C: Source of Response Content (SRC)*:</b>					
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<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>

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				
Lincoln	slavery			
Columbus				

Comments:

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

<b>Scale C: Source of Response Content (SRC)*:</b>					
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<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>

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	way of life	religion	views on specific issues
politics	race			

Comments:

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

<b>Scale C: Source of Response Content (SRC)*:</b>					
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<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 (specifi</i>

**b. Give some examples to show what you mean.**

food	physical characteristics	clothing	beliefs	transportation
Chinatown	consumer behavior			

Comments:

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

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<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 (specifi</i>

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

values	wealth so living conditions are different	population	religion	climate/weather
race	ethics	employment	level of technology	social classes
products	global	sub cultures	travel making	adaptation and

	marketing		the world smaller	blending of cultures
smaller world				

Comments:

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

<b>Scale C: Source of Response Content (SRC)*:</b>					
<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	a look into the past	pride

Comments:

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

<b>Scale C: Source of Response Content (SRC)*:</b>					
<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>

### 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	electricity	space exploration
wheel	clock			

Comments:

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

<b>Scale C: Source of Response Content (SRC)*:</b>					
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<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. 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	tax preparation
graphs				

Comments:

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

<b>Scale C: Source of Response Content (SRC)*:</b>					
<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 or boom	prime rate
trickle down interest rates	stock market portfolios	less/more money to spend	refinancing homes	

Comments:

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

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<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	competition to help keep prices down	consumers have more choices	

Comments:

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

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<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	globalization of businesses	speed up business	

Comments:

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

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<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	cycle of life	food chain	
jobs vs. environment	future generations	depletion of resources	oil spill devastation	survival of the species
protection of the land	disease	ozone layer		

Comments:

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

<b>Scale C: Source of Response Content (SRC)*:</b>					
<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>



### 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

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<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	WW II			

Comments:

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

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<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>

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
poetry	plays	movies	graffiti	

Comments:

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

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<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	painting	commercials
TV and movie violence	patriotism			

Comments:

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

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## 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?**
  
  - c. **What helped?**
  
  - d. **What got in the way?**
  
  - e. **What does TU need to add/drop/change in order to better to reach these goals?**

## **Appendix C.**

### **Glossary of Acronyms**

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

---

ACBSP	Association of Collegiate Business Schools and Programs
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
ISS	International Security Studies
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
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
SR	Strength of Response
SRC	Source of Response Content
TU	Tiffin University
VPAA	Vice-President for Academic Affairs