

**TIFFIN**  

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**UNIVERSITY**

**OFFICE OF OUTCOMES ASSESSMENT  
SUMMARY REPORT  
ACADEMIC YEAR 1996-1997**

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## I: Introduction

### History of Outcomes Assessment at Tiffin University

TU has moved steadily forward in developing outcomes assessment (OA) capabilities. The institution began with a sincere and dedicated yet somewhat unfocused concern for whether or not students receive what TU plans for them as they earn their degrees. In Fall Semester, 1996, TU instituted an Office of OA.

Over the years, TU has clearly progressed in her efforts to assure a quality education for her students. In an effort to provide ever-stronger assurance that her 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 Vice-President for Academic Affairs (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 1992-1993 Catalog*, p. 16).

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 Academic Year (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 integrated core curriculum (ICC). 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 three times, beginning in Spring Semester of 1995, and continuing in the Spring Semesters of 1996, and 1997.

In November of 1996, the VPAA and President established the TU Office of OA and appointed a Director of OA (DOA). The DOA is now in an active process of reviewing assessment efforts to date, becoming familiar with relevant assessment standards, and beginning the process of developing a cohesive, institution-wide OA program. The primary current emphasis is on the various programs as follow:

1. ICC
2. Bachelor of Arts in Liberal Studies
  - a. Humanities
  - b. Social Sciences
3. Bachelor of Business Administration

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

## **Rationale**

The faculty and staff of TU are committed to excellence in the education and development of students. For over 100 years, TU has been about the business of realizing this commitment. "Tiffin University accepts as the basis for its philosophy the premise that each student is recognized as an individual and is educated in line with his or her own interest and abilities" (*Tiffin University 1996-1997 Catalog*, p. 4). The faculty and staff at TU share a strong, personal commitment to making a positive difference in the lives of the students. They derive great satisfaction from having a meaningful impact on their lives. Faculty and staff also share a profound sense of understanding that it is a privilege as well as a responsibility to deliver their best efforts as they are woven into the lives of those with whom they work and study, especially their students. In light of this appreciation, they seek ways to assure that their contacts with students at TU accomplish the formal goals of the institution. Perhaps more importantly, faculty and staff seek ways to better challenge themselves and their students as they engage in a process of mutual growth and development. This is/will 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, the North Central Association of Colleges and Schools Commission on Institutions of Higher Education (NCA) heads the list of external agencies requiring demonstration of the quality of what TU claims to provide. The School of Business has recently been recognized with accreditation by the Association of Collegiate Business Schools and Programs. 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 Academic Year 1996-1997 OA Program at Tiffin University (TU). The Vice-President for Academic Affairs (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 issues. As soon as the process for academics is firmly in place, other areas will also be addressed, e.g., student life, athletics, administration, alumni/-ae, employers, and parents.

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

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

## **II: OA by Academic Program: AY 96-97**

This portion of the AY 96-97 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**

The OA strategies for each academic program at Tiffin University flow from the institutional mission. The mission of Tiffin University is as follows:

Believing that students are individuals with particular interests and abilities, Tiffin University's mission has been and continues to be to provide students with a contemporary education so that they can meet today's challenging needs in business, industry, government, and society (*Tiffin University 1988-1989 Self Study*, pp. 3-4).

#### **Objectives.**

To achieve...[this mission], Tiffin University deems it necessary to

1. provide a well-educated, supportive faculty which keeps abreast of current trends in their disciplines.
2. continually update curricula to meet the ever-changing career demands.

3. provide individual advising for students in order to help them develop to their potential.
4. provide individual counseling for students to help them with their personal concerns.
5. aid students in obtaining employment by maintaining an active placement service.
6. aid students in entering graduate education by maintaining an active graduate school advising committee.
- [7]. ...offer its students an educational program which develops skills for career productivity and the knowledge to expand their horizons in and beyond the workplace.
- [8]. ...provide instruction and facilities in an environment that promotes educational and social responsibility (*Tiffin University 1996-1997 Catalog*, p. 4).

The spirit and/or wording of this institutional mission statement, and the goals and objectives which derive from it, are incorporated into each of the Schools' mission statements, goals, and objectives.

### **School of Arts and Science**

The following School of Arts and Science (AS) material is conceptual at this point and must be reviewed and approved by the AS faculty.

#### **Mission.**

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

#### **Goal.**

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

#### **Objectives.**

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

1. provide an interdisciplinary program leading to the Bachelor of Arts Degree in Liberal Studies in the Humanities
2. provide an interdisciplinary program leading to the Bachelor of Arts Degree in Liberal Studies in the Social Sciences
3. provide an interdisciplinary program which helps the student meet the basic requirements of the University's ICC
4. provide students with instruction and facilities in an environment that promotes personal, educational, and social growth
5. provide well-educated, professionally-active, supportive faculty who keep abreast of current trends in their disciplines.
6. update AS curricula to meet ever-changing student needs.
7. provide individual advising for students in order to help them develop to their fullest



potential.

8. provide referrals for individual counseling for students to help them with their personal concerns.
9. assist students in obtaining employment by maintaining current faculty contacts in faculty members' respective fields and by referring AS students to TU's Office of Career Services.
10. help students learn an integrated perspective of human cognitive, affective, behavioral, and physiological processes/dynamics
11. help students develop a grounding of knowledge in its historical and theoretical context
12. develop critical thinking, analytical writing, and communications skills
13. help students develop a sound basis for ethical decision-making

### **School of Arts and Science OA Strategies.**

The primary vehicles to accomplish the mission and objectives of the School of Arts and Science are the curricula of the ICC and the two majors of the Bachelor of Liberal Studies degree. Tiffin University awards the Liberal Studies degree in two programs of study/majors: Liberal Studies in the Humanities and Liberal Studies in the Social Sciences. The assessment strategies for the ICC are presented immediately below. The assessment strategies for the two Liberal Studies majors follow thereafter.

### **ICC OA Strategy.**

This portion of the AY 96-97 OA Summary Report presents the strategy for assessment of outcomes of the ICC. While taught and planned by the faculty of the School of Arts and Science, this area is treated as a separate program because 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; a large number of open electives; and a co-curricular program (*Tiffin University 1996-1997 Catalog*, p. 17).

The ICC, the first of a four-part, general education process, is common to all undergraduate degree programs. Because of its special status in institutional philosophy, it merits a separate assessment process. With this in mind, ICC Outcome Objectives have been developed in four broad areas based on the belief that "...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 1996-1997 Catalog*, p. 17).

More specifically, these four broad areas are:

1. Communications
2. Heritage
3. People and Their Universe
4. Arts

The ICC Outcome Objectives, by area, are:

1. Communications
  - a. To acquire knowledge of and to use various methods of organization and development in the writing of essays, analytic papers, and examinations at the skill level expected in the

academic world.

b. To understand different critical approaches used in literature genres and to be able to use these approaches in the academic and professional worlds.

c. To develop the ability to stand before a group and present a reasonably polished verbal presentation of information in both an effective and efficient manner.

d. To develop a greater understanding of one's interpersonal communications skills and to utilize these in a positive manner in interpersonal and small-group interactions.

e. To be able to design an algebraic sentence for an application and then solve the problem.

f. To relate an algebraic expression to the visual form of graphing and interpret the graph in sentence form.

g. To interpret charts, graphs, and written summaries containing statistical information noting the evidence of bias or an incorrect use of a statistical technique or presentation.

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

2. Heritage

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

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

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

3. People and Their Universe

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

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

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

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

4. Arts

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

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

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

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

Obj. Course(s)

Obj. Courses

Obj. Courses

1, a	EN141	2, a	EC120, HU300	4, a	EN347, EN360
1, b	EN142	2, b	HU300	4, b	EN347, EN360
1, c	CA130	2, c	HI281	4, c	AR201+, 303+
1, d	CA130	3, a	EC120, PY161		403+
1, e	MA174		SC291		
1, f	MA174	3, b	PY161, PH305,		
1, g	EC120, IS105,		SC291		
	MA174	3, c	PY161, PH305		
1, h	IS105	3, d	EC120		

To evaluate whether or not stated objectives are being accomplished, the VPAA's OA Committee developed a series of interview questions directly related to each of the four areas of Communications, Heritage, People and Their Universe, and Arts. (See also above in this document under Introduction, History of OA at Tiffin University). These interview questions are used in a one-to-one interview format, each of several interviewers meeting with about four randomly-selected students for a total of about two hours per student. See Appendix III, A, 1 for a complete text of the questions, incorporated into an interview instrument.

### Results.<sup>1</sup>

This section presents results based on ICC data gathered during Tiffin University's Spring 1997 Semester from interviews with randomly-chosen students. The ICC OA Committee invited twenty-eight traditional, non-transfer, TU juniors to participate in an ICC OA interview process. Of the twenty-eight, twelve responded and completed an interview, i.e., 46.43% of the students invited were interviewed.

The interview process itself was designed by the ICC OA Committee, incorporating a series of nineteen (19) questions and subsections for a total of thirty-two (32) interview items directly related to each of the four ICC areas of Communications, Heritage, People and Their Universe, and Arts (*Tiffin University 1996-1997 Catalog*, p. 17). These interview questions were used in a one-on-one interview format, each of several interviewers meeting with two to four randomly-selected students for a total of about an hour and a half per student. See Appendix III, A, 1 of this report for a complete text of the ICC OA interview questions, full explanations of SR (Strength of Response) and SICC (Strength of Relationship to TU ICC Exposure) abbreviations, scales used in the interview worksheets and in Tables 1, 2, 3, 4 and 5. Both SR and SICC scores use a 0-5 Likert-type scale. See Appendix III, A for specific details of the value of the scores.

The reader is referred to Tables 1, 2, 3, 4, and 5 below. Table 1 presents mean SR and SICC scores and SR-SICC correlations grouped by ICC interview sections: Communications, People and Their Universe, and Heritage and the Arts. Table 2 presents standard deviations, high and low scores for all SR responses grouped by ICC interview sections: Communications, People and Their Universe, and Heritage and the Arts. Table 3 presents standard deviations, high and low scores for all SICC responses grouped by ICC interview sections: Communications, People and Their Universe, and Heritage and the Arts. Table 4 presents an ascending sort on

<sup>1</sup> The author of this report wishes to acknowledge the contributions of the Integrated Core Curriculum Outcomes Assessment Committee for their assistance in developing the interview process and worksheets and conducting interviews. Committee members are Bruce Bowlus, Becky Fox, Judy Gardner, Gabe Jaskolka, John Millar, and Dale Rayman. Steven Hurwitz was instrumental in framing a data analysis strategy. His help is also appreciated.

mean SR and SICC scores for all respondents across all interview questions used in the ICC OA interview for AY 96-97. Table 5 presents a comparison of mean SR, mean SICC, and SR-SICC correlations in descending order by SR-SICC scores.

For the sake of brevity, the Results, Discussion, and Recommendations sections of this report will present narratives addressing the following topics in the following order:

1. The mean SR and SICC scores and SR-SICC correlations grouped by the three main ICC sections seen in the interview questions, i.e., Communications, People and Their Universe, and Heritage and the Arts.
2. Overall, the three strongest and weakest mean SR and SICC scores and their respective SR-SICC correlations.
3. Overall, the three strongest and weakest SR-SICC correlations and their respective mean SR and SICC scores.

The following part of this Results section presents a summary of the mean SR and SICC scores and SR-SICC grouped by the three main sections seen in the interview questions, i.e., Communications, People and Their Universe, and Heritage and the Arts. The reader is referred to Table 1 below. The strongest mean SR score average (3.23) was in the People and Their Universe area. The strongest mean SICC score average (3.20) was in the Communications area. The strongest SR-SICC correlation average ( $r=.54$ ) was in the Heritage and the Arts area. The weakest mean SR score average (2.90) was in the Heritage and the Arts area. The weakest mean SICC score average (1.86) was also in the Heritage and the Arts area.. The weakest SR-SICC correlation average ( $r=.47$ ) was in the People and Their Universe area.

**Table 1**  
**Mean SR and SICC Scores and SR-SICC Correlations**  
**Grouped by ICC Interview Sections: Communications, People and Their Universe, and**  
**Heritage and the Arts**

COMMUNICATIONS N=4				PEOPLE AND THEIR UNIVERSE N=15				HERITAGE AND THE ARTS N=13			
Q#	SR	SICC	r	Q#	SR	SICC	r	Q#	SR	SICC	r
1	3.46	3.62	0.31	5a	3.54	2.69	0.46	11a	2.77	2.46	0.60
2	2.54	3.08	0.50	5b	2.92	2.69	0.63	11b	2.69	2.23	0.68
3	3.23	3.23	0.42	5c	3.08	2.46	0.44	11c	2.85	2.23	0.69
4	3.15	2.85	0.69	6	2.08	1.38	0.84	12	3.08	1.46	0.43
				7a	3.62	2.08	0.64	13a	3.27	1.54	0.39
				7b	3.15	2.00	0.68	13b	2.85	1.62	0.42
				7c	2.80	1.23	0.74	14	2.69	1.92	0.77
				8	3.00	2.38	0.49	15	3.31	2.00	0.61
				9a	3.31	1.62	0.55	16a	3.08	2.23	0.55
				9b	3.23	1.69	0.51	16b	2.77	2.23	0.61
				9c	3.46	1.92	0.38	17	2.46	1.46	0.67
				9d	3.69	1.77	0.31	18	3.00	1.54	0.38
				10a	3.46	2.46	0.03	19	2.92	1.23	0.21
				10b	3.46	2.23	0.06				
				10c	3.62	2.38	-0.32				
AVGS:	3.10	3.20	.48		3.23	2.07	.47		2.90	1.86	.54

The reader is now referred to Table 2 below. The lowest standard deviation (SD) (.75), i.e., the least variability in mean SR scores, is found in item 9d. The lowest average SD (1.09) is found in the same grouping, People and Their Universe. The highest SD (1.80), i.e., the greatest variability in mean SR scores, is found in item 14. The highest average SD (1.35) is also found in the same grouping, Heritage and the Arts. High and low SR scores in all cases are 0 and 5.

**Table 2**  
**Standard Deviations, High and Low Scores: All SR Responses**  
**Grouped by ICC Interview Sections: Communications, People and Their Universe, and**  
**Heritage and the Arts**

COMMUNICATIONS N=4				PEOPLE AND THEIR UNIVERSE N=13				HERITAGE AND THE ARTS N=13			
Q#	SD	HI	LOW	Q#	SD	HI	LOW	Q#	SD	HI	LOW
1	0.97	5	2	5a	0.78	5	2	11a	1.09	4	0
2	1.56	4	0	5b	1.55	5	0	11b	1.03	4	0
3	1.17	5	2	5c	1.04	5	1	11c	1.34	4	0
4	1.21	5	0	6	1.55	5	0	12	1.32	5	0
				7a	0.87	5	2	13a	1.33	5	0
				7b	1.14	5	1	13b	1.63	5	0
				7c	1.64	4	0	14	1.80	5	0
				8	1.08	4	0	15	1.38	5	0
				9a	1.25	5	0	16a	1.19	4	0
				9b	1.24	5	0	16b	1.17	4	0
				9c	0.88	5	2	17	1.76	5	0
				9d	0.75	5	3	18	1.15	5	0
				10a	0.88	5	2	19	1.38	5	0
				10b	0.88	5	2				
				10c	0.77	5	3				
AVGS:	1.23	4.75	1.00		1.09	4.50	1.20		1.35	4.62	0.00

The reader is now referred to Table 3 below. The lowest SD (.88), i.e., the least variability in mean SICC scores, is found in item 10a. The lowest average SD (1.21) is found in the same grouping, People and Their Universe. The highest SD (1.75), i.e., the greatest variability in mean SICC scores, is found in item 5b. The highest average SD (1.45), however, is found in the Communications grouping. High and low SR scores in all cases are 0 and 5.

**Table 3**  
**Standard Deviations, High and Low Scores: All SICC Responses**  
**Grouped by ICC Interview Sections: Communications, People and Their Universe, and**  
**Heritage and the Arts**

COMMUNICATIONS N=4				PEOPLE AND THEIR UNIVERSE N=13				HERITAGE AND THE ARTS N=13			
Q#	SD	HI	LOW	Q#	SD	HI	LOW	Q#	SD	HI	LOW
1	1.19	5	1	5a	1.44	5	1	11a	1.33	4	0
2	1.66	5	0	5b	1.75	5	0	11b	1.30	4	0
3	1.24	5	1	5c	1.20	5	1	11c	1.30	4	0
4	1.72	5	0	6	1.50	5	0	12	0.97	3	0
				7a	1.26	4	1	13a	1.13	4	0
				7b	1.29	4	0	13b	1.26	4	0
				7c	1.01	3	0	14	1.55	4	0
				8	1.26	4	0	15	1.29	4	0
				9a	1.04	3	0	16a	1.36	4	0
				9b	1.32	4	0	16b	1.36	4	0
				9c	1.12	4	0	17	1.56	4	0
				9d	1.09	4	0	18	1.33	4	0
				10a	0.88	4	1	19	0.93	3	0
				10b	0.93	3	1				
				10c	1.04	4	1				
AVGS:	1.45	5.00	0.50		1.21	4.07	0.40		1.28	3.85	0.00

The Results focus now turns to the three overall strongest and weakest mean SR and SICC scores and their respective SR-SICC correlations. The reader is referred to Tables 4 and 5 below. The three strongest mean SR scores were for items 9d, 10c, and 7a. The three strongest mean SICC scores were for items 1, 3, and 2. The three weakest mean SR scores were for items 6, 17, and 2. The three weakest mean SICC scores were 7c, 19, and 6. The three strongest SR-SICC correlations were for items 6, 14, and 7c. The three weakest SR-SICC correlations were for items 10c, 10a, and 10b.

**Table 4**  
**Ascending Sort on Mean SR and SICC Scores**  
**for All Respondents across All Interview Questions**

SR N=32		SICC N=32	
Q#	MEAN	Q#	MEAN
sr6	2.08	sicc7c	1.23
sr17	2.46	sicc19	1.23
sr2	2.54	sicc6	1.38
sr11b	2.69	sicc12	1.46
sr14	2.69	sicc17	1.46
sr7c	2.77	sicc13a	1.54
sr11a	2.77	sicc18	1.54
sr16b	2.77	sicc9a	1.62
sr11c	2.85	sicc13b	1.62
sr13b	2.85	sicc9b	1.69
sr5b	2.92	sicc9d	1.77
sr19	2.92	sicc9c	1.92
sr8	3.00	sicc14	1.92
sr18	3.00	sicc7b	2.00
sr5c	3.08	sicc15	2.00
sr12	3.08	sicc7a	2.08
sr16a	3.08	sicc10b	2.23
sr4	3.15	sicc11b	2.23
sr7b	3.15	sicc11c	2.23
sr3	3.23	sicc16a	2.23
sr9b	3.23	sicc16b	2.23
sr13a	3.27	sicc8	2.38
sr9a	3.31	sicc10c	2.38
sr15	3.31	sicc5c	2.46
sr1	3.46	sicc10a	2.46
sr9c	3.46	sicc11a	2.46
sr10a	3.46	sicc5a	2.69
sr10b	3.46	sicc5b	2.69
sr5a	3.54	sicc4	2.85
sr7a	3.62	sicc2	3.08
sr10c	3.62	sicc3	3.23
sr9d	3.69	sicc1	3.62



The strongest mean SR score (3.69) was for question 9d, which reads:  
*“Making moral and ethical choices is often not easy, although we face questions of right and wrong daily.*

*d. Is it important to you that your moral code and ethical behavior meet a popular standard?*

The mean SICC score (1.77) for this question was the eleventh weakest. The SR-SICC correlation ( $r=.31$ ) for this item was the sixth lowest of all correlations.

The next strongest mean SR score (3.62) was for question 10c, which reads:  
*“Do you believe that an individual’s behavior is the result of a few childhood episodes, or do you believe that people develop through a variety of experiences over a lifetime? Explain.”*

The mean SICC score (2.38) was the tenth strongest. The SR-SICC correlation ( $r=-0.32$ ) was the second weakest.

The third strongest mean SR score (3.62) was for questions 7a, which reads:  
*“Abortion, assisted suicide, and gun ownership are issues that stimulate heated, often bitter, debate.*

*a. Select one of these issues and briefly explain the arguments on both sides of the issue.”*  
The mean SICC score (2.08) was the seventeenth strongest. The SR-SICC correlation ( $r=.64$ ) for this question was the ninth strongest.

The strongest mean SICC score (3.62) was for question 1, which reads:  
*“What are some ways of enhancing an oral presentation?”*  
The mean SR score (3.46) was the eighth strongest. The SR-SICC correlation ( $r=.31$ ) was the sixth weakest.

The next strongest mean SICC score (3.23) was for question 3, which reads:  
*“You have just been named to head a committee of people with different time commitments, skills, interests, and experiences. What things might you do to help this group work well together? To be productive?”*

The mean SR score (3.23) was the thirteenth strongest. The SR-SICC correlation ( $r=.42$ ) was the eleventh weakest.

The third strongest mean SICC score (3.08) was for question 2, which reads:  
*“Present a graph and ask the student to interpret it.”*  
The related mean SR score (2.54) was third weakest. The SR-SICC correlation ( $r=.50$ ) was the sixteenth weakest.

The weakest mean SR score (2.08) of all interview questions was for item 6, which reads:  
*“What is the most important economic or political news you have heard this year? How do you see the news affecting you, your family, your business, or the world?”*

This item yielded the third weakest mean SICC score (1.38). This item also yielded the highest SR-SICC correlation ( $r=.84$ ), indicating that those who scored low on SR also scored low on SICC; those who scored high on SR also scored high on SICC.

The next weakest mean SR score (2.46) was on question 17, which reads:  
*“Art reflects 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. Give a different example of how, in your mind, art reflects a society at the time the art is created.”*

This item yielded the fifth weakest mean SICC score (1.46) with the eighth highest SR-SICC correlation ( $r=.67$ ).

Question 2 was the third weakest mean SR score (2.54). This question reads: *“Present a graph and ask the student to interpret it.”* This item yielded the third strongest SICC score (3.08), with the seventeenth highest SR-SICC correlation (.50), a moderate correlation.

The weakest mean SICC score (1.23) was question 7c, which reads: *“Abortion, assisted suicide, and gun ownership are issues that stimulate heated, often bitter, debate.”*

*c. (This item is optional). How have you personally chosen to deal with this issue?* The mean SR score (2.77) for this question was sixth weakest. The SR-SICC correlation ( $r=.74$ ) was the third strongest of all correlations.

The next weakest mean SICC score (1.23) was question 19, which reads: *“What is “The Golden Rule” and is it unique to this culture?”* The mean SR score (2.92) for this question was the twelfth weakest. The SR-SICC correlation ( $r=.21$ ) was the fourth weakest.

The third weakest mean SICC score (1.38) was question 6, which reads: *“What is the most important economic or political news you have heard this year? How do you see the news affecting you, your family, your business, or the world?”* Mean SR score and SR-SICC correlation are referred to above in the paragraph dealing with the weakest mean SR score.

The Results focus now turns to the three strongest and weakest SR-SICC correlations overall and their respective mean SR and SICC scores. The reader is referred to Table 5.

The strongest SR-SICC correlation ( $r=.84$ ) was also for question 6, referred to immediately above. See narrative above under weakest mean SR score.

The next highest SR-SICC correlation ( $r=.77$ ) was for question 14, which reads: *“Sometimes events in history happen the way they do because of a set of special conditions at that time. For example, if Columbus had been blown off course and landed on Long Island instead of the West Indies, I might be asking you this question in Spanish. If General Rommel’s wife had not been celebrating a birthday around D-Day, Germany might have prolonged World War II. Discuss an event in history you are familiar with and the special circumstances that made it happen the way it did.”*

The mean SR (2.69) and mean SICC (1.92) scores were fifth and thirteenth weakest respectively for question 14.

The third highest SR-SICC correlation ( $r=.74$ ) was for question 7c, referred to above in the section on the weakest mean SICC score.

The weakest SR-SICC correlation (.03) was for question 10a, which reads: *“Understanding human behavior, while often challenging, is useful in our professional and personal lives.”*

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

The mean SR score (3.46) was the sixth strongest. The mean SICC score (2.46) was the eighth strongest.

The next weakest SR-SICC correlation ( $-.032$ ) was for question 10c. The wording for this question is already cited above in the narrative for the strongest mean SR score, along with its related mean SR and SICC scores.

**Table 5**  
**Comparison of Mean SR, Mean SICC, SR-SICC Correlation**  
**in Descending Order by SR-SICC Scores**

SR-SICC Correlation	SR	SICC	N=32
0.84	6	2.08	1.38
0.77	14	2.69	1.92
0.74	7c	2.80	1.23
0.69	4	3.15	2.85
0.69	11c	2.85	2.23
0.68	7b	3.15	2.00
0.68	11b	2.69	2.23
0.67	17	2.46	1.46
0.64	7a	3.62	2.08
0.63	5b	2.92	2.69
0.61	15	3.31	2.00
0.61	16b	2.77	2.23
0.60	11a	2.77	2.46
0.55	9a	3.31	1.62
0.55	16a	3.08	2.23
0.51	9b	3.23	1.69
0.50	2	2.54	3.08
0.49	8	3.00	2.38
0.46	5a	3.54	2.69
0.44	5c	3.08	2.46
0.43	12	3.08	1.46
0.42	3	3.20	3.23
0.42	13b	2.85	1.62
0.39	13a	3.27	1.54
0.38	9c	3.46	1.92
0.38	18	3.00	1.54
0.31	1	3.46	3.62
0.31	9d	3.69	1.77
0.21	19	2.92	1.23
0.06	10b	3.46	2.23
0.03	10a	3.46	2.46
-0.32	10c	3.62	2.38

The third weakest SR-SICC correlation (.06) was for question 10b, which reads:  
*“Understanding human behavior, while often challenging, is useful in our professional and personal lives.*

b. *On the other hand, how might you explain the success of a personally well-adjusted and highly-motivated professional whose formative years were spent in a terrible home environment?"* The mean SR score (3.46) was the fifth strongest. The mean SICC score (2.23) was sixteenth strongest.

### **Discussion.**

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

The mean SR average of all respondents across all three major ICC areas was 3.08, a middle-of-the-road score. The criteria for scores falling in the 3.0-3.99 range on the 0-5 SR scale are: *Student's response demonstrates familiarity with the question's topic area. Response to the question is average. The response indicates the student remembers the topic from TU class, other learning experience, general reading, radio or TV news, or personal experience. With more time, a more coherent response might be presented. Examples are mostly relevant.* SR scores, therefore, suggest an average strength of response according to the interviewers' ratings. This appears consistent with another independent measure of student performance, ACT scores. The average ACT score for an entering TU freshman is 19, a middle-of-the-road score in that arena.

The mean SICC average of all respondents across all three major ICC areas was 2.38, a less-than-average score by the ICC OA rating scale. The criteria for scores falling in the 2.0-2.99 range on the 0-5 SICC scale read: *Response somewhat related to ICC course experiences. Student recalls topic from class and has been affected by it, but outside influence still noticeable.* The SICC scores present an ambiguous picture. Assuming instrument validity, they suggest that pre-existing factors such as family or high school experience are generally more significant in SR scores than the influence of the ICC. A moderately-strong mean SR-SICC average correlation ( $r=.50$ ) suggests the ICC is accomplishing its goals at some minimal level, i.e., while there is a relationship between strength of response and exposure to the ICC, basically, students' performance in the ICC OA interviews indicates there is room for improvement in learning relative to the goals and objectives set out for the ICC. A rethinking and revision of the ICC OA worksheet would be helpful.

The reader is again referred to Tables 1 and 4. To recap, the strongest mean SR score average (3.23) was in the People and Their Universe area. The strongest mean SICC score average (3.20) was in the Communications area. The strongest SR-SICC correlation average ( $r=.54$ ) was in the Heritage and the Arts area. The weakest mean SR score average (2.90) was in the Heritage and the Arts area. The weakest mean SICC score average (1.86) was also in the Heritage and the Arts area. The weakest SR-SICC correlation average ( $r=.47$ ) was in the People and Their Universe area.

Referring now to Table 4 and focusing on the top three high and low SR and SICC scores

and SR-SICC correlations (regardless of the three ICC main areas), a number of themes are worthy of attention:

1. TU seems to be doing the best ICC job in the Communications area. This area of ICC inquiry focuses on such topics as making oral presentations, working with others, and understanding software applications. One notable exception in this area is in understanding graphs, item 2. The SR score for this question was the third weakest of all SR scores overall. It also is a weakness noticed in the previous two years of ICC OA. Further attention needs to be directed to this issue.
2. The Heritage and the Arts category yielded the weakest SR and SICC scores. This category focuses on such topics as understanding culture and factors that shape it, current and historical events, art as a reflection of society, and the Golden Rule. Where respondents had adequate SR scores in this area, the SICC scores were, on average, the lowest of all three ICC major areas. This suggests that much of what a respondent did learn about Heritage and the Arts came from prior or outside experience and was less related to academic learning. In other words, the low SICC score is not an indictment of the ICC; rather, it indicates students learn many things in arenas other than the classroom. It should be noted that the second weakest SR score was on item 17 (art as a reflection of society), indicating a need for improvement in this area. Whether prior family or academic experience or the ICC are factors in shaping students' insights in this area, these factors do not seem to be effective enough in either case.
3. Item 6 (current economic or political news) yielded the lowest SR score overall, and the third lowest SICC score. This suggests that respondents have little exposure to current events in these topic areas. Here too, neither prior experience or ICC exposure seem to be effective enough.
4. Item 7c yielded the lowest SICC score of all, however, this score is probably an artifact of a question needing revision, i.e., interviewers reported that this item (as in some other questions with sub-parts) was often answered as the respondent replied to other earlier sub-parts of the same question.
5. Item 19 (Golden Rule) yielded the second lowest SICC score and the twelfth lowest SR score. It is unclear whether this is a sign of social and moral decay or whether the respondents were not familiar with the phrase "Golden Rule" but might have know the principle by another name.

In summary, the University seems to be generally headed in the right direction with ICC education, but continued evaluation and revision are in order.

### **Recommendations.**

Based on the above, the following recommendations are offered:

1. Freeflowing discussion on the part of faculty within each School, especially the School of Arts and Science, on respondents' performance in AY 96-97. Specific attention should be given to the outlier areas of reading graphs and exposure to current events.
2. In some areas, non-academic experience seems to be a strong influence on learning, e.g., understanding culture and factors that shape it, current and historical events, art as a reflection of society, and the Golden Rule. Administrative staff with responsibilities in these areas, e.g., Student Life, might explore ways, perhaps through co-curricular activities, to foster students' growth and development. These areas are also appropriate for development in the classroom.
3. Depending on the level of OA sophistication desired by the University, budgeting for a consulting statistician and/or survey designer is suggested. This process has proven to be highly involved and demands specialized expertise in design, administration, analysis, and interpretation. A good example is the need for reliability and validity testing of OA instruments.

4. This and previous years' data should be used as a baseline for future ICC OA efforts. Revision of assessment strategies and instruments should be done with year-to-year continuity in mind. Comparison of this year's ICC data with earlier data is difficult because of the lack of quantification.
5. Consideration should be given to recruiting student-participants for ICC OA. Less than half who were invited for AY 96-97 participated. One factor already identified as a probable obstacle was starting the OA process too late in the year. Students were facing end-of-semester assignment deadlines and final exams by the time they were finally contacted. Beginning in the Fall semester might be more advisable. Use of other incentives might be helpful, e.g., bookstore vouchers, pizza, T-shirts, etc. In addition, communication problems may have been a factor. An optimal method or combination of methods for getting in touch with students is needed.
6. Some areas of the ICC OA interview worksheet seem redundant. These should be carefully studied and appropriately revised. Other areas may have problems with the wording of questions.
7. A timetable for future OA data collection and analysis should be developed.

### **Bachelor of Liberal Studies OA Strategy.**

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

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

The Coordinator for the Major will keep each student's portfolio file, and update it as necessary until the student has fulfilled all requirements for graduation. At that point the portfolio

will be sent to the VPAA, and will be housed with him/her for the purpose of both immediate and long-term assessment. Each student will be advised to keep a copy of his/her own portfolio materials.

An advantage of this proposed assessment process is that it makes use of material already being produced by the student in the course of working toward a degree from Tiffin University. All incoming freshmen, and many transfer students complete both the English writing sample placement test and the Math placement test. All Liberal Studies majors are required to complete three concurrencies and a senior seminar.

For assessment purposes, the English writing sample placement test and the Math placement test will be used as a pretest of incoming Liberal Studies majors. The senior seminar will function as a posttest. With this in mind, the writing sample placement test has recently been changed to elicit reading skills and interdisciplinary analysis as well as writing skills.

Across the three concurrencies the Liberal Studies student must illustrate competency throughout the eight areas of emphasis prescribed as goals when the majors were established:

1. critical thinking

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

2. analytical writing

a low level example would be the demonstrated ability to communicate in writing the critical thinking process

3. communications skills

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

4. multicultural global perspective

demonstration of awareness of unique aspects of different cultures and ways of thinking

5. grounding of knowledge in historical and theoretical context

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

6. sound basis for ethical decision-making

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

7. explore forms of expression

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

8. extensive writing and scholarly research

Liberal Studies faculty should nurture students to write papers to present at professional conferences (perhaps the School of Arts and Sciences should consider hosting our own annual symposium as a forum for students's scholarly work -- and perhaps offer an award for the best of the presentations) (*Tiffin University 1996-1997 Catalog*, p.

27).

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

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

Permanent portfolio files will be kept by the Dean of Arts and Sciences and will include, in addition to concurrency materials, copies of incoming student placement tests for English and Math, a sample of scholarly research, any professional presented papers, and all senior seminar work.

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

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

### **Results.**

The OA strategy for the Liberal Studies Program is still being shaped. No OA data were gathered during AY 96-97.

### **Discussion.**

The School of Arts and Science has OA on its AY 97-98 agenda as a top priority. Ideally, the School will reach a consensus on a strategy and begin implementing it during AY 97-98. Draft copies of proposed mission, goals, and objectives have already been forwarded to the Dean of the School. The Coordinators for the Liberal Studies programs have already submitted proposals for assessment strategies.

### **Recommendations.**

The Dean of the School of Arts and Science, with the support of the DOA, should work closely together with AS faculty and the Liberal Studies Coordinators to assure steady assessment progress through AY 97-98.

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

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



coordination with the Office of OA and documented as it evolves to form a record of assessment efforts and impact.

## **School of Business**

### **School Mission.**

The mission of the School of Business is currently being developed.

### **Bachelor of Business Administration OA Strategy.**

The School of Business has developed an OA strategy for most of its programs of study within the Bachelor of Business Administration (BBA) degree. The overall intended outcomes and assessment criteria for the BBA are outlined in Table 1. The programs of study (majors) currently available within the BBA are:

1. Accounting
2. Administrative Management
3. Finance
4. Hospitality Management
5. Information Systems
6. International Studies
7. Management
8. Marketing

The Associate in Business Administration is also offered by the School of Business.

**Accounting.** The intended outcomes and assessment criteria for the Accounting program of study are outlined in Table 2.

**Administrative Management.** Criteria for this program are being developed.

**Finance.** Criteria for this program are being developed.

**Hospitality Management.** The intended outcomes and assessment criteria for the Hospitality Management program of study are outlined in Table 3.

**Information Systems.** The intended outcomes and assessment criteria for the Information Systems program of study are outlined in Table 4.

**International Studies.** The intended outcomes and assessment criteria for the International Studies program of study are outlined in Table 5.

**Management.** The intended outcomes and assessment criteria for the Management program of study are outlined in Table 6.

**Marketing.** Criteria for this program are being developed.

**Associate in Business Administration.** Criteria for this program are being developed.

Table 1

**Bachelor of Business Administration.**

This table presents the intended outcomes and assessment criteria for the BBA.

Goal: All Bachelor of Business Administration Degree graduates will have an understanding of business, and will have obtained capabilities necessary for successful careers in their professional life.

Intended Outcomes:

1. Graduates will find employment in an area related to their academic program.
2. Graduates will compare favorably with graduates of other universities as indicated by a standardized test.
3. Graduates will believe that they are well-prepared for their careers.
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:

At least 90% of graduates will either indicate on the annual Career Services placement form that they have an offer they are considering, or have accepted an offer, or have made other plans which preclude them from accepting employment.

The average score of graduates will equal or exceed the national average of scores on the Major Field Achievement Test (MFAT) from Educational Testing Services (ETS).

At least 90% of graduates will rate their preparation for a career as a rating of at least 4 (Exit Questionnaire item 4).

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

Table 2

**Bachelor of Business Administration.**

**Accounting.** This table presents the intended outcomes and assessment criteria for the BBA accounting program.

**Intended Outcomes**

1. Accounting graduates will compare favorably with graduates of other colleges as to academic preparation in business.
2. Graduates will have access to information about various career opportunities available.
3. The Accounting faculty will keep in contact with potential employers of accounting graduates.

**Assessment Criteria:**

The average score of accounting graduates will equal or exceed the national average of scores on the Major Field Achievement Test (MFAT).

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

An Accounting Advisory Board will meet at least once a year.

Table 3

**Bachelor of Business Administration.**

**Hospitality Management.** This table presents the intended outcomes and assessment criteria for the BBA Hospitality Management program.

<u>Intended Outcomes</u>	<u>Assessment Criteria</u>
1. Hospitality Management graduates will compare favorably with graduates of other universities offering similar programs	Internship evaluations will indicate that potential graduates are academically prepared for careers in the hospitality industry.
2. Graduates will have access to current information regarding employment opportunities in the hospitality industry.	The Career Planning and Placement Center will maintain contact with potential employers.
3. Graduates will be knowledgeable of career choices and strategies for selecting entry-level positions in the hospitality industry.	The Hospitality Management Club will meet bi-monthly and provide programs with H.M. alumni as guest speakers.
4. Graduates will be knowledgeable of current products and services available to the hospitality industry.	Students will attend the annual Ohio Hotel/Motel Association convention and show and the Ohio Restaurant Association annual convention and exhibition. T.U. will provide a booth for display with student staffing.
5. The Advisory Board will keep the hospitality management program updated to ensure graduate competencies.	The Board will meet annually to review all facets of the H.M. program.

Table 4

**Bachelor of Business Administration.**

**Information Systems.** This table presents the intended outcomes and assessment criteria for the BBA Information Systems program.

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

Table 5

**Bachelor of Business Administration.**

**International Studies.** This table presents the intended outcomes and assessment criteria for the BBA International Studies program.

<u>Intended Outcomes</u>	<u>Assessment Criteria</u>
1. Graduates will find employment in an area related to their academic program.	At least 90% of graduates will either indicate on the annual Career Services placement form that they have had an offer they are considering, or have accepted an offer, or made other plans which preclude them from accepting employment.
2. Graduates will compare favorably with graduates of other universities as indicated by a standardized test.	The average score of graduates on the Major Field Achievement Test (MFAT) from Educational Testing Services will meet School of Business current standards
3. Graduates will believe that they are well-prepared for their careers.	At least 90% of graduates will rate their preparation for a career as a rating of at least 4 (Exit Questionnaire item 4).
4. The International Studies faculty will keep in contact with potential employers of new graduates.	An International Studies Advisory Board will meet at least once a year. Additionally, faculty membership in local international trade organizations is encouraged.
5. Students will be exposed to people from different cultures.	Students majoring in International Studies will be encouraged to join the International Student Association (ISA).

Table 6

**Bachelor of Business Administration.**

**Management.** This table presents the intended outcomes and assessment criteria for the BBA Management program.

Intended Outcomes

1. Satisfaction of Management Department graduates with their preparation at TU for their career.

2. Writing skills and ability to resolve unstructured problems.

3. Presentation skills.

Assessment Criteria

Graduates' responses to a question in an exit questionnaire: How well has your management education at Tiffin University prepared you for a career? Ninety percent of students circled 3, 4, or 5.

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 receive a score of 3, 4, or 5 on a 1-to-5 scale.

Evaluation of a student's presentation of his/her ideas before a group of peers, i.e., a class. This outcome would be measured in the course Business Policy. Another Management instructor would independently evaluate case presentations by Management majors. Ninety percent of evaluated presentations will receive a score of 3, 4, or 5 on a 1-to-5 scale.

## **Results**

Results of any AY 96-97 outcomes assessment data collection efforts by the School of Business are still being analyzed.

## **Discussion**

The School of Business has made progress in defining its goals and assessment criteria. No information is available at present to help determine whether the goals are being accomplished.

## **Recommendations**

The DOA should work closely with the Dean and faculty of the School of Business to better understand the OA strategies currently in place. Goals, OA criteria, and OA strategies need to be developed for the ABA as well as the BBA programs in Administrative Management, Finance, and Marketing. Existing goals, OA criteria, and OA strategies should be reviewed to determine whether any revisions are needed. Finally, a timetable for collecting and analyzing OA data is needed.

## **School of Criminal Justice**

The following CJ material is conceptual at this point and must be reviewed and approved by the CJ faculty.

### **Mission.**

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

### **Goal.**

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

### **Objectives.**

Via a collegial partnership with students, the School of Criminal Justice will:

1. offer students an educational program which provides specific skills for career productivity and knowledge to expand their horizons in and beyond the world of their chosen careers through opportunities to gain specialized technical knowledge and practical field experience.
2. provide students with instruction and facilities in an environment that promotes personal, educational, and social growth as well as insight into the many facets of the field of criminal justice
3. provide well-educated, professionally-active, supportive faculty who keep abreast of current trends in their disciplines.
4. update CJ curricula to meet ever-changing career needs.
5. provide individual advising for students in order to help them develop to their potential.



6. provide referrals for individual counseling for students to help them with their personal concerns.
7. assist students in obtaining employment by maintaining current faculty contacts in corrections, forensic psychology, and law enforcement and by referring CJ students to TU's Office of Career Services.
8. help students learn an integrated perspective of human cognitive, affective, behavioral, and physiological processes/dynamics
9. help students learn a sense of their place in history, the world, and their unique and shared cultural heritage
10. help students understand the relationship of criminal justice agencies to other dimensions of the criminal justice system and to society as a whole

**Department of Corrections.**

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

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

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

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

**Department of Forensic Psychology.**

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

helping professions, education, research, and society.

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

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

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

**Department of Law Enforcement.**

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

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

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

1. offer students an educational program which provides specific skills for career productivity and knowledge to expand their horizons in and beyond the world of their chosen careers through opportunities to gain specialized technical knowledge and practical field experience.
2. provide students with instruction and facilities in an environment that promotes personal, educational, and social growth as well as insight into the many facets of the field of Law Enforcement
3. provide well-educated, professionally-active, supportive faculty who keep abreast of current trends in their disciplines.
4. update Law Enforcement curricula to meet ever-changing career needs.

5. provide individual advising for students in order to help them develop to their potential.
6. provide referrals for individual counseling for students to help them with their personal concerns.
7. assist students in obtaining employment by maintaining current faculty contacts in law enforcement and by referring Law Enforcement students to TU's Office of Career Services.
8. help students learn an integrated perspective of human cognitive, affective, behavioral, and physiological processes/dynamics
9. help students learn a sense of their place in history, the world, and their unique and shared cultural heritage
10. help students understand the relationship of Law Enforcement to other dimensions of the criminal justice system and to society as a whole

### **Bachelor of Criminal Justice OA Strategy.**

These strategies are conceptual and must be reviewed and approved by the CJ faculty. The primary vehicle to accomplish the mission and objectives of the School of Criminal Justice are the curricula of the various majors of the Bachelor of Criminal Justice degree. Tiffin University awards this degree in three programs of study/majors: corrections, forensic psychology, and law enforcement. Each department within the School of CJ has refined or created appropriate strategies for each of the three majors offered.

In general, outcomes in the School of CJ are assessed using a variety of approaches common across all three departments, including:

1. An objective, multiple-choice test composed by the faculty of each CJ department and administered to graduating seniors as a condition of graduation. Students are not required to pass the test to graduate, only to take it.
2. An essay test in a case-analysis format. The case is appropriate to and different for each major, and designed by the faculty from each respective department. Grading of the essay is done collectively by faculty in the respective department. Grading criteria appropriate to the discipline are used in each case.
3. Subjective essays responding to the following questions:
  - a. What courses did you enjoy the most and why?
  - b. What courses did you dislike the most and why?
  - c. Which courses do you think will help you most on the job and why?
  - d. How did your internship experience help you?
  - e. Which courses were most helpful in your internship and how?
  - f. Which courses should be added to or deleted from the CJ curriculum and why?
  - g. In what ways did your CJ experience affect you as a person?
4. The average score of the group taking the test will be "C" or better.

The following is a summary of OA strategies, by major, for each department of the School of Criminal Justice.

### **Corrections.**

The Department of Corrections is considering use of the following assessment strategy for Corrections students:

1. An objective, multiple-choice test composed by the Corrections faculty and administered to graduating seniors as a condition of graduation. The exam consists of:
    - a. approximately 15 multiple-choice questions derived from the course-content guidelines for each of the 7 courses in the CJ School Core Curriculum for a total of 100 questions.
    - b. 20 multiple choice questions are taken from the course-content guidelines for each of the 10 major courses in the Corrections program of study for a total of 200 questions. Both elements "a" and "b" are compiled into a 300-item, objective, comprehensive exit examination.
    - c. students are expected to perform in accordance with their GPA, i.e., "A" students should get an "A" grade on the comprehensive exit examinations, "B" students a "B", etc.
  2. An essay test in a case-analysis format. The case is designed by Corrections faculty. Grading of the essay is done collectively by Corrections faculty. Key outcomes indicators used in the rating process include evidence of:
    - a. ability to identify the presenting problem(s) using the multi-axial format of the DSM-IV
    - b. ability to identify and appropriately weigh factors in the major functional domains of physiology, cognition, affect, behavior, and relationships.
    - c. ability to utilize common discipline-appropriate strategies of assessment, planning, implementation, referral, linking, monitoring, and evaluation
    - d. ability to recognize and respond to ethical issues
    - e. ability to recognize and respond to legal issues
  3. Subjective essays responding to the following questions:
    - a. What courses did you enjoy the most and why?
    - b. What courses did you dislike the most and why?
    - c. Which courses do you think will help you most on the job and why?
    - d. How did your internship experience help you?
    - e. Which courses were most helpful in your internship and how?
    - f. Which courses should be added to or deleted from the CJ curriculum and why?
    - g. In what ways did your CJ experience affect you as a person?
  4. The average score of the group taking the test will be "C" or better.
- Assessment instruments used in the Department of Corrections for the BCJ are currently under development

### **Forensic Psychology.**

The Department of Forensic Psychology is considering use of the following assessment strategy for Forensic Psychology students:

1. An objective, multiple-choice test composed by the Forensic Psychology faculty and administered to graduating seniors as a condition of graduation. The exam consists of:
  - a. approximately 15 multiple-choice questions derived from the course-content guidelines for each of the 7 courses in the CJ School Core Curriculum for a total of 100 questions.
  - b. 20 multiple choice questions are taken from the course-content guidelines for each of the 10 major courses in the Corrections program of study for a total of 200 questions. Both elements "a" and "b" are compiled into a 300-item, objective, comprehensive exit

examination.

- c. students are expected to perform in accordance with their GPA, i.e., "A" students should get an "A" grade on the comprehensive exit examinations, "B" students a "B", etc.
2. An essay test in a case-analysis format. The case is designed by Forensic Psychology faculty. Grading of the essay is done collectively by Forensic Psychology faculty. Key outcomes indicators used in the rating process include evidence of:
    - a. ability to identify the presenting problem(s) using the multiaxial format of the DSM-IV
    - b. ability to identify and appropriately weigh factors in the major functional domains of physiology, cognition, affect, behavior, and relationships.
    - c. ability to utilize common discipline-appropriate strategies of assessment, planning, implementation, referral, linking, monitoring, and evaluation
    - d. ability to recognize and respond to ethical issues
    - e. ability to recognize and respond to legal issues
  3. Subjective essays responding to the following questions:
    - a. What courses did you enjoy the most and why?
    - b. What courses did you dislike the most and why?
    - c. Which courses do you think will help you most on the job and why?
    - d. How did your internship experience help you?
    - e. Which courses were most helpful in your internship and how?
    - f. Which courses should be added to or deleted from the CJ curriculum and why?
    - g. In what ways did your CJ experience affect you as a person?
  4. The average score of the group taking the test will be "C" or better.

Assessment instruments used in the Department of Forensic Psychology for the BCJ are currently under development

### **Law Enforcement**

The Department of Law Enforcement is considering use of the following assessment strategy for Law Enforcement students:

1. An objective, multiple-choice test composed by the Law Enforcement faculty and administered to graduating seniors as a condition of graduation. The exam consists of:
  - a. approximately 15 multiple-choice questions derived from the course-content guidelines for each of the 7 courses in the CJ School Core Curriculum for a total of 100 questions.
  - b. 20 multiple choice questions are taken from the course-content guidelines for each of the 10 major courses in the Law Enforcement program of study for a total of 200 questions. Both elements "a" and "b" are compiled into a 300-item, objective, comprehensive exit examination.
  - c. students are expected to perform in accordance with their GPA, i.e., "A" students should get an "A" grade on the comprehensive exit examinations, "B" students a "B", etc.
2. An essay test in a case-analysis format. The case is designed by Law Enforcement faculty. Grading of the essay is done collectively by Law Enforcement faculty. Key outcomes indicators used in the rating process include evidence of:
  - a. ability to identify the presenting problem(s) using the multiaxial format of the DSM-IV

- b. ability to identify and appropriately weigh factors in the major functional domains of physiology, cognition, affect, behavior, and relationships.
  - c. ability to utilize common discipline-appropriate strategies of assessment, planning, implementation, referral, linking, monitoring, and evaluation
  - d. ability to recognize and respond to ethical issues
  - e. ability to recognize and respond to legal issues
3. Subjective essays responding to the following questions:
- a. What courses did you enjoy the most and why?
  - b. What courses did you dislike the most and why?
  - c. Which courses do you think will help you most on the job and why?
  - d. How did your internship experience help you?
  - e. Which courses were most helpful in your internship and how?
  - f. Which courses should be added to or deleted from the CJ curriculum and why?
  - g. In what ways did your CJ experience affect you as a person?
4. The average score of the group taking the test will be "C" or better.
- Assessment instruments used in the Department of Law Enforcement for the BCJ are currently under development

**Associate of Criminal Justice.**

**Law Enforcement.** The Department of Law Enforcement is considering use of the following assessment strategy for ACJ students:

1. An objective, multiple-choice test composed by the Law Enforcement faculty and administered to candidates for the ACJ as a condition of graduation. The exam consists of:
  - a. 20 multiple choice questions are taken from the course-content guidelines for each of the 12 core courses in the ACJ program of study for a total of 220 questions in an objective, comprehensive exit examination.
  - b. students are expected to perform in accordance with their GPA, i.e., "A" students should get an "A" grade on the comprehensive exit examinations, "B" students a "B", etc.
2. An essay test in a case-analysis format. The case is designed by Law Enforcement faculty. Grading of the essay is done collectively by Law Enforcement faculty. Key outcomes indicators used in the rating process include evidence of:
  - a. ability to identify the presenting problem(s) using the multi-axial format of the DSM-IV
  - b. ability to identify and appropriately weigh factors in the major functional domains of physiology, cognition, affect, behavior, and relationships.
  - c. ability to utilize common discipline-appropriate strategies of assessment, planning, implementation, referral, linking, monitoring, and evaluation
  - d. ability to recognize and respond to ethical issues
  - e. ability to recognize and respond to legal issues
3. Subjective essays responding to the following questions:
  - a. What courses did you enjoy the most and why?
  - b. What courses did you dislike the most and why?
  - c. Which courses do you think will help you most on the job and why?
  - d. How did your internship experience help you?
  - e. Which courses were most helpful in your internship and how?

- f. Which courses should be added to or deleted from the CJ curriculum and why?
  - g. In what ways did your CJ experience affect you as a person?
4. The average score of the group taking the test will be "C" or better.  
Assessment instruments used in the Department of Law Enforcement for the ACJ are currently under development

**Use of Information Gained in the Process of Assessment.**

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

**Results.**

No OA data were collected in AY 96-97. Assessment strategies are under development and need to be confirmed by the CJ faculty.

**Discussion.**

The primary goal in the area of OA for the School of CJ for AY 97-98 is to review relevant areas of this document and reach consensus on a workable OA plan. Sufficient conceptual framework exists such that this is a reasonable goal.

**Recommendations.**

The School of CJ should begin work on OA strategies as soon as possible once AY 97-98 begins. This will allow time for conceptual development as well as test runs of any instruments and/or strategies designed. A timetable for implementing OA strategies should be developed.

**School of Graduate Studies**

**School Mission.**

The mission of the School of Graduate Studies is currently being developed.

**Master of Business Administration Outcomes Assessment Strategy.**

The OA strategy for the MBA is currently under development.

**Master of Business Administration Results.**

Since the OA strategy for the MBA is under development, no data were collected during AY 96-97.

**Discussion.**

The School of Graduates Studies held planning meetings with the DOA during AY 96-97. A basic framework for OA strategies was developed at that time. With the shift to a modular format in the MBA program, OA was not deemed advisable until the program changes were in place.

**Recommendations.**

The School of Graduate studies should begin work as soon as possible after the start of AY 97-98 to allow sufficient time for developing and testing of appropriate OA strategies by the end of AY 97-98. A timetable for implementing strategies should be developed.



### III. Appendices

#### A. School of Arts and Science

##### 1. ICC

The following document is a sample of the worksheet used in AY 96-97 by the ICC OA Committee.

**TIFFIN**

**UNIVERSITY**

Integrated Core Curriculum

Outcomes Assessment Worksheet: 96-97

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Interviewer: \_\_\_\_\_ Date: \_\_\_\_\_

Student: \_\_\_\_\_ Major: \_\_\_\_\_

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

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**Materials needed for this interview:**

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

**Instructions:**

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

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

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

## **RESPONSE RATING SCALES**

*All responses should be rated using the following scales:*

### **Scale A: Strength of Response (SR):**

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

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

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

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

## COMMUNICATIONS QUESTIONS

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

Comments:

SR 0 1 2 3 4 5  
SICC 0 1 2 3 4 5

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

### 2. Present a graph (received with interview forms) and ask the student to interpret it.

Comments:

SR 0 1 2 3 4 5  
SICC 0 1 2 3 4 5

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

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

Comments:

SR 0 1 2 3 4 5  
SICC 0 1 2 3 4 5

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

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

Comments:

SR 0 1 2 3 4 5  
SICC 0 1 2 3 4 5

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

## PEOPLE AND THEIR UNIVERSE QUESTIONS

**5. Native Americans may legally operate gambling casinos in states that otherwise outlaw gambling. African-Americans and women have opportunities in the workplace made available to them through affirmative action plans. These examples of specialized treatment recognize centuries of unfair, illegal, and prejudicial treatment experienced by minorities.**

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

Comments:

SR 0 1 2 3 4 5  
SICC 0 1 2 3 4 5

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

**b. Can you conceive of other ways you might address unfair actions against groups in the past without creating undue hardship on present generations?**

Comments:

SR 0 1 2 3 4 5  
SICC 0 1 2 3 4 5

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

**c. Might sensitivity training and education in cultural diversity be an important part of governmental actions directed toward equal opportunity? Explain.**

Comments:

SR 0 1 2 3 4 5  
SICC 0 1 2 3 4 5

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

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

Comments:

SR 0 1 2 3 4 5  
SICC 0 1 2 3 4 5

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

**7. Abortion, assisted suicide, and gun ownership are issues that stimulate heated, often bitter, debate.**

**a. Select one of these issues and briefly explain the arguments on both sides of the issue.**

Comments:

SR 0 1 2 3 4 5  
SICC 0 1 2 3 4 5

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

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

Comments:

SR 0 1 2 3 4 5  
SICC 0 1 2 3 4 5

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

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

Comments:

SR 0 1 2 3 4 5  
SICC 0 1 2 3 4 5

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

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

Comments:

SR 0 1 2 3 4 5  
SICC 0 1 2 3 4 5

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

**9. Making moral and ethical choices is often not easy, although we face questions of right and wrong daily.**

**a. Would you tell me about a challenging moral or ethical issue that has troubled you in the past year?**

Comments:

SR 0 1 2 3 4 5

SICC 0 1 2 3 4 5

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

**b. How have you chosen to deal with this issue?**

Comments:

SR 0 1 2 3 4 5

SICC 0 1 2 3 4 5

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

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

Comments:

SR 0 1 2 3 4 5

SICC 0 1 2 3 4 5

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

**d. Is it important to you that your moral code and ethical behavior meet a popular standard?**

Comments:

SR 0 1 2 3 4 5

SICC 0 1 2 3 4 5

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

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

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

Comments:

SR 0 1 2 3 4 5  
SICC 0 1 2 3 4 5

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

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

Comments:

SR 0 1 2 3 4 5  
SICC 0 1 2 3 4 5

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

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

Comments:

SR 0 1 2 3 4 5  
SICC 0 1 2 3 4 5

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

**HERITAGE AND THE ARTS QUESTIONS**

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

**a. What is culture?**

Comments:

SR 0 1 2 3 4 5  
SICC 0 1 2 3 4 5

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

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

Comments:

SR 0 1 2 3 4 5  
SICC 0 1 2 3 4 5

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

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

Comments:

SR 0 1 2 3 4 5  
SICC 0 1 2 3 4 5

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

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

Comments:

SR 0 1 2 3 4 5  
SICC 0 1 2 3 4 5

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

**13. No matter how old we are, all of us can remember important historical events and people. We may remember them because we experienced them or because we learned about them in school.**

**a. Name one or two significant historical events or people that you remember.**

Comments:

SR 0 1 2 3 4 5  
SICC 0 1 2 3 4 5

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



**b. Discuss what difference these events or people make today.**

Comments:

SR 0 1 2 3 4 5  
SICC 0 1 2 3 4 5

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

**14. Sometimes events in history happen the way they do because of a set of special conditions at that time. For example, if Columbus had been blown off course and landed on Long Island instead of the West Indies, I might be asking you this question in Spanish. If General Rommel's wife had not been celebrating a birthday around D-Day, Germany might have prolonged World War II. Discuss an event in history you are familiar with and the special circumstances that made it happen the way it did.**

Comments:

SR 0 1 2 3 4 5  
SICC 0 1 2 3 4 5

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

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

Comments:

SR 0 1 2 3 4 5  
SICC 0 1 2 3 4 5

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

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

**a. What factors make it newsworthy?**

Comments:

SR 0 1 2 3 4 5  
SICC 0 1 2 3 4 5

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

**b. What were the concerns of the author/artist when the item was produced?**

Comments: SR 0 1 2 3 4 5  
SICC 0 1 2 3 4 5

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

**17. Art reflects 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. Give a different example of how, in your mind, art reflects a society at the time the art is created.**

Comments: SR 0 1 2 3 4 5  
SICC 0 1 2 3 4 5

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

**18. Why should we care that there are pyramids in Egypt, a Great Wall in China, a Taj Mahal in India, or monuments in Washington, D.C. ?**

Comments: SR 0 1 2 3 4 5  
SICC 0 1 2 3 4 5

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

**19. What is "The Golden Rule" and is it unique to this culture?**

Comments: SR 0 1 2 3 4 5  
SICC 0 1 2 3 4 5

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

**INDIVIDUAL INTERVIEW SUMMARY SHEET for (student): \_\_\_\_\_**

Please use this sheet to summarize the raw rating data you have gathered during an individual interview. When all individual interviews are done, summarize them on the separate INTERVIEW SERIES SUMMARY SHEET.

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

### INTERVIEW SERIES SUMMARY SHEET

*Please use this sheet to summarize the raw rating data you have gathered from each of your individual interviews (on the separate INDIVIDUAL INTERVIEW SUMMARY SHEETS). When you have completed this form, attach it to your narrative comments (done separately) about the outcome of your interviews. Both this summary sheet and your narrative comments should be forwarded to the Director of Outcomes Assessment.*

? #	SR	SICC	SR	SICC	SR	SICC	SR	SICC
1								
2								
3								
4								
5a								
5b								
5c								
6								
7a								
7b								
7c								
8								
9a								
9b								
9c								
9d								
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10c								
11a								
11b								
11c								
12								
13a								
13b								
14								
15								
16a								
16b								
17								
18								
19								
<b>TOTAL</b>								
<b>AVES</b>								

## IV. Glossary

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

ACBSP	Association of Collegiate Business Schools and Programs
ACJ	Associate of Criminal Justice
AICUO	Association of Independent Colleges and Universities of Ohio
AS	School of Arts and Science
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
GPA	Grade Point Average
ICC	Integrated Core Curriculum
IS	Information Systems
ISA	International Student Association
MBA	Master of Business Administration
NCA-CIHE	North Central Association (of Colleges and Schools Commission on Institutions of Higher Education)
OA	Outcomes Assessment
SICC	Strength of Relationship to TU ICC Exposure
SD	Standard Deviation
SR	Strength of Response
TU	Tiffin University
VPAA	Vice-President for Academic Affairs