

TIFFIN

UNIVERSITY

OFFICE OF OUTCOMES ASSESSMENT SUMMARY REPORT ACADEMIC YEAR 1997-1998

Raj V. Pathi, Ph.D., Vice-President for Academic Affairs

R. Scott Distel, M.R.C., Director

Table of Contents

I. Executive Summary	4
II. Introduction	6
A. History of Outcomes Assessment at TU	6
B. Rationale	8
C. Overview of Current Outcomes Assessment Program	9
III. Outcomes Assessment by Academic Program: AY 97-98	10
A. Institutional Mission	10
B. Office of Academic Affairs	12
1. Integrated Core Curriculum	12
a. Strategy	12
b. Results for AY 97-98	14
c. Discussion	25
d. Recommendations	27
2. Coordination with Office of Enrollment Services	27
C. School of Arts and Science	28
1. Bachelor of Arts in Liberal Studies	28
a. Strategy	29
b. Results and Discussion for AY 97-98	31
c. Recommendations	52
D. School of Business	54
1. Strategy, Results, & Discussion for AY 97-98	54
a. Bachelor of Business Administration	55
i. Accounting	56
ii. Finance	57
iii. Hospitality Management	59
iv. Information Systems	n/a
v. International Studies	61
vi. Management	63
vii. Marketing	65
2. Recommendations	75
E. School of Criminal Justice	76
1. Mission	76
a. Corrections	77
b. Forensic Psychology	77
c. Law Enforcement	78
2. Strategy	79
a. Bachelor of Criminal Justice	79
3. Results & Discussion for AY 97-98	81
4. Conclusions & Recommendations	89
F. School of Graduate Studies	90
1. Strategy	90
a. Master of Business Administration	90
2. Results for AY 97-98	90

a. Master of Business Administration	90
3. Discussion	90
4. Recommendations	94
IV. Summary Discussion of OA Program	95
V. Appendices	97
A. Student Enrollment Services exit interview form	97
B. Integrated Core Curriculum interview form	99
C. Proseminar in Criminal Justice: Sr. Competency Exam #982	112
D. AY 96-97/AY 97-98 ICC Interview Worksheet Item Equivalency Chart	113
VI. Glossary of Acronyms	114

I. Executive Summary

This document presents a summary of Tiffin University's outcomes assessment strategies, data gathered, analysis conducted, and conclusions reached as a result of assessment activities carried out in AY 97-98. The report consists of the following main sections: executive summary; introduction; assessment plans and outcomes by academic program within schools; summary discussion; appendices; glossary. The reader is referred to the Table of Contents for the main sections' subdivisions. A glossary of acronyms used is included on the very last page for quick reference.

Overall. AY 97-98 saw noticeable progress over AY 96-97 across all TU Schools. Each School now has goals and objectives in place, along with outcomes assessment strategies. During AY 97-98, all Schools raised their levels of consciousness regarding the need for assessment and followed through with implementing those strategies. Each School gathered, summarized, and analyzed assessment data. As all participants in the assessment process became more experienced with it, the level of sophistication rose, and the utility of the assessment activities became more apparent.

Each School needs to use the information gleaned from AY 97-98 assessment activities as the basis for AY 98-99 assessment, i.e., the faculty of each School must "close the loop" in the assessment process by reflecting on the implications of data gathered in AY 97-98 and making meaningful revisions as needed or identifying the processes that are working well and ensuring their continuation.

TU developed a new Institutional Mission Statement during AY 97-98. All Schools need to respond to this development in the following year. In addition, a self-study process will begin in fall, 1998, requiring each School's participation and internal response.

Office of Academic Affairs: Integrated Core Curriculum. The methods of the previous several years were continued with evolutionary refinements. A new scale (Source of Response Content) was added to the interview worksheet that proved useful in establishing the positive impact of the ICC on student learning. Interpretation of graphs, a weak area the previous two years, has improved. A viable assessment process is in place.

School of Arts and Science. The assessment process is developing well. AY 97-98 saw data being collected and a significant effort by the SAS Dean in analysis, interpretation, and discussion. The SAS is on track for a useful assessment process. Stated goals are, in the main, being accomplished.

School of Business. The SBU reviewed all programs and curricula during AY 97-98. The Administrative Management major was eliminated. Data were collected for almost all SBU programs, and a detailed analysis by the Acting Dean shows most stated goals were met. Planning for 100% departmental involvement is needed as well as for follow-up on this year's analysis.

School of Criminal Justice. The SCJ developed and partially implemented an assessment strategy. Full implementation is anticipated in AY 98-99. The SCJ Dean completed a detailed analysis of many areas of SCJ performance and found the School to be accomplishing its stated goals.

School of Graduate Studies. The SGS fully implemented its assessment plan, collected and analyzed data. A detailed report by the SGS Dean shows the stated goals are being attained and the MBA program is on track and meeting the needs of its graduates.

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

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

Description			AY 96-97			AY 97-98		
School	Degree	Program	Plan Started	Plan Done	Data Gathered	Plan Started	Plan Done	Data Gathered
OAA								
	n/a	ICC	x	x	x	x	x	x
AS								
	BLS	Humanities	x				x	x
		Social Science	x				x	x
BUS								
	BBA	Accounting		x			x	x
		Admin. Mgmt.	x			Program eliminated		
		Finance	x			x	x	x
		Hosp. Mgmt.	x			x	x	x
		Info. Systems		x			x	
		Intl. Studies		x			x	x
		Management		x			x	x
		Marketing		x			x	
CJ								
	BCJ	Corrections	x			x	x	x
		Forensic Psych.	x			x	x	x
		Law Enfrcmt.	x			x	x	x
	ACJ	Law Enfrcmt.	x			x		
GS								
	MBA	Business	x			x	x	x
	MCJ	Just. Adm. Mgmt.	x			x		

II: 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. During AY 97-98, the Office of OA has worked cooperatively with the Deans and Faculty of all four schools as well as limited elements of the university's administrative staff, to continue to develop TU's OA program.

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

Intrinsic to the North Central Association's (NCA) accreditation process was (and is) OA. TU was notified by NCA in September, 1991 that NCA required a written plan for how the institution documents student academic achievement. Pursuant to that notification, the 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 1997-1998 Catalog*, p. 17).

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

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

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

In preparation for an NCA Focus Visit Team in February, 1994, efforts were broadened by the VPAA during the Fall Semester of 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 four times, beginning in Spring Semester of 1995, and continuing in the Spring Semesters of 1996, 1997, and 1998.

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

1. Integrated Core Curriculum

2. Bachelor of Arts in Liberal Studies
 - a. Humanities
 - b. Social Sciences
3. Bachelor of Business Administration
 - a. Accounting
 - b. Finance
 - c. Hospitality Management
 - d. Information Systems
 - e. International Studies
 - f. Management
 - g. Marketing
4. Associate of Business Administration
 - a. Accounting
 - b. Business
 - c. Computer Programming
 - d. Hospitality Management
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
8. Master of Criminal Justice in Justice Administration Management

The Master of Criminal Justice in Justice Administration Management is beginning fall semester, 1998. An assessment strategy for this program is being developed by the SCJ and will be implemented with the degree program. A Master of Criminal Justice in Forensic Psychology is under development beginning in the summer of 1998, and is slated for implementation in the fall semester of 1999.

Rationale

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

The impetus to assess the quality of what is done at TU comes from intrinsic and extrinsic sources. Intrinsically, the professionalism of faculty and staff at TU demands that they must be constantly evaluating what they purport to do, assessing whether or not they actually accomplish what they say they do, and improving how they do it. Extrinsically, there are many quarters expecting faculty and staff to demonstrate how well they accomplish their goals. These include students, parents, employers, graduate schools, governmental and accrediting agencies, and benefactors. Among accrediting agencies, 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 Association of Collegiate Business Schools and Programs has recognized the School of Business with accreditation. Another hard reality is that there is a glut of academic institutions competing for students who are increasingly more sophisticated in seeking out a quality educational experience. Simply put, those institutions which have a clear sense of identity and purpose, are attuned to the needs of students, have a tested and continuously improved way of accomplishing that purpose, and have the sheer determination to succeed will survive. Those who do not will cease to exist.

Overview of Current OA Program

This document is a summary report of the Academic Year (AY) 1997-1998 OA Program at 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 programs. As soon as the OA process for academics is firmly in place, other areas will also be addressed, e.g., student life, athletics, administration, alumni/-ae, employers, and parents. Preliminary efforts to involve administrative departments in OA began this AY with revision of a student exit interview (See Appendix A) used by the Office of Enrollment Services. The form was revised to include some basic questions focused more on a student's experience and level of satisfaction with academics at TU.

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

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

III: OA by Academic Program: AY 97-98

This portion of the AY 97-98 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

Tiffin University is in a period of transition with regard to its institutional mission statement. During AY 97-98, the President appointed a committee to review the mission statement and make recommendations regarding the need for revisions. The committee did recommend revisions, which the President then circulated among the faculty and staff for comment. The faculty then accepted the recommended revisions at its April 6, 1998 meeting; the Assembly at its April 14, 1998 meeting; the University Board of Trustees at its May 2, 1998 meeting. The newly revised mission statement is as follows.

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

To achieve these goals, the University will:

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

Since these actions took place at the very end of AY 97-98, there was no opportunity for the four Schools or administrative departments to review their respective planning documents and outcomes assessment strategies to revise them as necessary. Further, as TU approaches AY 98-99, assembly of a Self-Study Committee is slated to thoroughly review all aspects of University operations. This Committee is preparing for the March, 2000 site visit by NCA. OA strategy changes by any School or administrative office prior to completion of the Self-Study would be premature. This AY 97-98 Summary Report refers to the institutional mission statement as it was worded prior to the changes referred to immediately above, and which follows immediately.

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

Office of Academic Affairs

The Office of Academic Affairs has overall responsibility for coordinating outcomes assessment efforts across all elements of the University, including academic as well as administrative components. This Office, through the Office of Outcomes Assessment, specifically assumes responsibility for the assessment of the Integrated Core Curriculum (ICC), since this program is an integral element of all undergraduate degree programs at TU. The following section of this report describes the strategy and presents the results of ICC OA efforts for AY 97-98.

Integrated Core Curriculum OA Strategy. The ICC curriculum is the first of a four-part general education process. It is taught and planned by the faculty of the School of Arts and Science, but for OA purposes, the ICC is treated as a program of the Office of Academic Affairs because the ICC is common to all undergraduate degree programs. A significant part of TU's institutional philosophy is a strong commitment to a General Education Program.

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

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 1997-1998 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.

<u>Obj.</u>	<u>Course(s)</u>	<u>Obj.</u>	<u>Courses</u>	<u>Obj.</u>	<u>Courses</u>
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	HI101, 102, 111, 112	4, c	AR201+, 303+
1, d	CA130	3, a	EC120, PY161		403+
1, e	MA174		SC191		
1, f	MA174	3, b	PY161, PH305,		
1, g	EC120, IS105,		SC191		
	MA174	3, c	PY161, PH305		
1, h	IS105	3, d	EC120		

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

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

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

The worksheet edition used in AY 97-98 incorporated a series of nineteen (19) questions and subsections for a total of thirty-one (31) interview items directly related to each of the four ICC areas of Communications, Heritage, People and Their Universe, and Arts (*Tiffin University 1997-1998 Catalog*, p. 17). (See Appendix B of this report for the complete text of the ICC OA interview questions, full explanations of SR (Strength of Response), SICC (Strength of Relationship to TU ICC Exposure), and SRC (Source of Response Content) scales used in the interview worksheets and in the Tables presented in the ICC section of this document. Both SR and SICC scores use a 0-5 Likert-type scale.)

Results.¹

This section presents results based on ICC OA data gathered during AY 97-98 from interviews with randomly chosen students. Of the twenty-eight students invited, fourteen responded and completed an interview, i.e., 50% of the students invited were interviewed, a 4% improvement over AY 96-97.

This Results section will refer to Tables 1, 2, 3, 4, 5, 6 and 7 below. Table 1 presents a summary of ICC OA interview Ss' descriptive information. Table 2 presents mean SR and SICC scores 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 SR responses grouped by ICC interview sections: Communications, People and Their Universe, and Heritage and the Arts. Table 4 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 5 presents an ascending sort on mean SR and SICC scores for all respondents across all interview questions used in the ICC OA interview for AY 97-98. Table 6 presents a summary of SRC scores reflecting self-reported sources of interview Ss' response content. Table 7 presents a comparison of AY 96-97 and AY 97-98 SR and SICC scores. The reader will also be referred to Chart 1 below, which presents SRC score frequencies by source type.

¹ The author of this report wishes to acknowledge the ongoing contributions of the Integrated Core Curriculum Outcomes Assessment Committee for their assistance in developing the interview process, worksheets, and conducting interviews. Committee members are Bruce Bowlus, Becky Fox, Judy Gardner, Gabe Jaskolka, John Millar, and Dale Rayman.

Table 1, which presents a summary of ICC OA interview Ss' descriptive information, shows that a reasonable mixture of interviewees was selected. There is a wide range of majors, GPAs (average of 2.36), commuters (6) and residents (6), men (8) and women (4). Ages cluster closely together with an average age of 20.9 (all Ss are traditional students).

Table 1

Summary of ICC OA Interview Ss' Descriptive Information*

Major	GPA	Commuter	Sex	Age
Finance		N	F	20
LE/FP	3.2	N	F	21
		N	M	20
CO	2.3	Y	M	20
MIB	2.94	Y	F	21
MMS	2.5	N	M	21
MMS	3.17	Y	M	21
IS	2.84	N	M	22
LE	2.6	N	M	20
LE	2.3	Y	M	22
FP/LE	3.4	Y	F	22
IS/ACTG	3.08	Y	M	21
	Ave.=2.36	Y=6	F=4	Ave.=20.9
		N=6	M=8	

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

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

- The strongest mean SR score average (3.42) was in the Communications area.
- (The AY 96-97** strongest mean SR score average of 3.23 was in the People and Their Universe area). ***
- The strongest mean SICC score average (3.65) was also in the Communications area. (The AY 96-97 strongest mean SICC score average of 3.20 was in the Communications area, too).
- The weakest mean SR score average (3.03) was in the Heritage and the Arts area.
- (The AY 96-97 weakest mean SR score average of 2.90 was also in the Heritage and the Arts area).
- The weakest mean SICC score average (2.30) was in the People and Their Universe area.
- (The AY 96-97 weakest mean SICC score average of 1.86 was in the Heritage and the Arts area).

**Complete SR and SICC scores for AY 96-97 are found in Table 1, p. 13 of the AY 96-97 OA Summary Report.

***The reader is referred to Appendix D for an AY 96-97/AY 97-98 ICC Interview Worksheet Item Equivalency Chart

Table 2

Mean SR and SICC Scores
Grouped by ICC Interview Sections:
Communications, People and Their Universe, and Heritage and the Arts

COMMUNICATIONS N=14			PEOPLE AND THEIR UNIVERSE N=14			HERITAGE AND THE ARTS N=14		
Q#	SR	SICC	Q#	SR	SICC	Q#	SR	SICC
1	3.61	3.64	5a	3.25	2.57	11a	2.89	2.50
2	3.54	3.62	5b	2.71	2.50	11b	2.93	2.57
3	3.18	3.64	5c	2.73	2.69	11c	2.82	2.57
4	3.36	3.71	6	3.21	2.00	12	3.27	2.23
			7a	3.57	2.62	13	2.85	1.54
			7b	2.77	2.08	14	2.92	2.83
			7c	2.95	1.78	15	3.62	2.85
			8	2.68	2.77	16a	3.23	2.15
			9a	3.21	1.85	16b	3.15	2.50
			9b	3.00	1.85	17a	3.15	3.08
			9c	3.21	2.38	17b	3.12	3.00
			10a	3.00	2.00	18	3.04	2.54
			10b	3.29	2.21	19	2.38	2.00
			10c	3.43	2.93			
AVGS:	3.42	3.65		3.07	2.30		3.03	2.49

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

- The lowest standard deviation (SD) of .44, i.e., the least variability or highest level of consistency in mean SR scores, is found in item 12. (See Appendix B for ICC worksheet questions).
- (For AY 96-97, the lowest SD of .75 is found in item 9d).
- The lowest average SD of .92 is found in the grouping Communications.
- (For AY 96-97, the lowest average SD of 1.09 is found in the grouping, People and Their Universe.
- The highest SD of 1.48, i.e., the greatest variability or lack of consistency in mean SR scores is found in both items 5b and 9a.
- (For AY 96-97, the highest SD of 1.80 is found in item 14).
- The highest average SD of 1.15 is found in the grouping People and Their Universe.
- (For AY 96-97, the highest average SD of 1.35 is also found in the same grouping, Heritage and the Arts).

Table 3

**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=14				PEOPLE AND THEIR UNIVERSE N=14				HERITAGE AND THE ARTS N=14			
Q#	SD	HI	LOW	Q#	SD	HI	LOW	Q#	SD	HI	LOW
1	0.74	5	2	5a	1.05	4	1	11a	0.88	4	2
2	0.95	5	1	5b	1.48	5	0	11b	0.83	4	2
3	0.77	4	1	5c	1.13	5	1	11c	1.07	4	1
4	1.22	5	1	6	1.05	5	1	12	0.44	4	3
				7a	0.85	5	2	13	1.07	4	1
				7b	1.30	5	1	14	1.61	5	0
				7c	1.21	4	0	15	1.12	5	1
				8	1.61	5	0	16a	0.73	4	2
				9a	1.48	5	0	16b	0.99	4	1
				9b	1.41	4	0	17a	1.14	5	1
				9c	1.25	5	0	17b	1.26	5	1
				10a	0.96	4	1	18	1.01	5	2
				10b	0.73	4	2	19	1.61	5	0
				10c	0.65	4	2				
AVGS:	.92	4.75	1.25		1.15	4.57	.79		1.06	4.46	1.31

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

- The lowest SD of .93, i.e., the least variability in mean SICC scores, is found in item 3, which lies in the Communications grouping.
- (The lowest AY 96-97 SD of .88 is found in item 10a, found in the People and Their Universe grouping).
- The lowest average SD of 1.17 is found in the Communications grouping.
- (The lowest AY 96-97 average SD of 1.21 is found in the same grouping).
- The highest SD of 1.92, i.e., the greatest variability in mean SICC scores, is found in item 7c of the People and Their Universe grouping.
- (The highest AY 96-97 SD of 1.75 is found in item 5b, also in the same grouping).
- The highest average SD of 1.67 is found in the People and Their Universe grouping.
- (The highest AY 96-97 average SD (1.45), however, is found in the Communications grouping).

Table 4

**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=14				PEOPLE AND THEIR UNIVERSE N=14				HERITAGE AND THE ARTS N=14			
Q#	SD	HI	LOW	Q#	SD	HI	LOW	Q#	SD	HI	LOW
1	1.15	5	1	5a	1.55	5	0	11a	1.56	5	0
2	1.33	5	1	5b	1.40	5	0	11b	1.50	5	0
3	0.93	5	1	5c	1.38	5	0	11c	1.50	5	0
4	1.27	5	0	6	1.52	4	0	12	1.54	5	0
				7a	1.76	5	0	13	1.39	4	0
				7b	1.66	5	0	14	1.64	5	0
				7c	1.92	5	0	15	1.46	5	0
				8	1.69	5	0	16a	1.41	4	0
				9a	1.82	5	0	16b	1.31	4	0
				9b	1.82	5	0	17a	1.38	5	1
				9c	1.71	5	0	17b	1.53	5	1
				10a	1.71	5	0	18	1.33	5	0
				10b	1.72	5	0	19	1.58	5	0
				10c	1.69	5	0				
AVGS:	1.17	5	.75		1.67	4.93	0		1.47	4.77	.15

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

- The three strongest mean SR scores were for items 15, 1, and 7a.
- (The three strongest AY 96-97 mean SR scores were for items 9d, 10c, and 7a).
- The three strongest mean SICC scores were for items 4, 3, and 1.
- (The three strongest AY 96-97 mean SICC scores were for items 1, 3, and 2).
- The three weakest mean SR scores were for items 19, 8, and 5b.
- (The three weakest AY 96-97 mean SR scores were for items 6, 17, and 2).
- The three weakest mean SICC scores were for items 13, 7c, and 9a.
- (The three weakest AY 96-97 mean SICC scores were 7c, 19, and 6)

The strongest mean SR score (3.62) was for question 15, which reads: *“Life in the USA is constantly changing. For example, most people used to live on farms. Today, most people live in a town or a city. To you, how else has the USA changed significantly religiously, economically, politically, socially, etc.) over time?”* The mean SICC score (2.85) for this question was the eighth strongest.

The second strongest mean SR score (3.61) was for question 1, which reads: *“What are some ways of enhancing an oral presentation?”* The mean SICC score (3.64) was the third strongest

The third strongest mean SR score (3.57) 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 (2.62) was the twelfth strongest.

The strongest mean SICC score (3.71) was for question 4, which reads: *“Describe an application where spreadsheet/database software can be used to more effectively solve a problem.”* The mean SR score (3.36) was the sixth strongest.

The second strongest mean SICC score (3.64) 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 (3.18) was the fourteenth strongest.

The third strongest mean SICC score (3.64) was for question 1, which reads: *“What are some ways of enhancing an oral presentation?”* The related mean SR score (3.61) was the second strongest.

The weakest mean SR score (2.38) of all interview questions was for item 19, which reads: *“What is “The Golden Rule” and is it unique to this culture?”* This item yielded the seventh weakest mean SICC score (2.00).

The second weakest mean SR score (2.68) was on question 8, which reads: *“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.]”* This item yielded the tenth strongest mean SICC score (2.77).

Table 5

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

SR N=14		SICC N=14	
Q#	MEAN	Q#	MEAN
19	2.38	13	1.54
8	2.68	7c	1.78
5b	2.71	9a	1.85
5c	2.73	9b	1.85
7b	2.77	6	2.00
11c	2.82	10a	2.00
13	2.85	19	2.00
11a	2.89	7b	2.08
14	2.92	16a	2.15
11b	2.93	10b	2.21
7c	2.95	12	2.23
9b	3.00	9c	2.38
10a	3.00	5b	2.50
18	3.04	11a	2.50
17b	3.12	16b	2.50
16b	3.15	18	2.54
17a	3.15	5a	2.57
3	3.18	11b	2.57
6	3.21	11c	2.57
9a	3.21	7a	2.62
9c	3.21	5c	2.69
16a	3.23	8	2.77
5a	3.25	14	2.83
12	3.27	15	2.85
10b	3.29	10c	2.93
4	3.36	17b	3.00
10c	3.43	17a	3.08
2	3.54	2	3.62
7a	3.57	1	3.64
1	3.61	3	3.64
15	3.62	4	3.71

Question 5b was the third weakest mean SR score (2.71). This question reads: “*Native Americans may legally operate gambling casinos in states that otherwise outlaw gambling. African-Americans and women have opportunities in the workplace made available to them through affirmative action plans. These examples of specialized treatment recognize centuries of unfair, illegal, and prejudicial treatment experienced by minorities.*”

b. Can you think of other ways you might address unfair actions against groups in the past without creating undue hardship on present generations?” This item yielded the thirteenth weakest SICC score (2.50).

The weakest mean SICC score (1.54) was question 13, which reads: “*No matter how old we are, all of us can remember important historical events and people. We may remember them because we experienced them or because we learned about them in school. Name an historical event that you remember and explain why it was significant.*” The mean SR score (2.85) for this question was seventh weakest.

The second weakest mean SICC score (1.78) 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 (2.95) for this question was the eleventh weakest.

The third weakest mean SICC score (1.85) was question 9a, which reads: “*Making moral and ethical choices is often not easy, although we face questions of right and wrong daily. Please tell me about a challenging moral or ethical issue that has troubled you in the past year.*

a. How have you chosen to deal with this issue?” The related SR score was 3.21, which was the twelfth strongest score.

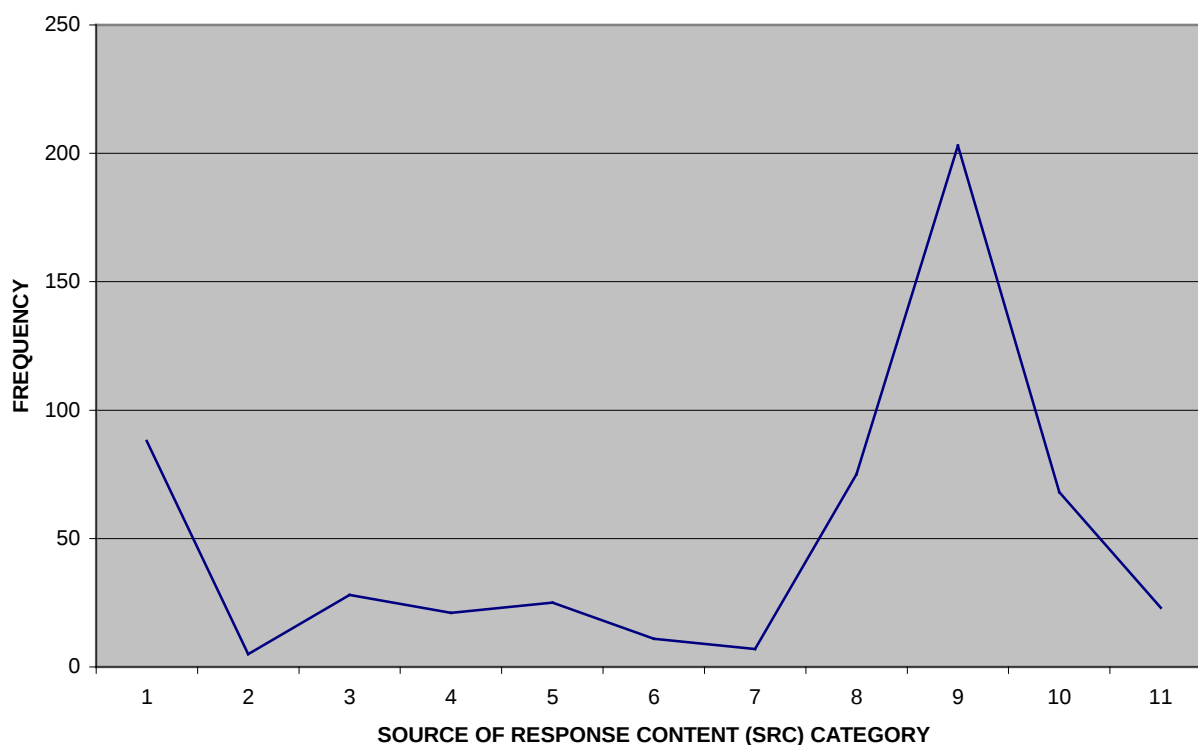
The Results presentation now turns to Table 6 below. This offers a summary of Source of Response Content (SRC) scores Reflecting Self-reported Sources of Interview Ss’ Response Content. Eleven categories were used to code Ss’ responses to the ICC Interview Worksheet questions as follow:

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

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

Table 6
Summary of SRC Scores Reflecting
Self-reported Sources of Interview Ss' Response Content

	Source of Response Content Categories										
Q#	1	2	3	4	5	6	7	8	9	10	11
1	0	0	4	0	0	1	0	0	10	3	0
2	0	0	1	0	0	0	0	0	10	0	0
3	1	0	0	0	1	0	0	0	7	7	1
4	0	0	1	1	0	0	0	1	9	3	0
5a	6	0	2	1	0	0	0	2	6	3	1
5b	4	0	2	0	0	0	0	2	5	2	0
5c	2	0	1	0	0	0	0	1	4	3	2
6	3	0	0	0	0	1	0	5	3	2	0
7a	4	0	1	1	2	0	0	3	6	2	1
7b	4	0	0	1	2	0	0	2	5	2	0
7c	6	0	0	0	2	0	0	1	1	1	0
8	2	0	0	0	0	0	0	3	5	4	0
9a	5	0	0	1	2	1	0	1	4	2	1
9b	8	0	0	1	2	1	0	0	4	2	1
9c	5	0	1	2	2	1	0	1	7	2	0
10a	5	0	0	2	0	0	0	2	5	1	1
10b	5	0	0	2	0	0	0	3	6	1	1
10c	6	0	0	1	0	0	0	3	7	2	1
11a	1	0	0	1	0	0	0	3	9	2	0
11b	1	0	0	1	0	0	0	3	8	1	0
11c	1	0	0	1	0	0	0	3	7	1	1
12	1	1	3	0	0	0	0	5	6	0	1
13	0	2	2	0	0	0	0	3	5	0	0
14	0	0	2	0	0	0	0	2	8	0	0
15	4	0	0	1	1	0	0	1	7	2	0
16a	1	0	0	0	0	0	0	3	3	5	0
16b	1	0	0	0	0	0	0	3	5	4	0
17a	1	0	2	0	0	0	0	2	10	0	0
17b	1	0	1	0	1	0	0	4	8	1	0
18	3	0	2	0	1	0	0	3	8	0	0
19	7	0	0	0	4	0	0	3	6	0	1
Totals:	88	3	25	17	20	5	0	68	194	58	13

Chart 1**AY 97-98 ICC SRC SCORE FREQUENCIES BY SOURCE TYPE****Source Categories:**

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

Referring now to Table 7 below, a Comparison of AY 96-97 and AY 97-98 SR and SICC Scores, the following highlights are noted:

- Questions 1-4 (the Communications area) show the three strongest SICC scores for both periods.
- Question 7a showed the third strongest SR score both periods.
- Question 7c showed the first and second weakest SICC scores both periods.
- The top three gains in SR scores were on questions 6, 2, and 17a.
- The top three gains in SICC scores were on questions 17a, 18, and 19.
- The top three losses in SR scores were on questions 19, 9b and 10a, and 13.
- The top three losses in SICC scores were on questions 10a, 5b, and 5a.
- The top three least changed SR scores were questions 9a, 11c, and 18.
- The top three least changed SICC scores were questions 13, 1, and 10b.

Table 7

COMPARISON OF AY 96-97 AND AY 97-98 SR and SICC SCORES

AY 96-97			AY 97-98			Change			
Q#	SR	SICC	Item Nos.	SR	SICC	SR+/-	SICC +/-	SR %	SICC %
1	3.46	3.62	1	3.61	3.64	0.15	0.02	4.25	0.63
2	2.54	3.08	2	3.54	3.62	1.00	0.54	39.31	17.38
3	3.23	3.23	3	3.18	3.64	-0.05	0.41	-1.59	12.78
4	3.15	2.85	4	3.36	3.71	0.21	0.86	6.58	30.33
5a	3.54	2.69	5a	3.25	2.57	-0.29	-0.12	-8.19	-4.41
5b	2.92	2.69	5b	2.71	2.50	-0.21	-0.19	-7.05	-7.06
5c	3.08	2.46	5c	2.73	2.69	-0.35	0.23	-11.34	9.44
6	2.08	1.38	6	3.21	2.00	1.13	0.62	54.53	44.93
7a	3.62	2.08	7a	3.57	2.62	-0.05	0.54	-1.34	25.74
7b	3.15	2	7b	2.77	2.08	-0.38	0.08	-12.09	3.85
7c	2.8	1.23	7c	2.95	1.78	0.15	0.55	5.36	44.53
8	3	2.38	8	2.68	2.77	-0.32	0.39	-10.71	16.35
9a	3.31	1.62							
9b	3.23	1.69	9a	3.21	1.85	-0.02	0.16	-0.49	9.24
9c	3.46	1.92	9b	3.00	1.85	-0.46	-0.07	-13.29	-3.85
9d	3.69	1.77	9c	3.21	2.38	-0.48	0.61	-12.89	34.72
10a	3.46	2.46	10a	3.00	2.00	-0.46	-0.46	-13.29	-18.70
10b	3.46	2.23	10b	3.29	2.21	-0.17	-0.02	-5.04	-0.70
10c	3.62	2.38	10c	3.43	2.93	-0.19	0.55	-5.29	23.05
11a	2.77	2.46	11a	2.89	2.50	0.12	0.04	4.44	1.63
11b	2.69	2.23	11b	2.93	2.57	0.24	0.34	8.87	15.31
11c	2.85	2.23	11c	2.82	2.57	-0.03	0.34	-1.00	15.31
12	3.08	1.46	12	3.27	2.23	0.19	0.77	6.14	52.79
13a	3.27	1.54	13	2.85	1.54	-0.42	0.00	-12.96	-0.10
13b	2.85	1.62							
14	2.69	1.92	14	2.92	2.83	0.23	0.91	8.66	47.57
15	3.31	2	15	3.62	2.85	0.31	0.85	9.23	42.31
16a	3.08	2.23	16a	3.23	2.15	0.15	-0.08	4.90	-3.41
16b	2.77	2.23	16b	3.15	2.50	0.38	0.27	13.86	12.11
17	2.46	1.46	17a	3.15	3.08	0.69	1.62	28.21	110.75
			17b	3.12	3.00				
18	3	1.54	18	3.04	2.54	0.04	1.00	1.28	64.84
19	2.92	1.23	19	2.38	2.00	-0.54	0.77	-18.34	62.60
Average changes:						0.02	0.38	2.02	22.00

Discussion.

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

The SR average of all respondents across all three major ICC areas was 3.10 (compared with the AY 96-97 score of 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.* This average SR score, therefore, suggests an average strength of response according to the interviewers' ratings. This appears consistent with another independent measure of student performance, ACT scores. The average ACT score for an entering TU freshman is 19.5, a middle-of-the-road score in that arena.

The mean SICC average of all respondents across all three major ICC areas was a 2.55 (compared to the AY 96-97 average SICC score of 2.38), a less-than-average score based on the ICC OA rating scale, but a 7.14% improvement over AY 96-97. 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. However, this less-than-average score seems mitigated by the results of the newly added SRC scale and the indicators presented in Table 6 and Chart 1 above. The latter reveal a strong showing in the influence of the ICC on the respondents' answers during the ICC interviews. The ICC clearly surfaces as an important influence on student thinking at TU based on these results.

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

- The strongest mean SR score average (3.42) was in the Communications area.
- (The AY 96-97 strongest mean SR score average of 3.23 was in the People and Their Universe area).
- The strongest mean SICC score average (3.65) was also in the Communications area. (The AY 96-97 strongest mean SICC score average of 3.20 was in the Communications area, too).
- The weakest mean SR score average (3.03) was in the Heritage and the Arts area.
- (The AY 96-97 weakest mean SR score average of 2.90 was also in the Heritage and the Arts area).
- The weakest mean SICC score average (2.30) was in the People and Their Universe area.
- (The AY 96-97 weakest mean SICC score average of 1.86 was in the Heritage and the Arts area).

- The correlation between SR and SICC scores was .45, a moderately strong relationship.

However, the significance of the strength of this correlation is confounded by a relatively strong average SR score of 3.42 and a weaker SICC average score of 2.30. This seems to indicate that, although the general strength of Ss' responses were rated as average by the interviewers, the strength of the responses seems to have less to do with the influence of the ICC than perhaps other intervening factors such as prior learning in high school, family, or personal experience. As noted earlier, though, the new SRC scale conflicts with this interpretation and suggests that the ICC does have a strong influence on the TU student.

In contrast to previous years, Table 7 shows an AY 97-98 improvement of 39.31% in the SR score, and a 17.38% improvement in the SICC score of item #2 (interpreting graphs) over the corresponding AY 96-97 scores, as well as at least the two previous years. (See Appendix B for text of ICC OA Interview Questions).

Recommendations.

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

1. The relationship between narrative ICC OA goals could be more clearly connected to the content of the ICC Interview Worksheet in the same vein as ICC course objectives have been related to specific ICC courses, i.e., which items in the ICC worksheet are intended to address which stated goal(s)?
2. A careful review of the AY 96-97 and AY 97-98 Annual Summary Reports should be conducted to determine whether the data as collected, organized, analyzed, and interpreted are meeting the needs of the ICC OA process. Is the information as collected asking the right questions (validity); is the statistical analysis meaningful and useful; does the follow-up to the analysis “complete the loop” in the ICC OA process and lead to meaningful revisions?
3. The ICC OA Interview Committee should clarify the nature of the interrelationship(s) (if any) of the SR, SICC, and SRC scales and resulting scores.
4. The AY 97-98 Summary Report should be discussed freely and openly among the SAS faculty.
5. Revisit the student interviewee recruitment process for ways to increase the number of interviews successfully completed.
6. Continue the practice of reviewing the ICC OA Interview Worksheet for clarity, redundancy, validity, etc., and revise as needed.
7. Continue the practice of developing a timeline for ICC OA activities in AY 98-99.

Coordination with Office of Enrollment Services.

Although full-scale efforts at involving administrative departments in OA will be delayed until completion of the AY 98-99 Self-Study process, an opportunity was seen to make some seminal efforts at OA within the Office of Enrollment Services during AY 97-98. This Office uses an exit interview form to gather information from willing students who are leaving TU for any reason. Four items were added to elicit information regarding the student’s level of satisfaction with his or her academic experience. A sample of this survey form is found in Appendix A. Its use will commence with the fall semester, 1998. Information gathered through this process will be included in future efforts to assess the impact of the academic experience on TU students.

School of Arts and Science

AY 97-98 saw the SAS faculty move from a tentative to a confirmed OA strategy. This strategy focuses on the evaluation of the Bachelor of Arts in Liberal Studies program, and is presented in detail in this section.

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 above in the section dealing with OA activities of the Office of Academic Affairs. The assessment strategies for the two Liberal Studies majors follow immediately below.

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 ²and a senior seminar.

² Concurrent enrollment in any two courses offered in the Liberal Studies degree program. The student works closely with both professors to develop an interdisciplinary project. Each concurrency earns one hour of academic credit. A total of three concurrencies must be completed to earn the degree.

For 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' scholarly work -- and perhaps offer an award for the best of the presentations) (*Tiffin University 1997-1998 Catalog*, p. 28).

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 and Discussion.

SAS Dean Walter Verdon prepared an extensive report on the results of SAS OA efforts for AY 97-98. His report follows verbatim. Additional activities in the SAS are documented in the SAS faculty meeting minutes, available from the SAS Dean.

SAS Dean's AY 97-98 OA Report

The School of Arts and Science participates several ways (or at several levels) in the Tiffin University Outcomes Assessment Program. The School has established goals for its majors—the Bachelor of Arts Degree in Liberal Studies: Humanities, and the Bachelor of Arts Degree in Liberal Studies: Social Sciences. A&S has established goals in select departments (e.g.; economics), and finally, as a major deliverer of the General Education component of the University, twelve (12) of our courses have been assigned specific objectives for achievement in the Integrated Core Curriculum Outcomes Objectives (ICC) under the General Education headings of Communications, Heritage, People and Their Universe, and Arts: CA130, EC120, EN141, EN347, EN360, HI281 (change to HI101, 102, 111, 112), HU300, IS105, MA174 (change to MA173), PH305, PY161, and SC291 (change to SC191).

This report contains several sections. Section I comments on the achievements of the School and the Bachelor of Arts in Liberal Studies programs. Section II contains the specific reports from each of the twelve course areas in the ICC. The tabular support to the report on economics is contained in enclosure (1) [beginning on p. 42]. The detailed report on the English achievements is forwarded as enclosure (2) [beginning on p. 50].

WAV

**School of Arts and Science
Outcomes Assessment Report
For Academic Year 1997-98
Section I**

General Remarks on the School of Arts & Science

The earliest objectives developed by representatives of the School of Arts & Science were the written goals defined by members of the Department of Communication Arts and English. The criteria for measuring achievement of objectives/goals were to be evaluated against a portfolio developed over the student's matriculation through ENG140, 141 and 142. The portfolio contents are:

- A copy of the writing sample English placement test and score;
- A copy of the Mathematics placement test and score;
- A copy of all essays and term papers submitted while matriculating through any and each of the target courses in English.

To date, the achievements of TU students in writing have been assessed annually by the English Faculty. Summary content and remarks are included as the "assessment in English" in enclosure (1) [p.37], while the detailed report of the English Department for AY1996-97 is contained in Enclosure (2) [p. 50].

The impressive efforts of the English Faculty can be easily built on as the number of A&S students increases. During AY1998-99 we should be able to specify objectives/goals for achievement and assessment of student performance with:

- The three concurrency units;
- Samples of scholarly research by students;
- A copy of any paper or research presented in a professional arena;
- Senior seminar work.

Such an array of measurement tools will encourage the development and maintenance of a student portfolio over the full-term of study at Tiffin University. Its contents could be helpful in preparing a resume and in gaining employment or access to a graduate program of choice.

In the first three years of authorization, the School of Arts and Science faculty has recommended six students for graduation:

AY1995-96	one
AY1996-97	one
AY1997-98	four

The 1996 graduate traveled Europe for six months, found gainful employment (most recently as a clerk in a Kentucky law firm), and will pursue the masters degree in public relations during AY1998-99 and 1999-2000. The 1997 graduate returned to his homeland (Turkey) and received a commission in the Turkish army. In May 1998 we graduated four students in Liberal

Studies; 3 Humanities and 1 Social Sciences. Two of the 1997-98 Liberal Studies students graduated Magna Cum Laude (4.0) and both will be teaching assistants at the University of Toledo this Fall; one each in humanities (English) and social sciences (sociology). A third graduate is known to have gainful employment. The fourth graduate has not communicated his employment/student plans for fall.

During the Fall of 1997, the Liberal Studies Program had 27 declared majors (17 in Social Sciences and 10 in Humanities). We anticipate 50+ declared majors in AY1998-99, and will recruit for 150+ declared majors by the year 2000.

Section II

General Remarks on the Arts & Science Courses Included in the Integrated Core Curriculum

The Assessment of Outcomes in Economics

As a minimum, there are two possible levels for measuring student growth in economics understanding. First, testing the student's understanding/retention of the Principles of Economics course. Such measurement is important in monitoring the strengths and weaknesses of our instructional efforts in contributing to student growth in the Integrated Core Requirements of our General Education program.

Second, testing the longer-term acquisition and retention of economics principles and concepts over the several years of growth the student experiences on her/his way to earning the undergraduate degree. This measurement is critical for understanding and documenting the graduate's ability to apply economics techniques in personal and public decision making.

Measuring the "Principles" Classes:

The economics faculty has been committed to identifying and utilizing a nationally normed standardized exam to measure where we are leaving the principles' student upon completion of ECO120. Unfortunately, our quest has come up with nothing. The problem is Tiffin University is among the very minority of four-year colleges and universities in teaching microeconomics and macroeconomics in a single term. The College-Level Examination Program (CLEP) of The College Board is available in either format, but not combined as a survey. In November 1994 we were invited to participate in the national norming of a revised CLEP examination, but we could not participate because we use a survey course approach. We further complicate the matter because we teach the principles at the freshmen level. The majority of schools require sophomore status.

The Department of Economics and Finance will diligently initiate and cultivate an effort to split ECO120 Principles of Economics into macro and micro segments to be taught at the sophomore level, when classes resume in the Fall of 1998-99 AY.

For AY1997-98, our evaluation of ECO120 is limited to regular and adjunct faculty observations based on student preparation, classroom participation, written works, and exam performance. General observations are: students are overwhelmed with 20 to 30+ chapters to study; a few students meet the challenge with superb effort and excellent study practices, while the majority lower their expectations for achieving a high grade and focus on survival; the majority have significant difficulty with abstract material; most students have inadequate basic vocabularies; and most freshmen do not have the preparation for the study of economics. However, the ECO120 classes instructed in AY1997-98 did record a significant (approximately 15-20%) improvement in examination scores relative to their predecessors since Fall 1992. Nevertheless, their mean performance was only in the vicinity of 55-60% based on potential raw score.

Measuring the Development of “Economics Understanding” over 4+ years

TU students in the School of Business are required/expected to complete the Major Field Achievement Test in Business, which is serviced by the Educational Testing Service.

Table I summarizes the intended outcomes, assessment criteria, evaluation, and evidence for economics. It is in the assessment of the Department of Economics and Finance that our 1997-98 courses met the criteria for the following primary objectives:

- Objective 1. Communications—Developing an average ability to interpret charts, graphs, and written summaries. Exception: freshmen have difficulty grasping the abstract nature of economics models. We should be preparing the freshmen through mathematics, and apply their understanding of graphs to the more abstract economics models during their sophomore years.
- Objective 2. Heritage—Demonstrating their understanding of the American Heritage through applications to economics issues or values. We teach economics through an interdisciplinary model; all issues are simultaneously viewed from the perspective of two or more disciplines. Students have shown special interest in the interdisciplinary approach.
- Objective 3. People and Their Universe—Developing an understanding of human nature in response to the environment. Students really get into discussions of consumer behavior and the determinates of demand and elasticity of demand. This is one of their “high performance” areas in testing.
- Objective 4. People and Their Universe—Understand the importance of economics planning and organization thought with particular emphasis on the role of work. Students grasp the “derived demand” concept, and are able to informatively discuss organizations and their impacts on individuals in a market economy. Testing indicates they understand the three roles of a person: consumer, producer, and voting citizen.

Student progress in assimilating, understanding, and applying gained knowledge to the several secondary objectives of the economics curricula is generally good. Achievement will vary area to area, and there often are shortcomings. Specific commentary on selected Integrated Core Curriculum (ICC) areas follow:

- Communications—ICC A.1., A.3., A.4., A.6., and A.8.—Students respond reasonably well, but must be cajoled into finding real world applications/examples of the economics concepts/problems/issues we are studying. They procrastinate in writing the one page paper, which identifies the economics in the article, and they show a reluctance (sometimes a fear) to stand before their peers. They write with difficulty; often developing much stress in selecting the topic, organizing their thoughts, and expressing themselves. In most instances, they demonstrate interpersonal sensitivities and communications skills. They will omit (avoid) or minimize the presentation and explanation of graphs, algebraic expressions, and other forms of models. Appropriate citations constitute a major, ongoing problem. In fact, many fail to identify direct quotes. We have not required sufficient demonstrations of the ability to utilize computers in spreadsheets and other forms of database management techniques. That should be an objective for 1998-99 and 1999-2000.

- Heritage—ICC B.3.—Students have difficulty associating/connecting an economics idea or issue with a specific historical time frame or event, in spite of concerted efforts to present issues and ideas in chronological order within an overriding timeline. Abstractness seems to be a major debilitating challenge.
- People and Their Universe—ICC C.2. and C.3.—Students do identify and understand diversity. They do not always agree with or accept differences, but they have an awareness. Some of the more interesting discussions center about moral and ethical issues as they relate to the economy, or the way participants in an economic system function. Current events constantly remind us of the importance of including ethics and values in all our courses of study.

Overall, testing in the principles level courses indicates our students score below the levels where like exams have been used with other groups of students. However, our students demonstrated significant improvement during the 1997-98 AY. The introductory course at TU suffers though from a more basic challenge. We are teaching microeconomics and macroeconomics in a single semester survey course, at the freshmen level, for all students; arts and science, business, and criminal justice. We recommended a change a couple of years ago, reiterated the recommendation this Spring (1998), and plan to aggressively pursue the change during the 1998-99 AY. Our recommendation: separate the introductory course into two semester courses (microeconomics and macroeconomics), raise the level to the 200 level (excluding freshmen, except “with instructor permission”), and require both sections of all business majors and students focusing on economics. However, we believe economics is such a universally fundamental study that all Tiffin University students should be required to satisfactorily complete the principles of economics (micro and macro) for graduation and the conference of any degree. In lieu of the latter, we could continue to teach a survey (abbreviated micro/macro) course for the non-economics and non-business major.

Separation of the introductory course into two parts will also enable us to utilize the College-Level Examination Program (CLEP) Principles of Microeconomics... or Principles of Macroeconomics... test of The College Board, or some alternative nationally normed standardized economics test to gauge the performance of our introductory level students.

Tables II through IV indicate how some of TU’s graduating seniors (and perhaps a few juniors) have done the last five years as they competed in the Educational Testing Service Major Field Achievement Tests in Business (MFAT). We do not offer a major in economics, so Table II’s value in this instance is to indicate how TU participants scored relative to all students nationwide in each of the years 1994 through 1997 (1997-98 data is not available).

Comparison of mean scores by examination shows all TU students score 1.25 percent to 5.95 percent below All Nationwide student participants over the five years with the smallest differential occurring in 1996 and the largest spread registering in 1997. From 1994 through 1996 the negative gap between all TU and All Nationwide students closed steadily from 3.45 in 1994 to 1.25% in 1996; the gap opened against TU to 5.95% in 1997.

TU’s Accounting students beat the averages for All Nationwide students by 0.8% to 2.95% in the 1994 through 1996 time frame, but opened to a 5.00% negative gap in 1997. Management, Marketing, and Sports Management majors consistently fell short of the average scores for All Nationwide students by 1.60%-5.00%, 2.95%-10.50%, and 8.00%-8.70%, respectively, during the five year period. Generally, the TU students 1.25% to 5.95% scores lower than those of All Nationwide students shows we were near and improving from 1994

through 1996. The relatively large increase in the differential in 1997 leaves something for concern, and further analysis.

Table III is especially informative for this report because it shows how well the TU students performed on the economics portion of the business exam. The data show a general improvement from 1994 to 1996, ranging from 33.9% to 38.7% correct answers. However, once again the 1997 performance dropped to 31.3% correct answers. Roughly one-third correct defines the challenge; we must find ways to improve the economics achievements of our graduating business students. Table III also indicates our students find economics, accounting, and finance more difficult, and management, legal and social issues, and marketing easier.

The later observations could be explained by the paucity of economics courses completed by our business majors. The majority avoid economics if it is not required, and even then will try to gain approval of substitute courses whenever possible. Combined with our earlier observations concerning the introductory course at TU, there appear to be several things we (the faculty) can do to improve student understanding and performance in economics. First, we address the introductory course. Second, we review and rethink our General Education, School Core, and Major requirements across the curriculum to determine where our students could benefit by requirement/elective changes, in all disciplines.

Table IV records the percent correct answers in the economics or finance portions of the business MFAT, achieved by student major. The data show students with stronger backgrounds in accounting and management scored a little higher in economics than those majoring in marketing and sports management. Caution: watch out for the effects of large and small “n” values.

Enclosed is an article, which appeared in the June 16, 1998 issue of The Wall Street Journal [this article is not included in the AY 97-98 OA Summary Report. It is available through the SAS Dean]. While it speaks specifically of our challenges in teaching/learning mathematics (algebra), it contains observations appropriate to our concern for teaching/learning economics. The observations and questions relate to: appropriate grade levels, sequential consistency as students progress from one level/course to another, abstraction, prerequisites, inconsistencies in “quantity of exposure” (number of chapters to cover) from one course/level to another, et cetera.

The Assessment of Outcomes in English

The Department of English measures outcomes in ENG140, ENG141 and ENG142 by evaluating the writing portfolios of every fifth student drawn from files arranged alphabetically. [In their first year of measurement, student portfolios from ENG141 (only) were arranged alphabetically by instructor and every fifth folder was pulled. Because the assessment process is based on the freshmen cycle of courses (140, 141, and 142), and because a student might take more than one instructor during the cycle, it is not appropriate to arrange folders and evaluate by instructor.]

The Department faculty usually convenes in late summer/early fall to begin the evaluation process for the preceding academic year. Academic year 1996-97 was assessed during the Fall of 1997, with the final report arriving at the desk of the Dean of the School of Arts and Science on or about April 4, 1998. Therefore, please note, the report attached as enclosure (2) represents evaluative comment concerning AY1996-97. AY1997-98 findings will be filed with the School of Arts and Science report in June 1999.

The assessment of AY1996-97 portfolios compared student production with a baseline writing sample from the placement test taken by those students when they first matriculated at Tiffin University.

Observations/Findings:

- Faculty—Student feedback and follow-through—The assessment team found “consistent evaluation and feedback” between the instructor and the student.
- Mechanical rigor and organizational skills—While improving over the classes assessed, “technical errors persist” and “continue to be a major concern.” Technical errors include grammar, punctuation, and plagiarism. In response, the faculty “increased... expectations in the placement test” for the students who matriculate in AY 1997-98. Dean’s comment: Those who completed ENG142 will move on to higher level courses so this adjustment will not impact them. The challenge demonstrates why a faculty-wide response to include communications skills development as a continuing major goal of each course taught is essential.
- Evaluative commentary on essay writing (2-3 pages-typed or word processed) observes “introductions and conclusion are weak, ... some improvement is apparent in thesis and topic statements... but consistency among number, person and tense will continue to be emphasized.”
- Term papers (5-6 pages) show “definite improvement in topic selection/development.” Faculty “(will) continue (to help) students understand the difference between summarizing and paraphrasing, ... (and to use) proper citation.”

Over the assessment period, the faculty “have seen significant improvement in student writing.” They attribute the trends to “increased consistency within the department”... and “the support and help of the writing lab.”

The ENG140, 141, 142 course sequence clearly is meeting the Integrated Core Curriculum (ICC) Outcome Objectives for Communications: ICC A.1. Communications (ENG141).

ICC Outcome Objectives for the Arts declare our concern for students to be able to:

- (ICC D.1.) “Show an understanding of the relationship between cultural backgrounds and the expressive nature of the fine arts.”
- (ICC D.2.) “Demonstrate a sense of appreciation for the work of an artist...”
- (ICC D.3.) “Show constructive evidence of the use and enjoyment (of the arts).”

ENG347 and ENG360 are designated as the courses to be assessed for their contributions to ICC objectives D.1. and D.2. Each course is scheduled for offering every two years; ENG347 in the Spring of odd years and ENG360 in the Fall of odd years. The reporting period for this English Department assessment is Academic Year 1996-97. ENG347 American Novel was taught in two sections during the Spring 1997 semester. Assessment observations on behalf of the Department of Communication Arts & English were not included in the English Department report.

The Assessment of Outcomes in Communication Arts

The Integrated Core Curriculum (ICC) Objectives include the goal of “develop(ing) the ability to stand before a group and present... information in both an effective and efficient manner” (ICC A.3. Communications). During AY 1996-97 and 1997-98 fourteen and fifteen sections of CA130 Introduction to Speech Communication were taught in those last two years, respectively. A common requirement of every class in CA130 is the preparation and presentation of the student’s final examination. Failure to deliver the presentation at that time results in an automatic failure of the course.

The Assessment of Outcomes in Information Systems

The Integrated Core Curriculum (ICC) Objectives assign the goal of enhancing the “interpretation of charts, graphs, and written summaries” to ECO120 Principles of Economics, IS105 Introduction to Computing Technology, and MAT174 Finite Mathematics, jointly. During AY1996-97 and AY1997-98 thirteen sections of IS105 were taught each year. By nature of handling data in various formats, the IS105 course has exceptional opportunity to assist in the achievement of ICC A.7. Communications.

The Assessment of Outcomes in Mathematics

The Integrated Core Curriculum (ICC) Objectives assign three goals under the Communications heading to MAT174 Finite Mathematics; A.5., A.6., and A.7. shared with ECO120 and IS105. Objective A.7. was discussed above with Information Systems. Objective A.5. sets a goal enabling students to “design and solve an applied algebraic sentence,” while A.6. requires a student “to relate an algebraic expression to the visual form of graphing, and interpret the graph in sentence form.” Students acquire the ability to form and solve algebraic statements applied to problems, and relate those equations to graphs as they complete MAT173 College Algebra. In MAT174 Finite Math, the objective is to develop the skills of generating mathematical models in application to problems.

Dean’s Comment: MAT173 should be assigned the A.5., A.6. and A.7. ICC objectives.

The Assessment of Outcomes in Humanities

The Integrated Core Curriculum (ICC) Objectives assign two goals under the Heritage heading to HUM300; B.1. and B.2. Objective B.1. calls for the “demonstr(ation) of a working knowledge of the context of the American Heritage...,” while B.2. seeks “an increased awareness of the commonalties and diversities encompassed in the arts and humanities presentations of western civilization.”

Dean’s Comment: HUM300 Our Cultural Heritage should be able to achieve the B.1. and B.2. goals, however, the free-style catalog description allows for significant flexibility in defining the content. The catalog description combined with academic freedom suggest it will be essential to require each instructor to describe the content of every course and file assessment measures each time HUM300 is taught. Otherwise, it is not certain the course will focus on “American Heritage” and the ways “commonalties and diversities” are evident in the arts and humanities of western civilization’s presentations.

The Assessment of Outcomes in History

The Integrated Core Curriculum (ICC) Objectives assign to HIS281 Colonial and Revolutionary the task of ensuring students “understand the relevance of an idea or an issue within a specific historical time frame (and) across historical contexts,” ICC B.3. Heritage.

Dean’s Comment: HIS101 and 102 Western Society, and HIS111 and 112 American Society have replaced HIS281. Both course sequences emphasize “understanding events (within their) historical context. While not every student is able to associate an idea or issue with a historical event or setting and within a specific time frame, the majority is able to discuss such connections.

HIS101, HIS102, HIS111, HIS112 should replace HIS281 as the participating course connected with ICC B.3.

The Assessment of Outcomes in Philosophy

The Integrated Core Curriculum (ICC) Objectives assign to PHI305 Ethics in Professional Life the responsibilities for students “show(ing) an increased sensitivity for (portions) of (the) human experience that differ from one’s own” (ICC C.1. and ICC C.2.), and for students “to exhibit an ability to analyze and process... issues that affect... self, (and) other(s)...” PHI305 examines “moral dilemmas” that arise during employment and are associated with real world applications.

Dean’s Comment: In the process of studying PHI305 students will have ample opportunity to gain introspect into workplace circumstances/situations which create numerous opportunities to consider issues from the unique perspectives of “self, individual other, or group.” All the examples are associated with real world experiences.

The Assessment of Outcomes in Psychology

The Integrated Core Curriculum (ICC) Objectives give responsibility to PSY161 Introduction to Psychology to prepare students for three sets of objectives in the People and Their Universe category, C.1., C.2., and C.3. The goals include “develop(ing) an understanding of (the) human nature... (of) the individual [in response to (the) environment” (ICC C.1.), “... showing] increased sensitivity... (for the) human experience (of others)” (ICC C.2.), and, “... exhibiting an ability to analyze and process... issues that affect the self, other individuals, and social groups” (ICC C.3.).

Dean’s Comment: PSY161 is one of two or three courses in different study disciplines tasked with these three goals. Certainly during the careful teaching of Introductory Psychology there are ample opportunities for students to connect the human nature of self, individuals, and groups, and to gain experience in analyzing those issues that affect self, individual others, or groups.

The Assessment of Outcomes in Sociology

The Integrated Core Curriculum (ICC) Objectives assign responsibility to SC291 Principles of Sociology to help students “develop an understanding of human nature... (in) response to (the) environment” (ICC C.1.), “to show an increased sensitivity... (for the) human experience (of others)” (ICC C.2.), and “to exhibit an ability to analyze and process... issues that affect the self, other individuals, and social groups” (ICC C.3.).

Dean’s Comment: SC291 has been renumbered SC191 to allow freshmen registrants. The course content remains the same; serving as our Principles of Sociology course. The study of human nature, the self, and others (individuals and groups) are part of sociology as they are studied from the perspective of social life, patterns and institutions within the context of change. Sociology sensitizes students to self and others within the societal framework.

Table I
Department of Economics and Finance
Outcomes Assessment Program
Economics^a

<u>Intended Outcomes</u>	<u>Assessment Criteria</u>	<u>Met</u>	<u>Evidence</u>
Primary:			
1. Communications—Ability 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. ICC A.7.	Models (graphic, algebraic, mathematical, and schematic) are used profusely in the study, application and communication of economics principles/concepts. Evaluate student grasp through classroom participation, in written assignments and exams.	Generally, yes.	Student performance is improving annually. (We are still challenged to teach micro and macro in a single semester at the freshmen level.) A formal request for change will be submitted Fall 1998.
2. Heritage—Demonstrate a working knowledge of the context of the American Heritage which includes political, religious, economic, and cultural values. ICC B.1.	Students are challenged to use an interdisciplinary approach to addressing issues, which typically entail political, religious, and economic components in addition to values and other elements.	Generally, yes.	Classroom participation and responses to examination questions.
3. People and Their Universe—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 could arise, are maintained, and are changed. ICC C.1.	Human behavior is an integral part of the examination of economics. We study the behavior of consumers, business people and citizens within the domestic and world economy, from the perspective of history and contemporary change.	Generally, yes.	Classroom participation and exam performance.

Economics Continued

Intended Outcomes

Assessment Criteria

Met

Evidence

4. People and Their Universe—Understand the importance of economics 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. ICC C.4.

Individuals and their roles are studied as consumers, producers, and voting citizens, in the product and resource markets, within the context of a mixed economy (market with governmental involvement). Attention is focused on the individual and responsibility in a free market community.

Yes.

Performance on exams indicates the majority of students have a strong grasp of this goal.

Secondary:

1. Communications—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. ICC A.1.

Students are challenged to read major newspapers and magazines daily. They select articles for written and oral reporting within the classroom.

Yes.

Student enjoys reporting on and discussing current events, domestic and worldwide.

2. Communications—Develop the ability to stand before a group and present a reasonably polished verbal presentation of information in both an effective and efficient manner. ICC A.3.

Students begin with short 2 to 3-minute reports, and build from there.

Yes.

Student comfort and scholarship improve rapidly with classroom exposure and experience, but we have a long way to go.

3. Communications—Develop a greater understanding of one's interpersonal communications skills and to utilize these in a positive manner in interpersonal and small-group interactions. ICC A.4.

Participation in a Market economy requires each of us to attend to our interpersonal communications. Students of economics become sensitized to interpersonal relationships as they study demand, externalities and the decision-making, which is necessary in a democracy.

Yes.

Classroom participation and papers presented.

Economics Continued

	<u>Intended Outcomes</u>	<u>Assessment Criteria</u>	<u>Met</u>	<u>Evidence</u>
4.	Communications—Relate an algebraic expression to the visual form of graphing and interpret the graph in sentence form. ICC A.6.	Algebraic expressions connected with graphic presentations are the core of a class in economics.	Yes, generally,	Students have difficulty with abstraction (especially at the freshmen level), but we persist and they improve adequately.
5.	Communications—Demonstrate a working knowledge of word processing, electronic spreadsheet, and database management software through the application of those tools in other areas of the student's academic program and experiential preparations. ICC A.8.	Submission of problems, projects and case studies provide ample opportunity to develop skills in this area, and to demonstrate their expertise.	No.	Generally, we have not been able to adequately adapt the technological opportunities available to the Principles of Economics classroom.
6.	Heritage—Understand the relevance of an idea or an issue within a specific historical time frame, and the changes across historical contexts. ICC B.3.	Issues and ideas are typically introduced chronologically, with a description of the historical setting and evolutionary process. Students are challenged to include the time frame in their discussions/written projects.	No.	Again, time constrains us. Freshmen are challenged by the abstractness of economics, and then we compound the difficulties by teaching micro and macro in a single semester.
7.	People and Their Universe—Show an increased sensitivity for the aspects of human experience that are different from one's own. ICC C.2.	Diversity is an important facet during the emergence and development of an economic system. Scarcity insures we will always need to be sensitive to others. Student dialogue and writings shall demonstrate growth in this area.	Yes, to some extent.	Student discussions.

Economics Continued

<u>Intended Outcomes</u>	<u>Assessment Criteria</u>	<u>Met</u>	<u>Evidence</u>
8. People and Their Universe— Exhibits an ability to analyze and process moral and ethical issues that affect the self, other individuals, and social groups. ICC C.3.	Students are regularly challenged to discover the values and ethics involved in an economics issue, question, or activity.	Yes, to some extent.	Students enjoy discussing values and ethics.
Overall:			
Demonstrate comparable understanding of economics principles/concepts relative to similar cohorts nationwide.	Principles of Economics students shall be examined with a nationally normed standardized examination in macroeconomics and microeconomics.	Yes, improving with time	Major Field Test in Business [economics subset]. (See full remarks in cover memo.)
	Standard/Goal: Participants shall achieve mean scores 10% above the averages of the national cohort.	No.	Unable to find a nationally normed exam for use in a one-semester principles course which includes macroeconomics and microeconomics, and is taught at the freshmen level.

^aPrimary and Secondary Intended Outcomes are based on the Integrated Core Curriculum in the General Education Program. Primary Outcomes were urged by the Outcomes Assessment Committee in 1993. Secondary Outcomes were identified by the department faculty as outcomes we can generally target as we set the learning requirements for the Principles of Economics course.

06/08/98

Table II
Mean Score in Business
by Universities and Students
Major Field Achievement Test^a
(Mean Score By Exam Date)

Exam Date	8/97	5/96	4/95	12/94	4/94
All Institutions	154.4 ^d (n=317)	154.5 ^b (n=240)	154.5 ^c (n=184)	154.5 ^b (n=240)	154.5 ^c (n=184)
All Students	155.6 (n=44,686)	155.9 ^b (n=26,293)	156.1 ^c (n=13,027)	155.9 ^b (n=26,293)	156.1 ^c (n=13,027)
All TU Students	143.7 (n=47)	153.4 (n=38)	150.5 (n=47)	150.2 (n=14)	149.2 (n=43)
TU Accounting Students	149.4 (n=17)	161.5 (n=11)	157.7 (n=14)	e	162.0 (n=10)
TU Management Students	145.6 (n=7)	152.7 (n=14)	145.7 (n=8)	e	148.8 (n=14)
TU Marketing Students	134.6 (n=6)	150.0 (n=5)	146.6 (n=12)	e	149.9 (n=7)
TU Sports Management Students	139.5 (n=6)	e	e	e	138.7 (n=12)

^aSource: Major Field Achievement Tests (MFAT), Educational Testing Service, administered at Tiffin University to students in Business Policy, on various dates.
Means based on 200 possible points.

^b1991-94 Base Data

^c1991-93 Base Data

^d1993-96 Base Data

^eData not available.

Table III
Mean Percent Correct Answers in Business
All Tiffin University Participants
Major Field Achievement Test^a
(Percent by Examination Date)

<u>Exam Dates</u>	8/97	5/96	4/95	12/94	4/94
Assessment Indicators:					
Accounting	36.7	43.9	43.5	41.4	41.2
Economics	31.3	38.7	38.0	33.9	35.3
Management	45.3	57.0	53.2	54.6	52.8
Quantitative	50.0	54.2	53.6	55.6	50.3
Finance	37.2	45.8	43.2	42.7	41.4
Marketing	52.0	68.1	63.5	58.6	62.3
Legal and Social	52.7	59.4	56.9	60.7	58.7
International Studies	36.5	48.3	42.5	37.6	41.3

^aSource: Major Field Achievement Tests (MFAT), Educational Testing Service, administered at Tiffin University to students in Business Policy, on various dates.

Table IV
Mean Percent Correct Answers in Economics & Finance
Tiffin University Students by Major and All
Major Field Achievement Test^a
(Percent by Exam Date)

Exam Date	8/97		5/96		4/95		12/94		4/94	
Major:	Econ	Fin	Econ	Fin	Econ	Fin	Econ	Fin	Econ	Fin
Accounting	35.0 (n=17)	45.8	40.0 (n=11)	54.5	41.8 (n=14)	55.6	b		40.5 (n=10)	55.0
Management	35.0 (n=7)	37.7	40.7 (n=14)	41.1	41.9 (n=8)	35.0	b		33.2 (n=14)	44.0
Marketing	34.2 (n=6)	22.5	30.0 (n=5)	41.6	30.4 (n=12)	32.1	b		37.9 (n=7)	33.6
Sports Management	20.8 (n=6)	35.7	b		b		b		32.1 (n=12)	31.6
All TU Students	31.3 (n=47) ^c	37.2	38.7 (n=38)	45.8	38.0 (n=47)	43.2	33.9 (n=14)	42.7	35.3 (n=43)	41.4

^aSource: Major Field Achievement Tests (MFAT), Educational Testing Service, administered at Tiffin University to students in Business Policy, on various dates.

^bData not available.

^cFinance Major n=11; no data.

:

Verbatim Text of English Department Report.

The English Department has met and discussed our findings concerning the assessments for the Freshmen English courses for fall-spring 1996-97. Also included here are students from the previous year who may have been in EN 140 or retaken either 140 or 141 and finally finished 142 by the spring of 1997. Those present in the assessment meeting and running the assessment session were Dr. David Shevin, Dr. Holly Norton, Lisa Kirchner, Dorothy Roush, David Narducci, and Miriam Fankhauser.

Our assessment techniques are varied slightly from those set up in fall 1993: portfolio evaluation of every fifth student to complete the course has been chosen as opposed to every fifth student from each instructor. In 1994-95 we used samplings from each instructor for we were assessing only 141. Since this assessment is being run on the freshman cycle, it is impossible to choose folders by instructors because students take more than one instructor in the sequence. Thus, we have chosen every fifth student from the alphabetically arranged folders.

Regarding our General Goals:

1. We have added the use of a baseline writing sample that is gathered as students are taking their placement tests. These allow us to see whether the student is a good writer or has significant problems before entering our program. This has been helpful in letting us see significant improvements.
2. We find fairly consistent evaluation and feedback going from instructor to student. An increased awareness of positive feedback is apparent, and constructive comments are more prevalent than previously.
3. Accountability of mechanical rigor and organizational skills continue to be a major concern. We see improvement, for the most part, over the two or three classes being assessed. We are concerned that some technical errors persist and believe that we have addressed that for the coming assessment period by increasing our expectations in the placement test. More of our students are taking the grammar/punctuation review, which we believe will foster better punctuation practices, as well as grammatical constructions. We do see, also, some students who seem to slack off toward the end of 142, believing that this is the last English course they are having to take and, therefore, an end to this rigor. We are hoping that the new attempt to work with a writing program across the curriculum will quell any attitude that carrying English into other classes is not necessary.
4. We are still using Slade, Campbell, and Ballou's *Form and Style* as the style manual for the English classes. We also encourage students to buy the manual in their field of study or to consult the full manuals for APA, MLA or Chicago, which are on reserve in the library.
5. After the last assessment session, we believed that trying to teach both MLA and APA in the same class was extremely confusing and chose to teach only MLA in the last sequence of classes, leaving other disciplines to refine their own style manual. However, within the next assessment period we are teaching interdisciplinary materials and thus are asking students to use the appropriate style for the appropriate discipline. We have returned to attempt to cover all bases in the coming assessment period.
6. We are continuing to require the term paper. While in the last assessment period that project was separate from the other writing assignments, this next period will incorporate all writing assignments so that the best or most fruitful work might lead to the culmination within a term paper.

:

7. We continue to encourage revision in all sections of freshmen English, both before the final draft and, for some of us, after the final draft. We all agree that revision is beneficial and that the opportunity needs to be available to those who wish to access it.

8. We continue consistent enforcement of our plagiarism policy as expressed in all English syllabi to promote student integrity and academic honesty.

We have seen some very significant growth in the improvement of our students as writers. That is most apparent as they move from the 141 to the 142 part of the sequence of the course. Since this is the first time we have been able to run this comparison, we believe that the increased sophistication and depth of topics may have to do with the move into more serious literature. This year's movement to critical thinking and analytical writing techniques and the use of interdisciplinary readers in 141 may bring this sophistication into the 141 level with the coming year of assessment.

Regarding essay writing:

1. We have noticed some weakness in the consistent use of introductions and conclusions. We will concentrate on the importance of these elements as we enter this teaching season.

2. We are continuing to accept only typed/word-processed papers, clearly printed as well.

3. The overall length of 2-3 pages remains unacceptable.

4. We will continue to use some form of title pages. While this is an extra use of paper, we believe it adds professional appearance, and therefore, a greater sense of pride. The title page includes the title, the name of the student, the English course number and section number, and the date the paper is due. It helps in the filing of second copies and tracking the year of the work.. We have also liked the use of the following kind of information and continue to incorporate it on title pages as well:

Kind of Essay

Purpose

Audience

Tone

Thesis

We believe this information may help the students to focus more clearly on their goals.

5. We have seen some improvement in the development of clear theses and topic sentences and will continue to focus on these elements, as well as on the solid development [of] support information within paragraphs.

6. We wish to continue our efforts to require consistency of number, person, and tenses as well as less use of "you" in expository writing. We have seen a definite movement from the use of "you" to the use of "one" as the students become more used to our expectations.

7. We also continue to ask students to focus on the need for revision and proofreading. We get many exercises in editing, but major revisions seem basically rebelled against. We have decided to be more forceful in our expectations of revision of both content and mechanics.

Regarding term papers:

1. We continue to require 5-6 page papers.

2. We have seen a definite improvement in the topics of term papers since we have given the students areas of research on which to focus. We will continue that practice as our interdisciplinary reader helps us limit to areas discussed by a certain space of time. Using at least some focused topics keeps students from such overworked topics as sports and drugs.

3. We still need to continue our diligence in helping students understand the difference between summarizing and paraphrasing, and we need to become more proficient at synthesis of sources

:

and their own input so that a term paper is more than an “anthology” as one of our departments so nicely put the situation. We want to continue to encourage more blending and use of more than one source at a time for each portion of the paper.

4. We find students may cite a source, but they may use the material in direct quotation without acknowledging the direct quotation. Therefore we continue to ask for copies of cited sources to accompany the drafts so that we might better help them learn accountability for using the work of others.

5. We continue to encourage rough draft submissions for obvious student benefits. As has been our custom, we have agreed to leave up to the student whether to submit that rough draft for instructor comments.

6. We continue to enforce consistent requirements of final form of term paper: title page, outline, text, proper and adequate internal citation in the appropriate style for the subject matter of the paper, and a bibliography page.

We have seen significant improvement in student writing since we have gone to assessment across the three courses. While we know that an attitude of carry over to other subject areas seems to be lax, we are hoping that the new emphasis on cross-curriculum writing may help with this matter.

We are very encouraged by what we have seen in this set of assessment papers as opposed to the first assessments we ran in 1994-5. We wish to attribute that to increased consistency within the department, even though individual expectations may be slightly different. We also wish to acknowledge the support and help of the writing lab in the last year of English work. We believe much effort has gone into this work and continue to work toward more effective ends.

(End of English/Communication Arts report.)

(End of Dean Verdon’s SAS report.)

Recommendations.

1. The Dean of the SAS and the DOA should work closely together with SAS faculty and the Liberal Studies Coordinators to develop a workable OA timeline for the upcoming academic year.
2. There should be regular involvement of the Liberal Studies Coordinators to assure that ongoing OA efforts are proceeding smoothly.
3. Using the AY 97-98 report as a basis, develop a checklist for specific items to be addressed within an established timeline, including but not limited to:
 - a. Ongoing, year-to-year efforts.
 - b. Specific areas mentioned in this year’s OA report calling for more focused attention.
4. Assure that all OA efforts in the SAS are documented as the AY progresses.
5. Assure that concerns raised and/or lessons learned in AY 97-98 are processed within the SAS and are used to revise and/or create strategies for appropriate change in AY 98-99.

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

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

•

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

:

School of Business

The School of Business (SBU) reviewed its academic programs and curricula thoroughly during AY 97-98. As a result, a number of revisions were made which are reflected in the following report from Acting SBU Dean John Millar. The revisions are documented below as well as in the minutes of SBU faculty meetings, available in the SBU Dean's office. No report is included for the Department of Information Systems. As the School has eliminated the Administrative Management major effective in September 1998, no Outcomes Assessment report was prepared for that program.

The School of Business timeline is to have the reports reviewed by the Dean during the month of July. The Dean will meet with Departments where objectives have not been achieved in September to discuss the department's proposal for improvement. By November, each Department will prepare a written action plan for the Dean's approval as to how the objectives will be met or the assessment standards revised to reflect changing program needs. Should additional action be required after the Dean has reviewed the Department's proposal, it will be the Dean's responsibility to initiate this action.

Acting SBU Dean Millar recommended to SBU Dean Schultz and the Vice President for Academic Affairs, that the appointment of an International Studies program director and the hiring of a full-time Hospitality Management faculty member is required if the SBU is to expect any activity on Outcomes Assessment. Both programs were reviewed by the Dean's office this past Spring and substantive program/curriculum changes were approved by the School of Business faculty. Implementation of these changes will require personnel.

The SBU will be unable to continue the wonderful analysis presented by Walt Verdon on the Major Field of Study Test results for 1994-1997. The 1998 test is a new version and ETS indicates that scores *are not* comparable with prior years. The 1998 results have arrived this month and will be distributed to the School of Business faculty for their review. The SBU faculty will discuss these in its September or October school meeting.

Strategy and Results

Acting Dean Millar's report follows immediately.

**SCHOOL OF BUSINESS
OUTCOME ASSESSMENT PROGRAM**

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

<u>Intended Outcomes</u>	<u>Assessment Criteria</u>	<u>Met</u>	<u>Evidence</u>
1. Graduates will find employment in an area related to their academic program.	At least 90% of graduates will either indicate on the annual Career services placement form that they have had an offer they are considering, or have accepted an offer or have made other plans which preclude them from accepting employment.	Yes	See, Director of Placement report.
2. Graduates will compare favorably with graduates of other universities as indicated by a standardized test.	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.	No	See attached analysis for 1994-1997 by Dr. Verdon. 1998 Test administered and results have just arrived.
3. Graduates will believe that they are well-prepared for their careers.	At least 90% of graduates will rate their preparation for a career as a rating of at least 4. (Exit Questionnaire item 4)	Yes	See exit questionnaire.
4. To insure the intended outcomes will remain foremost in the minds of the faculty, the faculty will commit to continued development in both instructional strategies and their discipline area of instruction.	Each faculty member will prepare a written report that will demonstrate an involvement in professional organizations, seminars, conferences, education, training, scholarly activities and other appropriate professional activities.	Yes	See faculty reports.

**DEPARTMENT OF ACCOUNTING
OUTCOME ASSESSMENT PROGRAM**

<u>Intended Outcomes</u>	<u>Assessment Criteria</u>	<u>Met</u>	<u>Evidence</u>
1. Accounting graduates will compare favorably with graduates of other colleges as to academic preparation in business.	The average score of accounting graduates will equal or exceed the national average of scores on the Major Field Achievement Test. (MFAT)	<u>Yes</u>	Accounting mean score on MFT is in 52 nd percentile (1998) Overall mean score on MFT is below the 50 th percentile (1998)
2. Graduates will have access to information about various career opportunities available.	The Accounting Club will have at least two meetings per semester with an emphasis on potential careers.	<u>Yes</u>	In addition ton campus activities, club met with BGSU club in Fall and OSCP group in Spring
3. The Accounting faculty will keep in contact with potential employers of accounting graduates.	An Accounting Advisor Board will meet at least once a year.	<u>No</u>	Board did not meet as a group in 1998 however, faculty members have spoken with them and promoted internships

**DEPARTMENT OF FINANCE
OUTCOME ASSESSMENT PROGRAM**

<u>Intended Outcomes</u>	<u>Assessment Criteria</u>	<u>Met</u>	<u>Evidence</u>
1. Demonstrate understanding of finance principles/concepts comparable to others majoring in finance nationwide.	Finance majors shall complete a nationally normed standardized test during the second semester of their junior year or during the first semester of their senior year. TU students shall achieve mean scores equaling or exceeding the national average for similar finance programs	Yes, and improving with time	Educational Testing Service Major Field Test in Business (See Dr. Verdon's memo and Table IV).
2. Communication Skills: ability to communicate with clarity and effectiveness in oral or written modes.	Faculty assessment based on class-room participation, student-teacher conversations, and written submissions to the faculty.	Improving Most of our upper level students require additional work.	Written assignments, classroom presentations and participation in discussion.
3. Analytical Skills: ability to organize thoughts, plan analytical projects, apply appropriate assessment devices and finance principles/concepts/ equations to real world problems/ issues.	Faculty assessment based on class-room participation and solutions (oral or written) to problems, projects or case studies.	Limited success.	Written reports and essay exams reinforce the need for continuing diligence in this area.
4. Values and Ethics: demonstrate an awareness and understanding of values and ethics in the field of finance, and some of the consequences of failure to function according to statutory and contemporary conformance standards of practitioners.	Faculty assessment through class-room participation <u>and conduct</u> , oral and written responses to problems, projects, case studies, and contemporary issues in business and society.	An ongoing challenge; there are so many dimensions, it will take time.	Student discussion and written assignments show a wide range of understanding separates our students

**DEPARTMENT OF FINANCE
OUTCOME ASSESSMENT PROGRAM**

Page 2

<u>Intended Outcomes</u>	<u>Assessment Criteria</u>	<u>Met</u>	<u>Evidence</u>
5. Demonstrate an apprentice level of understanding of finance and its various sub-disciplines (business finance, risk management, insurance, personal finance, investments and international finance).	Faculty assessment of the student's assimilation of the several academic and functional components of finance, and his/her understanding of the significant principles/ concepts in each sub-discipline and their applications to real world challenges.	Improving ; requires persistence and patience.	It continues to raise faculty brows when a student orally reacts to the discovery of the "cross disciplinary connections" of the study of finance.
6. Satisfaction of Finance graduates with the quality and quantity of academic courses available to them during their period of study at TU.	Graduate responses to select questions in Exit Interview Questionnaire.	----	Questionnaire to be developed for use in April/May 1999, and thereafter.
7. Finance graduates were able to obtain employment <u>in their chosen</u> type of employment within six months of graduation. Alternative: achieve acceptance into a graduate study program for the ensuing academic year. (Exception: persons who choose to travel or take a break.)	Exit Interview Questionnaire entries regarding employment. Congratulatory graduation card from the Department; to be mailed in May each year. Follow-up card to be mailed in August, following graduation.	Limited	All 1998 graduates in finance have found employment. Most are working in finance or a finance-related activity. A few have exact match opportunities. We need to aggressively participate in student placement and follow-up.

**DEPARTMENT OF HOSPITALITY MANAGEMENT
OUTCOME ASSESSMENT PROGRAM**

<u>Intended Outcomes</u>	<u>Assessment Criteria</u>	<u>Met</u>	<u>Evidence</u>
1. Hospitality Management graduates will compare favorably with graduates of other universities offering similar programs.	Internship evaluations will indicate that potential graduates are academically prepared for careers in the hospitality industry.	Yes	Students are successfully completing internship experiences. 90% made achieved an “A” grade.
2. Graduates will have access to current information regarding employment opportunities in the hospitality industry.	The Career Planning and Placement Center will maintain contact with potential employers.	Yes	Students are informed by career services and their teachers of career opportunities.
3. Graduates will be knowledgeable of career choices and strategies for selecting entry-level positions in the hospitality industry.	The Hospitality Management Club will meet bi-monthly and provide programs with H.M. alumni as guest speakers.	No	The Hospitality Club did meet during the 1997-1998 academic year. It will be a priority for the incoming program director to revitalize club.
4. Graduates will be knowledgeable of current products & services available to the hospitality industry.	Students will attend the annual Ohio Hotel/Motel Association annual convention and show and the Ohio Restaurant Association annual convention and exhibition. T.U. will provide a booth for display with student staffing.	Yes	Students participated in the Fall 1997 OHMA convention.
5. The Advisory Board will keep the hospitality management program updated to ensure graduate competencies.	The Board will meet annually to review all facets of the H.M. program.	No	As Director position was vacant in the Spring semester, no meeting was held. See also cover letter.

**DEPARTMENT OF INTERNATIONAL STUDIES
OUTCOME ASSESSMENT PROGRAM**

<u>Intended Outcomes</u>	<u>Assessment Criteria</u>	<u>Met</u>	<u>Evidence</u>
1. Graduates will find employment in an area related to their academic program.	At least 90% of graduates will either indicate on the annual Career Services placement form that they have had an offer they are considering, or have accepted an offer or have made other plans which preclude them from accepting employment.	-----	No graduates in 1998
2. Graduates will compare favorably with graduates of other universities as indicated by a standardized test.	The average score of graduates on the Major Field Achievement Test (MFAT) from Educational Testing Services will meet Division of Business current standards.	-----	No graduates in 1998
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).	-----	No graduates in 1998
4. The International Studies faculty will keep in contact with potential employers of new graduates.	An International Studies Advisory Board will meet at least once a year. Additionally, faculty membership in local international trade organizations is encouraged.	No	As no program director existed for 1997-1998, no meeting was called.
5. Students will be exposed to people from different cultures.	Students majoring in International Studies will be encouraged to join the International Student Association (ISA).	Yes	Effort directed by International Student Advisor in Student Affairs office.

**DEPARTMENT OF MANAGEMENT
OUTCOME ASSESSMENT PROGRAM**

<u>Intended Outcomes</u>	<u>Assessment Criteria</u>	<u>Met</u>	<u>Evidence</u>
1. Satisfaction of Management Department graduates with their preparation of TU for their career?	Graduates' responses to a questions in an exit questionnaire: How well has your management education at Tiffin University prepared you for a career? Ninety percent of a respondents circled 3,4 or 5.	Yes	In a questionnaire mailed to 1997 graduates, 22 of 23 respondents (95%) said they received a "good" or better education
2. Writing skills.	Evaluation of students' written case analysis in Business Policy. Written case analyses of Management majors in the course Business Policy would be blindly and independently graded by someone other then the course instructor. In practice, this means that Business Policy instructors would exchange and evaluate student case analyses. Ninety percent of evaluated papers receive a score of 3,4, or 5, on a 1 to 5 scale.	No	During the 1997-1998 AY only one instructor was available with teaching experience in Business Policy. Of the 68 papers analyzed, only 46 or 68% met the standard of 3 or better.
Ability to resolve unstructured problems.	Analysis of student's performance in Business Policy on the written case analysis assignment. The course instructors grades on the analyses is used as the outcome measure. The standard is that Ninety percent of the case analyses will achieve a grade of "C" or higher.	Yes	97% of the student papers received a grade of "C" or better. 76% of the papers were evaluated at "B" or better.

**DEPARTMENT OF MANAGEMENT
OUTCOME ASSESSMENT PROGRAM**

Page 2

<u>Intended Outcomes</u>	<u>Assessment Criteria</u>	<u>Met</u>	<u>Evidence</u>
3. Presentation skills.	Measured by analyzing student oral presentations in a senior capstone course, MG495 Business Policy required for graduation of all Management majors. Group case assignment results require an oral presentation by one of the group members. Case evaluation sheets provide comments on the quality of the oral presentation. a presentation free of major faults such as excessive reading, lack of eye contact, limited explanation of ideas was viewed as evidence of satisfactory, or better presentation skills. The standard is that at least 60% of all student presentations demonstrate satisfactory presentation skills	Yes	Of the 43 presentations given throughout the year, 29 (67%) demonstrated satisfactory or better presentation skills

**DEPARTMENT OF MARKETING
ASSESSMENT CRITERIA**

<u>Intended Outcome</u>	<u>Assessment Criteria</u>
1. Marketing graduates will find employment in their chosen or a related field, or be accepted into a graduate course or other program of additional learning.	At least 90 percent of Marketing graduates who desire to enter the workforce will be employed within six (6) months of graduation. Graduates who so choose will be accepted into a graduate or other program within six (6) months of graduation.
2. Marketing students will preview the environments of business prior to graduation.	Department of Marketing faculty will encourage and support the efforts of Marketing majors to locate and pursue internships in their chosen area(s).
	Department faculty members will actively participate in the selection of Marketing-related resources for the library and media center.
	Students will be able to participate in a Marketing interest group which meets once a month during the regular semesters.
3. Marketing majors will receive marketing-specific professional and academic advising to enhance their career during and after matriculation at Tiffin University.	All incoming freshmen with a declared major in Marketing, as well as students transferring into the University as declared Marketing majors, will be assigned to a full-time faculty member in the Department of Marketing for advising. Students transferring into Marketing from another major will be reassigned to a full-time faculty member in the Department of Marketing for advising.
	All Marketing majors will be required to meet with their academic adviser and obtain his/her signature prior to registering for classes each semester.
4. The Marketing curriculum will be current with appropriate background information, tools, techniques and practices.	Curriculum will be reviewed and updated by Department of Marketing faculty at least once a year.
	Each full-time faculty member in the Department of Marketing will demonstrate on an annual basis active involvement in at least two of the following: professional organizations, seminars, conferences, education, training, scholarly activities, consulting or other appropriate professional activities.

Memorandum

TO: John J. Millar, Acting Dean, School of Business

FROM: Walter A. Verdon, Chair, Department of Economics and Finance

DATE: June 9, 1998

RE: 1997-98 AY Outcomes Assessment Input for Finance

The outcomes assessment goals, objectives, and achievements in finance are summarized in Table I. Table II compares Tiffin University business student performance in the Major Field Achievement Tests (MFAT) of the Educational Testing Service administered to our Business Policy senior students over a four-year period. Observations on the full Business exam:

- TU students performed slightly below the institutional average of 184-240 participating schools ranging by 5.3 mean score points in 4/94, to 1.1 mean score points in 5/96. The salient point: we were slightly below average, but are closing.
- Compared with 13,027-26,293 students nationwide, TU students recorded overall scores on the Business MFAT ranging from 5.9 points below in 4/94 to 2.5 points lower in 5/96. The salient point: while we have been below, we are closing the gap.
- Our accounting students have consistently exceeded the student averages of their national cohorts by mean score differentials ranging from 1.6 in 4/95 to 5.9 in 4/94, and most recently 5.6 in 5/96.
- Our management students have recorded mean scores ranging 3.2 to 10.4 points lower than their national cohorts, however, the lower differential was recorded in 5/96, showing they are closing the gap.
- TU marketing students had mean scores ranging from 5.9 to 9.5 points lower than the national averages, however, once again the TU students are closing the gap with the 5.9 point differential occurring in 5/96.
- Sports management had a large enough group to be singled out in 4/94, but recorded a mean score 17.4 points below their national cohorts and 23.3 points lower than the TU accounting students, who exceeded the national average by 5.9 mean points.

Table II indicates our business students do compete well on a national basis. It shows we continue to close the gap over time, but in select business disciplines we are already leading the national average. This should be expected to continue as we add qualified and experienced faculty to our full-time staff. Now we need to give the faculty encouragement and latitude to innovate with new courses and methodologies while sharpening the learning effectiveness of existing courses and techniques.

Table III records the performance of the same TU students who competed for the scores in Table II but the presentation of data differs. While Table II recorded mean scores out of a possible 200

points, Table III shows the average correct responses to questions gathered according to discipline of the assessment indicator. For example, in the 5/96 examination TU business students recorded 43.9% correct answers in accounting, 45.8% correct in finance, and 38.7% correct in economics.

Perusal of Table III shows TU students tend to score higher in marketing, legal and social environment, and management. They score lowest in economics, accounting, and finance. The middle disciplines are international issues, quantitative business analysis, and management. Their scores could reflect differences in the effectiveness of select courses/programs; or differences in the degree of challenge of select disciplines; or differences in the quantity and quality of full-time staff assigned to select disciplines and, therefore, the number of courses each discipline may offer; or differences in the number of course offerings within a discipline within which each student enrolls. Handling abstraction and numbers, and developing oral and written communications skills are the areas most often cited by exiting undergraduates as those they believe should be emphasized in existing courses or new course requirements.

Table III clearly shows that in every assessment indicator area, TU students are improving their scores. The mean scores increased by discipline between 4/94 and 5/96 as follows: accounting 2.7, economics 3.4, management 4.2, quantitative 3.9, finance 4.4, marketing 5.8, legal/social 0.7, and international issues 7.0. Again, we are clearly moving in the correct direction.

Table IV records the mean correct answers to questions in economics and finance achieved by Tiffin University students in four exam periods using the MFAT of the ETS. Mean scores are shown by major of the students (accounting, management, marketing, sports management, and overall). Several observations flow from the data:

- Overall, all TU students recorded higher mean scores for finance than economics, ranging from +5.2 to +8.8.
- Generally, accounting majors outscored other majors heftily in finance, but did not fare much better in economics.
- Management majors did about as well in economics as in finance, while marketing students performed slightly better in finance.
- Sports management students only registered in one exam, but there they enjoyed a 0.5% higher score in economics than finance.
- While Tables II and III showed general improvement in scores between 1994 and 1996, no such pattern is apparent when we look at movement in economics or finance means by major. This is quite possibly attributable to n's that are relatively low (n=5, n=7, n=8, n=10, n=11, n=12 and n=14). When we look at all TU students there is a modest but steady improvement in the mean scores recorded between 1994 and 1996.

We appear to be moving in the correct direction. To the questions raised above, Table IV suggests we need to rethink the handling of economics and finance. Each is an important discipline within its own right, and requires more consideration. Too many business students avoid crucial foundation courses in economics and finance. The problems begin at the freshman level where we attempt to teach the "foundation course" in economics (micro and macro) in a single course, and even then not all TU students must take economics because it is one of "four

out of five choices” in the General Education pick list. Virtually every major would benefit from the systematic, planned inclusion of more upper level economics and financial courses in their major. Each is a marketable discipline standing alone, and both can be great enhancements to add a “special dimension” to distinguish/differentiate any business major.

The Department of Economics and Finance shall make a concerted effort in AY 1998-99 to split economics into two courses at the principles level, renumber the courses at the 200 level, renumber the intermediate and advanced levels to 300 and 400 respectively, and lay the groundwork for a new major in economics. In addition, we shall develop new assessment methods to support our goals and objectives.

WAV

Enclosures 4

Table I
Department of Economics and Finance
Outcomes Assessment Program
Finance

<u>Intended Outcomes</u>	<u>Assessment Criteria</u>	<u>Met</u>	<u>Evidence</u>
Overall:			
5. Demonstrate understanding of finance principles/concepts comparable to others majoring in finance nationwide.	Finance majors shall complete a nationally normed standardized test during the second semester of their junior year or during the first semester of their senior year. TU students shall achieve mean scores equaling or exceeding the national average for similar finance programs.	Yes, and improving with time.	Educational Testing Service Major Field Test in Business (Finance subset). [See full remarks in cover memo.]
6. Communication Skills: ability to communicate with clarity and effectiveness in oral or written modes.	Faculty assessment based on class-room participation, student-teacher conversations, and written sub-missions to the faculty.	Improving. Most of our upper level students require additional work.	Written assignments, classroom presentations and participation in discussion.
7. Analytical Skills: ability to organize thoughts, plan analytical projects, apply appropriate assessment devices and finance principles/concepts/ equations to real world problems/ issues.	Faculty assessment based on class-room participation and solutions (oral or written) to problems, projects or case studies.	Limited success.	Written reports and essay exams reinforce the need for continuing diligence in this area.
8. Values and Ethics: demonstrate an awareness and understanding of values and ethics in the field of finance, and some of the consequences of failure to function according to statutory and contemporary conformance standards of practitioners.	Faculty assessment through class-room participation <u>and conduct</u> , oral and written responses to problems, projects, case studies, and contemporary issues in business and society.	An ongoing challenge; there are so many dimensions, it will take time.	Student discussion and written assignments show a wide range of understanding separates our students.

Finance Continued

<u>Intended Outcomes</u>		<u>Met</u>	<u>Evidence</u>
9. Demonstrate an apprentice level of understanding of finance and its various sub-disciplines (business finance, risk management, insurance, personal finance, investments and international finance).	Faculty assessment of the student's assimilation of the several academic and functional components of finance, and his/her understanding of the significant principles/ concepts in each sub-discipline and their applications to real world challenges.	Improving; requires persistence and patience.	It continues to raise faculty brows when a student orally reacts to the discovery of the "cross disciplinary connections" of the study of finance.
10. Satisfaction of Finance graduates with the quality and quantity of academic courses available to them during their period of study at TU.	Graduate responses to select questions in Exit Interview Questionnaire.	-----	Questionnaire to be developed for use in April/May 1999, and thereafter.
11. Finance graduates were able to obtain employment <u>in their chosen</u> type of employment within six months of graduation. Alternative: achieve acceptance into a graduate study program for the ensuing academic year. (Exception: persons who choose to travel or take a break.)	Exit Interview Questionnaire entries regarding employment. Congratulatory graduation card from the Department; to be mailed in May each year. Follow-up card to be mailed in August, following graduation.	Limited.	All 1998 graduates in finance have found employment. Most are working in finance or a finance-related activity. A few have exact match opportunities. We need to aggressively participate in student placement and follow-up.

Assessment Criteria

06/08/98

Table II
Mean Score in Business
by Universities and Students
Major Field Achievement Test^a
(Mean Score By Exam Date)

Exam Date	8/97	5/96	4/95	12/94	4/94
All Institutions	154.4 ^d (n=317)	154.5 ^b (n=240)	154.5 ^c (n=184)	154.5 ^b (n=240)	154.5 ^c (n=184)
All Students	155.6 (n=44,686)	155.9 ^b (n=26,293)	156.1 ^c (n=13,027)	155.9 ^b (n=26,293)	156.1 ^c (n=13,027)
All TU Students	143.7 (n=47)	153.4 (n=38)	150.5 (n=47)	150.2 (n=14)	149.2 (n=43)
TU Accounting Students	149.4 (n=17)	161.5 (n=11)	157.7 (n=14)	e	162.0 (n=10)
TU Management Students	145.6 (n=7)	152.7 (n=14)	145.7 (n=8)	e	148.8 (n=14)
TU Marketing Students	134.6 (n=6)	150.0 (n=5)	146.6 (n=12)	e	149.9 (n=7)
TU Sports Management Students	139.5 (n=6)	e	e	e	138.7 (n=12)

^aSource: Major Field Achievement Tests (MFAT), Educational Testing Service, administered at Tiffin University to students in Business Policy, on various dates. Means based on 200 possible points.

^b1991-94 Base Data

^c1991-93 Base Data

^d1993-96 Base Data

^eData not available.

Table III
Mean Percent Correct Answers in Business
All Tiffin University Participants
Major Field Achievement Test^a
(Percent by Examination Date)

<u>Exam Dates</u>	8/97	5/96	4/95	12/94	4/94
Assessment Indicators:					
Accounting	36.7	43.9	43.5	41.4	41.2
Economics	31.3	38.7	38.0	33.9	35.3
Management	45.3	57.0	53.2	54.6	52.8
Quantitative	50.0	54.2	53.6	55.6	50.3
Finance	37.2	45.8	43.2	42.7	41.4
Marketing	52.0	68.1	63.5	58.6	62.3
Legal and Social	52.7	59.4	56.9	60.7	58.7
International Studies	36.5	48.3	42.5	37.6	41.3

^aSource: Major Field Achievement Tests (MFAT), Educational Testing Service, administered at Tiffin University to students in Business Policy, on various dates.

Table IV
Mean Percent Correct Answers in Economics & Finance
Tiffin University Students by Major and All
Major Field Achievement Test^a
(Percent by Exam Date)

Exam Date	8/97		5/96		4/95		12/94		4/94	
Major:	Econ	Fin	Econ	Fin	Econ	Fin	Econ	Fin	Econ	Fin
Accounting	36.0 (n=17)	45.8	41.0 (n=11)	54.5	41.10 (n=14)	55.6	b		40.6 (n=10)	55.0
Management	36.0 (n=7)	37.7	40.8 (n=14)	41.1	41.11 (n=8)	35.0	b		33.3 (n=14)	44.0
Marketing	34.3 (n=6)	22.5	31.0 (n=5)	41.6	30.5 (n=12)	32.1	b		37.10 (n=7)	33.6
Sports Management	20.9 (n=6)	35.7	b		b		b		32.2 (n=12)	31.6
All TU Students	31.4 (n=47) ^c	37.2	38.8 (n=38)	45.8	39.0 (n=47)	43.2	33.10 (n=14)	42.7	35.4 (n=43)	41.4

^aSource: Major Field Achievement Tests (MFAT), Educational Testing Service, administered at Tiffin University to students in Business Policy, on various dates.

^bData not available.

^cFinance Major
n=11; no data.

(End of Department of Economics and Finance Chair W. A. Verdon's report).
(End of SBU Acting Dean Millar's report).

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. 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 suggested.

School of Criminal Justice

The SCJ made significant strides during AY 97-98 in developing and finalizing an OA strategy. The SCJ approved this OA plan at the 2-6-98 SCJ faculty meeting. The current OA strategy for the SCJ is as follows:

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

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

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

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

Department of Corrections.

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

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

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

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

Department of Forensic Psychology.

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

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

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

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

7. Assist students in obtaining employment by maintaining current faculty contacts in Forensic Psychology and by referring Forensic Psychology students to TU's Office of Career Services.
8. Help students learn an integrated perspective of human cognitive, affective, behavioral, and physiological processes/dynamics
9. Help students learn a sense of their place in history, the world, and their unique and shared cultural heritage
10. Help students understand the relationship of Forensic Psychology to other dimensions of the criminal justice system and to society as a whole

Department of Law Enforcement.

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

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

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

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

Bachelor of Criminal Justice OA Strategy.

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

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

SCJ Assessment Timeline.

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

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

11. Summary of Assessment Findings. Annual reports will be prepared by each department chair and submitted to the Dean of the SCJ who will then compile the assessment findings into an annual report for the SCJ.

Use of Information Gained in the Process of Assessment.

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

Results.

The following information in this SCJ Results Section is presented verbatim from the SCJ summary report for AY 97-98 as prepared by Dean Keith Haley.

SCHOOL OF CRIMINAL JUSTICE OUTCOMES ASSESSMENT FOR 1997-1998

BACKGROUND

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

Quick, simple, and responsive evaluation is imbedded in the daily activities of any stellar organization, its subdivisions, and its personnel. To use sport as an excellent example, no boxer and his management team wait until the bout is over to assess how they are doing. On the contrary, the boxer's staff are continuously evaluating, holding between-the-round critiques, and even offering corrections during the rounds in the way of verbal tips passed on from the corner. Talented boxers, as do talented organizations, require less goal setting and correction. Often they simply know what to do.

In many ways, the fight for 1997-1998 is over and the School of Criminal Justice has relied on its innate sense of evaluation. In our offices, classrooms, advising sessions, and faculty meetings the School of Criminal Justice has indeed assessed how we are doing as an educational enterprise. We began in the summer fine-tuning parts of the Master of Criminal Justice proposal. During the fall and winter semesters we improved the field internship program. All of last year we worked on outcomes assessment process, anticipating the accreditation visit. It was during this last project that goals and objectives were developed and refined which will be our outcomes challenge.

Finally, in some ways it is illogical to apply newly developed assessment criteria to a year past when the criteria did not exist. Yet, there is a history and ecology of academic activity

that has existed for more than a century at Tiffin University and several decades in the criminal justice program. In other words, the academic tradition continues. We have a good sense of what we are about, therefore, applying assessment criteria *ex post facto* is not as illogical as it might seem at first glance.

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

THE ASSESSMENT PROCESS IN THE SCHOOL OF CRIMINAL JUSTICE

The Department of Corrections, Forensic Psychology, and Law Enforcement comprise the School of Criminal Justice. A Bachelor of Criminal Justice degree is awarded to students who successfully complete the required department curriculum and university general education requirements. In 1998, thirty-three students graduated with a baccalaureate degree from the School of Criminal Justice. One student obtained an associate degree in Law Enforcement.

School of Criminal Justice Assessment Activity

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

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

1. Annual Grade Analysis

Table 1 below identifies the 23 individual course titles that the School of Criminal Justice offered during the 1997-1998 academic year along with the mean of all grade point scores awarded in each course. Means were averaged for courses with multiple sections during the academic year.

Table 1. School of Criminal Justice Course Grade Point Means for 1997-1998

<u>Fall 1997</u>		<u>Spring 1998</u>	
Course	Mean	Course	Mean
Intro to Crim Justice (4)	2.5	Intro to Crim Just	2.3
Criminal Law (2)	2.2	Psych of Violence	2.8
Research Methods (2)	3.0	Victimology (2)	3.0
Psych and Law (2)	3.1	Police & Society (2)	2.1
Scuba	3.4	Crime Prevention	3.1
Computers in Law Enf	3.3	Applied Crim Inv	3.1
Fund of Crim Inv	2.9	Agency Mgt	2.9
Law Enf Supervision	2.6	Interv Strategies (2)	3.6
Police and Community	3.8	Juv Justice Syst (2)	2.7
Correctional Thought	3.5	Prosem in CJ (2)	3.8
Case Management	3.6	Crim Procedures (2)	2.6
Const. Rights of Prisoners	3.0	Ethical Issue in CJ	3.5
Fall 1997 Avg. GP Course Mean = 3.1		Spring 1998 Avg. GP Course Mean = 3.0	

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

The mean of all course grade point scores ranged from a high of 3.8 in Police and the Community and Proseminar in Criminal Justice to a low of 2.1 in Police and Society. The average GPA course mean for the Fall of 1997 was 3.1 and 3.0 for the Spring semester of 1998, some indication of consistency in faculty evaluation of student performance.

The School of Criminal Justice faculty also taught regular titled courses to 14 students independently who were not able to meet the scheduled course during the academic year. One student took Independent Research 470. Since the School of Criminal Justice offers so little course offerings during the summer semester, summer courses were not included in the analysis. Students often did better academically in regular titled courses taught to them independently, probably a result of some degree of self-selection where they felt comfortable taking a course where the essential burden was on them to accomplish the objectives of the course.

Some patterns emerge from the data that might be expected. Courses that are traditionally content laden, the introductory courses and legal courses, seemed to have the lowest course means. Senior seminars, likely to be structured in a true seminar fashion, and special issues courses had higher grade point course means.

Table 2 below displays a distribution of course grade point means for all 23 School of Criminal Justice courses offered during the 1997-1998 academic year.

Table 2. Distribution of CJ Course Grade Point Means 1997-1998

Course	Mean
Police and Community	3.8
Proseminar in CJ (2)	3.8
Intervention Strategies (2)	3.6
Case Management	3.6
Ethical Issues in CJ	3.5
Corr Thought & Practice	3.5
Scuba	3.4
Computers in Law Enf	3.3
Psych and Law (2)	3.1
Crime Prevention	3.1
Applied Criminal Inv	3.1
Research Methods (2)	3.0
Victimology (2)	3.0
Const Rights of Prisoners	3.0
Fund of Crim Law	2.9
Agency Management	2.9
Psych of Violence	2.8
Juv Justice Systems (2)	2.7
Criminal Procedures (2)	2.6
Law Enf Supervision	2.6
Intro to Crim Just (5)	2.4
Criminal Law (2)	2.2
Police and Society (2)	2.1

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

The course grade point means ranged from a high of 3.8 to a low of 2.1. Fourteen (60.8%) of the School of Criminal Justice classes had a course grade point mean of 3.0 or higher. The average grade awarded in the School of Criminal Justice is 3.0 (B).

At first glance, one conclusion is that the School of Criminal Justice has a liberal grading policy, a trait that would not set them apart from most departments and schools in a majority of the colleges in the nation. On the other hand, the "straight bell curve" model of grading is not universally accepted as an evaluation policy anywhere. Some faculty, for example, employ a mastery concept that allows student to resubmit work and retake exams until they reach a high level of competency for which they are awarded a high grade. It is likely to assume that more than one grading philosophy guides evaluation decisions of the faculty in the School of Criminal Justice.

These assessment results related to grading will be discussed in faculty meetings during the 1998-1999 school year.

2. Review of All Course Syllabi

The Dean of the School of Criminal Justice examined all of the course syllabi that were used in courses taught by a full-time and adjunct faculty during the 1997-1998 academic year. The syllabi were examined for clarity, the amount of useable information for students, content redundancy with other syllabi, and the inclusion of standard information generally deemed appropriate by faculty in all disciplines, accrediting bodies, and education authorities.

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

Based on this assessment, two action steps seem appropriate.

1. A standard format for course syllabi should be employed by the School of Criminal Justice. Accreditation agencies always look at course syllabi. Syllabi which do not list objectives nor display topical content for the course will be flagged. Students also deserve a more enriched description of what they have paid for and are going to experience.
2. Department chairs should meet with their faculty next academic year and go over the course content for each course in the department's purview and have the faculty explain to each other exactly what they do in their courses. Textbooks should be brought to this meeting also. Then the entire criminal justice faculty should meet and do the same thing, including a discussion of the content of the core courses in criminal justice. It is a rare event where these meetings have not been rewarding to all parties concerned. Accreditation agencies will also inquire as to whether this type of activity has been conducted in order to maintain a curriculum with academic integrity. Moreover, this is the kind of "hit point" assessors mention at the public exit interview before the assessment team leaves the university. Having such a meeting annually also demonstrates that we evaluated our work and took remedial action when problems were identified.

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

Feeble as the reason sounds, the Dean of the School of Criminal Justice did not realize that application of the new assessment criteria for the School of Criminal Justice was to begin during the 1997-1998 academic year, so graduates were not surveyed. According to the School of Criminal Justice Assessment Plan, the survey is to be conducted by faculty who teach the Research Methods classes and the results are to be reported to the Dean of the School of Criminal Justice. Research Methods faculty were not notified of this requirement aside from the approval and circulation of the assessment plan during the academic year. It is assumed that some of the other faculty also thought that application of the assessment criteria would begin during the 1998-1999 academic year. The Research Methods faculty will be notified of this project by the Dean of the School of Criminal Justice at the first School faculty meeting in the Fall 1998 semester.

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

Suggestions were made concerning membership on a School of Criminal Justice Advisory Board at a faculty meeting held during the spring semester of 1998. Two criminal justice professionals have agreed to serve on the Advisory Board: Tom Steyer, Chief of Police, Tiffin, Ohio; Dan Anderson, Group Supervisor, Drug Enforcement Administration.

Tom Steyer has opened his agency up to the School of Criminal Justice by supervising innumerable number of student interns, co-sponsoring educational seminars with the School of Criminal Justice, and calling on criminal justice faculty to conduct training sessions on topics of interest to his agency. Chief Steyer is also an applicant to the Master of Criminal Justice degree program. He is a tireless worker for professionalism in criminal justice, one example being the police department's entry-level employment qualification of an associate degree.

Dan Anderson is a 1982 Tiffin University graduate of the criminal justice program and a highly motivated, successful manager in the Drug Enforcement Administration, Norfolk, Virginia, an agency that ranks at the top of the federal agencies when it comes to efficiency and integrity. Dan conducted a two and one-half hour seminar on federal law enforcement employment and high profile narcotics cases for the School of Criminal Justice during the fall semester of 1998. His message concerning integrity and motivation for federal law enforcement work was outstanding. While Dan works and resides in the Norfolk, Virginia area, he stated that he is frequently back in Ohio for visits to the Shelby County area. He would be available for one or two Advisory Board member meetings each year. The Board will meet no more than a couple of times a year. It is recommended that appointment letters to the Advisory Board be sent from the Vice President for Academic Affairs.

Additional members will be added to the Advisory Board during the summer of 1998 with the full complement of members appointed by the end of the 1998-1999 academic year.

5. Group Exit Interview of Graduating Seniors

For essentially the same reason identified in Item #3 above, a group exit interview was not conducted. The Dean of the School of Criminal Justice did conduct two exit-type evaluations in the Proseminar in Criminal Justice class he taught during the spring semester of 1998. First, a short-answer test of 30 questions was administered to the class of only eight students. The questions consisted of basic concepts and facts that would likely be known by any graduating senior since they would be germane to the work in many of the criminal justice courses. A sample of the questions are: the level of proof required for a conviction in court; which level of government has the most law enforcement agencies; what is meant by positivist and classical criminology; what is meant by the "hands-off doctrine" in corrections and criminal justice. The results are cause for concern. Many basic concepts, such as the hands-off doctrine and the crime measurement and reporting, process, were not identified by most of the class. Moreover, most of the students had little familiarity with significant historical figures in criminal justice such as August Vollmer, Sandra Day O'Connor, and James Q. Wilson, one of the most influential writers and commentators in criminal justice over the last three decades. Two students of the eight were not able to identify the Fourth Amendment to the U.S. Constitution as governing search and seizure issues involving government agents. A copy of the of the Senior Competency Exam is included in Appendix [D].

Secondly, a qualitative assessment was conducted with the same class by asking them this question: "Describe your criminal justice education at Tiffin University." While the number in the Proseminar in Criminal Justice (Section 02) class was only 8, a careful reading of the

student responses revealed several recurring themes which both reaffirm the traditional values of a college education and point to the positive influences a faculty member and a professional degree program can have on students. Students took about 75 minutes to compile their responses. Those themes are listed below.

1. The students understand the purpose and structure of the School of Criminal Justice's curricula in each of the majors. The longer they are at the university, the more clear courses and curricular concepts become to them. This fact has an impact on how they evaluate courses. Introductory courses are often the most difficult for them to understand because of their naivete, but clarity comes with time in the classroom.
2. Classes and faculty have personal impacts on students' lives. Career choices are often made based on the impact one course and/or a single faculty member has on the student. It should be noted that those influences are overwhelmingly positive according to these students, but influences can be negative.
3. Tiffin University and the School of Criminal Justice have helped them mature and learn to accept responsibility for what they do in their academic, professional, and personal lives.
4. The freshman year is a troubling, confounding year for many students. Immediately after surviving the first semester, their determination to succeed in college is strengthened and their academic work gets better. Some students have never been asked to work as hard as they are required to do at Tiffin University.
5. Our students are career-oriented and seem to appreciate the most classes which prepare them for the functions they will perform as criminal justice agents. While this is overall admirable and that is why they chose a criminal justice major, how criminal justice and social control fits into the panoply of life's great questions should be ever present in criminal justice classes as well as in the university's general education core.

Students seemed to enjoy the opportunity to write anonymous essays on their education experiences in the School of Criminal Justice and at Tiffin University. It is recommended that this anonymous, open-ended essay become a requirement in all sections of the Proseminar in Criminal Justice course and that one or more focus groups of seniors be convened each spring semester in order to glean results which will assist us in the outcomes assessment process. Probing the seniors thoughts while they are still on campus is a lot easier than trying to locate them after graduation and get them to complete and return a survey.

6. Peer Evaluation of Teaching

No peer evaluations of teaching were conducted during the 1997-1998 academic year. The Dean of the School of Criminal Justice did conduct classroom evaluations for two adjunct instructors in Introduction to Criminal Justice and Police and the Community. The process will be implemented during the fall semester of 1998.

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

No evaluation of the advising process in the School of Criminal Justice was implemented during the 1997-1998 academic year. During the 1998-1999 academic year, two things will

happen in this regard. The Dean of the School will hold one group advising session each semester. Appropriate faculty will be available to assist students. Secondly, if the central advising units at Tiffin University do not conduct an advising evaluation, the counseling faculty in the School of Criminal Justice will administer its own evaluation and make a report of its findings to the Dean.

The School of Criminal Justice did hold a field intern orientation meeting during the last week of the spring semester. Approximately twenty students attended and were provided orientation and advice on successfully completing their prospective internships in the summer and fall terms of 1998.

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

The School of Criminal Justice will continue to work cooperatively with the Tiffin University Office of Career Placement. A number of examples of this kind of cooperation can be identified: (1) the two units shared criminal justice employment openings; (2) the School of Criminal Justice faculty assisted in identifying and arranging several major criminal justice speakers for events jointly sponsored by the two units; (3) the School of Criminal Justice faculty attended and participated in the Fireside chat series when criminal justice issues were the featured topics; (4) the School of Criminal Justice faculty also attended a Office of Career Placement internship supervisor recognition meeting; (5) School of Criminal Justice lunched with criminal justice employers who were recruiting on campus.

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

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

The School of Criminal Justice is to record all contacts and information sharing activities with the Office of Career Placement and hold a joint meeting during the month of October to discuss common interests. The results of the meeting are to be shared with the Dean of the School of Criminal Justice. Results and issues can be included in an annual report. These additional procedures will be put into operation during the 1998-1999 academic year.

9. Dissemination and Action on All Outcomes Assessment Results

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

10. Annual Review of Assessment Criteria

On the agenda of the last faculty meeting of the year, the School of Criminal Justice will examine the past academic year's assessment results and procedures, taking effective remedial action where appropriate. Responsibilities for improving performance will be delegated among all of the criminal justice faculty. During this academic year, the School of Criminal Justice was involved in a number of new activities such as establishing partnership agreement between Tiffin University and the International Association of Crime Analysts, hiring a new faculty member, and refining plans for the new Master of Criminal Justice degree program, starting a baccalaureate degree program in Lima, and arranging a major speaker series. We did not hold a final faculty meeting where assessment was discussed. Our agenda for next year will be filled with assessment issues with the Master of Criminal Justice program, the Crime Analysis Center, and the Lima degree program becoming operational.

11. Summary of Assessment Findings in an Annual Report

The results of the formalized assessment that transpired this year will be included in a School of Criminal Justice annual report. Department chairs are to prepare reports whose results comprise key content for the Dean's annual report. That did not happen this year. We were busy. The Law Enforcement Department did not have a chair and the chair for Forensic Psychology program was on leave during the spring semester.

CONCLUSIONS

It should be noted that developing the assessment criteria was no mean task. It was time consuming in its own right for several, but to no one more than the assessment director at Tiffin University. With the primordial structure for evaluation now in place, we can engage the process fully during the next academic year and look forward to continued improved performance in the School of Criminal Justice.

In the last analysis, our success in the School of Criminal Justice will depend on the quality of our ideas and on our ability to get along as we fulfill our careers in the "immortal profession." Both of these features of a successful organization can be enhanced through continuous and thorough evaluation. Summer is upon us, and as the boxer also knows, time off is necessary to heal and condition. Let's all have a restorative summer.

(End of verbatim report by SCJ Dean Haley.)

School of Graduate Studies

School Mission.

During AY 97-98, the SGS faculty and Dean developed a mission statement to guide their efforts for the future. The mission of the School of Graduate Studies is:

1. To offer the best in education by having the top faculty in experience, educational credentials, and recognition among peers.
2. To focus on competencies needed to succeed today and tomorrow.
3. To pay full attention to student needs and make their education a positive, challenging, and enjoyable experience.

Master of Business Administration Outcomes Assessment Strategy.

The MBA OA strategy as developed in AY 97-98 by the SGS faculty is as follows:

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

Master of Business Administration Results.

The following information is taken verbatim from a summary report for AY 97-98 submitted by the SGS Dean Ellen Jordan.

**Tiffin University
School Of Graduate Studies
Outcomes Assessment
1998**

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

The assessment strategy will contain the following:

- Continuous evaluation of courses and faculty
- Alumni evaluation surveys
- Annual alumni correspondence for advisory and data revision
- Monthly graduate faculty & staff meetings
- Bi-annual recruitment and marketing evaluation
- Weekly School of Graduate Studies Staff meetings

Continuous Evaluation of Courses and Faculty

Students evaluate all graduate courses. These evaluations are reviewed by the Vice president of Academic Affairs, Dean of the School of Graduate Studies and by the instructor. They are looked at in reference to course content, structure, and technology usage, teaching ability, program fit and improvement needs. The following are the results of the 16 course module program, which had its first graduating class in spring 1998. The MBA had previously been under a semester format. The rating of concern was the overall satisfaction with the course.

1996-97-98

Course Evaluations

Number	Title	Instructor(s)	Very Satisfied (1)	Satisfied (2)	Neutral (3)	Dissatisfied (4)	Very Dissatisfied (5)
MB 511	Leadership & Teamwork					1.3	
MB 512	Managerial Accounting					1.5	
MB 513	Statistical Methods for Managers					1.3	
MB 514	Information Decision Support					2.7/ 2	
MB 521	Decision Modeling for Managers					1.3	
MB 522	Management for Human Resources					2.6/3	
MB 523	Marketing Management					2.1/ 2.4	
MB 524	Managerial Economics					1.9	
MB 611	Market Research					1.5	
MB 612	Managerial Finance						2.3
MB 613	Operations Management					1.7	
MB 614	Global & Transnational Management					1.6	
MB 621	Organization Analysis & Design					1.6	
MB 622	Strategic Management					3.1	
MB 623	Legal & Ethical Issues in Management					1.3	
MB 624	Industry & Competitive Analysis					<u>2.7</u>	
Mean						<u>2.1</u>	

Alumni Evaluation Surveys

The School of Graduate Studies has had 155 graduates since the first graduating class in 1992. The following survey results were calculated prior to the 1998 graduation. Thirty-five students graduated in 1998, making a total of 190 alumni.

The Alumni Directory is updated every year to include new graduates. It was also “cleaned” for new employment and addresses at the same time the Alumni Surveys were done. Each summer the School of Graduate Studies has an outing with faculty, staff, current students and incoming students. In the summer of 1997 over 50 members of the Tiffin University family took an excursion to Put In Bay. This summer on July 19th a barbecue with summer activities will be held. It will be the first joining of the MBA and MCJ students.

During these outings, networking is done for career opportunities and advisory information used to improve the programs. The Alumni are often called upon to speak in classes, lead workshops and give their advice on important issues in the curriculum. The Alumni can attend all workshops free of charge.

Monthly Graduate Faculty & Staff Meetings

During the academic year the Graduate faculty and staff meet to discuss courses, administrative concerns, student concerns, old and new business, and mission. These are extremely useful sessions for all involved. The meetings allow for interaction and problems to surface and be evaluated.

These meetings add to the continual evaluation and assessment of the Graduate programs. In the past year MCJ and MBA faculty were able to share experiences and goals. The faculty consists of seasoned and new hires creating an atmosphere of experience and fresh ideas. Over 90% hold terminal degrees in their field combined with research and practical experience.

Bi-Annual Recruitment and Marketing Evaluation

Recruitment for fall entails open houses, direct mailing, phone conversations, college fairs, campus visits, newspaper advertisements, radio and television advertising, and personal meetings. Activity begins immediately after the December break as persons in the potential student database are contacted. Personal contacts continue with increasing frequency as August approaches. Open houses are scheduled from May through August in Findlay, Fremont, Fostoria, Upper Sandusky, and Lorain. College fairs are attended, as they become available. Newspaper, radio, and TV ads usually air starting in May and run periodically, with increasing frequency, until the first portion of August. Graduate School sponsored seminars may also be used to generate publicity for recruiting purposes.

Orientation is normally held the week before the first class. Personnel from the offices of controller, financial aid, student affairs, and graduate studies are available during the orientation night. The bookstore remains open for an extended period for the benefit of the new graduate students on orientation evening.

Spring recruiting begins in August and runs through the first week of December. The advertising program for this recruitment period is not as intense as the fall effort. Primarily, potential students are contacted through mailings and personal contacts, supplemented with a limited schedule of radio and newspaper advertising. College fairs are attended, as they become available as a supplement to campus visits. Graduate School sponsored seminars are also used for publicity and public relation purposes during this period.

Orientation is held the first portion of December following the fall format.

Weekly School of Graduate Studies Staff Meetings

The School of Graduate Studies Staff meets every Monday morning to plan out the week. The Staff consists of the Dean (Ellen S. Jordan, Ph.D.), the Director of Marketing and Recruitment (Laura Ketter, MBA), the Director of Program Co-ordination (Teresa Miller, MBA), and the Office Manager (Nancy Miller). The 1997-1998 academic year had 100 active students with 80% attending on a full time basis. All tracking of students from initial contact to

graduation is handled within the school. All communication is personal and user friendly. The office is open from 8:00 a.m. to 6:15 p.m. Monday through Friday and 8:00 a.m. to 1:00 p.m. on Saturdays. Students are able to contact us by telephone, fax, email, and through our web site.

The 1998-1999 academic year will expand the programs to three additional offerings. The projection is to have from 175-200 active students. The MBA will now include a full-time day program and an offsite location at the Lorain Degree Center on Saturdays. The MCJ will be offered on the Tiffin Campus on Saturdays. All tracking will be done through the Tiffin University Main Campus office.

The School of Graduate Studies will be moving its location from the basement of the Main Classroom Building to a house next to the School of Business in June 1998.

(End of report from SGS Dean Ellen Jordan).

Recommendations. The SGS and the SCJ will need to collaborate on development of assessment criteria for the Master of Criminal Justice Degree currently being planned.

IV. Summary Discussion of OA Program

During AY 97-98, the Office of Academic Affairs, in its focus on the Integrated Core Curriculum, and the four Schools of Tiffin University (Arts and Science, Business, Criminal Justice, and Graduate Studies) made progress in OA. Each of the four Schools and the OAA continued their focus on steady, incremental progress in the complex undertaking of designing, implementing, and maintaining an OA program.

An important priority for AY 98-99 will be for the Schools to review and revise, as needed, their respective curricula and OA strategies in light of AY 97-98 OA findings, thus creating an integrated, self-amending process or loop. The OAA through the DOA also needs to keep a focus on the overall institutional OA process to ensure coordination of all efforts across the University. In partial recognition of this need for coordinated effort, the DOA and VPAA will review all AY 97-98 OA reports, identify major issues needing attention, review these issues with the Deans, and lay out a plan of action based on the issues identified.

A major AY 98-99 activity that will have an impact on TU OA efforts is the Self-Study process beginning in the fall semester of 1998. An integral part of the Self-Study will be consideration of the new TU mission statement adopted by the Board of Trustees at its May 2, 1998 meeting. The VPAA, DOA, representatives of each School, and representatives of selected administrative departments will be appointed to the Self-Study Committee by the President.

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

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

One indicator that might show the need for a revision of the OA process itself would be a scenario in which a School identifies ongoing problems which detract from accomplishing the School's stated goals and objectives, but which are not formally addressed by any aspect of the School's existing OA strategy. In this case, the validity of the OA process itself would be called into question, and the School would need to review the issue and adapt its OA strategy

accordingly. This might mean devising a completely new OA tool or fine-tuning some aspect of an existing plan.

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

V. Appendices

A. Exit Interview Form (Office of Enrollment Services)

TIFFIN UNIVERSITY EXIT SURVEY

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

Your Name _____ Age _____

Home Address _____ City _____ State _____

Year in School _____ Gender _____ TU Major _____

Were you involved in TU Athletics? Yes ___ No ___ Sport(s) _____

Were you a member of any student organizations? Yes ___ No ___

If so, what organization(s)? _____

What are your reasons for leaving Tiffin University? _____

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

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

Did your experiences live up to your expectations? _____

What helped you? _____

What got in the way? _____

If you are transferring to another college or university:

Name of school _____

Intended Major _____

What are your reasons for enrolling at the new college or university?

Do you plan to participate in sports there? ___ If so, which sport? _____

What did you like best about Tiffin University? _____

Continued on the reverse side

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

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

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

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

What did you like least? _____

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

How many days per week? _____

Have you worked while going to school?

On-Campus _____ How many hours per week? _____

Off-Campus _____ How many hours per week? _____

Would you recommend TU to others? _____ Why? _____

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

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

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

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

B. Office of Academic Affairs: AY 97-98 ICC Interview Worksheet

The following document is a sample of the worksheet used in AY 97-98 by the ICC OA Committee.

--

TIFFIN
UNIVERSITY

Integrated Core Curriculum

Outcomes Assessment Worksheet: 97-98

Interviewer: _____ Date: _____

Student: _____ Major: _____

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

Materials needed for this interview:

1. Refreshments for yourself and the student being interviewed.
2. Two copies of a graph for Communications question #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 on your scoring sheet in the "Comments" area about the reason.

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

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

RESPONSE RATING SCALES

All responses should be rated using the following scales:

Scale A: Strength of Response (SR):

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

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

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

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

Scale C: Source of Response Content (SRC):

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

The interviewer is asked to note all SRC categories which apply for each question, in order of strength of influence on response content, i.e., strongest influence is listed first, followed by influences of decreasing strength.

COMMUNICATIONS QUESTIONS

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

Comments:

SR 0 1 2 3 4 5
SICC 0 1 2 3 4 5
SRC _____ (1-11)

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
SRC _____ (1-11)

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

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

Comments:

SR 0 1 2 3 4 5
SICC 0 1 2 3 4 5
SRC _____ (1-11)

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
SRC _____ (1-11)

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

SRC _____ (1-11)

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 think 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

SRC _____ (1-11)

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

Comments:

SR 0 1 2 3 4 5

SICC 0 1 2 3 4 5

SRC _____ (1-11)

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

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

Comments:

SR	0	1	2	3	4	5
SICC	0	1	2	3	4	5
SRC	_____ (1-11)					

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

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

Comments:

SR	0	1	2	3	4	5
SICC	0	1	2	3	4	5
SRC	_____ (1-11)					

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

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

Comments:

SR	0	1	2	3	4	5
SICC	0	1	2	3	4	5
SRC	_____ (1-11)					

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

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

Comments:

SR	0	1	2	3	4	5
SICC	0	1	2	3	4	5
SRC	_____ (1-11)					

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

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

Comments:

SR 0 1 2 3 4 5
SICC 0 1 2 3 4 5
SRC _____ (1-11)

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

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

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

Comments:

SR 0 1 2 3 4 5
SICC 0 1 2 3 4 5
SRC _____ (1-11)

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

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

Comments:

SR 0 1 2 3 4 5
SICC 0 1 2 3 4 5
SRC _____ (1-11)

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

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

Comments:

SR 0 1 2 3 4 5
SICC 0 1 2 3 4 5
SRC _____ (1-11)

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

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

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

Comments:

SR 0 1 2 3 4 5

SICC 0 1 2 3 4 5

SRC _____ (1-11)

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

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

Comments:

SR 0 1 2 3 4 5

SICC 0 1 2 3 4 5

SRC _____ (1-11)

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

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

Comments:

SR 0 1 2 3 4 5

SICC 0 1 2 3 4 5

SRC _____ (1-11)

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

HERITAGE AND THE ARTS QUESTIONS

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

a. What is culture?

Comments:

SR 0 1 2 3 4 5

SICC 0 1 2 3 4 5

SRC _____ (1-11)

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

b. Give some examples to show what you mean.

Comments:

SR 0 1 2 3 4 5

SICC 0 1 2 3 4 5

SRC _____ (1-11)

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

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

Comments:

SR 0 1 2 3 4 5

SICC 0 1 2 3 4 5

SRC _____ (1-11)

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

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

Comments:

SR 0 1 2 3 4 5

SICC 0 1 2 3 4 5

SRC _____ (1-11)

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

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

Comments:

SR 0 1 2 3 4 5
SICC 0 1 2 3 4 5
SRC _____ (1-11)

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
SRC _____ (1-11)

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

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

Comments:

SR 0 1 2 3 4 5
SICC 0 1 2 3 4 5
SRC _____ (1-11)

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

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

a. What factors make it newsworthy?

Comments:

SR 0 1 2 3 4 5
SICC 0 1 2 3 4 5
SRC _____ (1-11)

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

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

Comments:

SR 0 1 2 3 4 5
SICC 0 1 2 3 4 5
SRC _____ (1-11)

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

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

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

Comments:

SR 0 1 2 3 4 5
SICC 0 1 2 3 4 5
SRC _____ (1-11)

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

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

Comments:

SR 0 1 2 3 4 5
SICC 0 1 2 3 4 5
SRC _____ (1-11)

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

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

Comments:

SR	0	1	2	3	4	5
SICC	0	1	2	3	4	5
SRC	_____ (1-11)					

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

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

Comments:

SR	0	1	2	3	4	5
SICC	0	1	2	3	4	5
SRC	_____ (1-11)					

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 (name): _____

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

Consent for Participation in the Tiffin University Outcomes Assessment Program

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

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

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

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

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

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

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

Signed:

Witnessed:

(Respondent)

(Date)

(TU representative)

(Date)

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

PROSEMINAR IN CRIMINAL JUSTICE

Senior Competency Exam # 982

Name _____

Briefly answer the following questions.

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

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

D. AY 96-97/AY 97-98 ICC Interview Worksheet Item Equivalency Chart.

AY96-97 ICC Interview Worksheet Item Numbers	AY 97-98 ICC Interview Worksheet Item Numbers
1	1
2	2
3	3
4	4
5a	5a
5b	5b
5c	5c
6	6
7a	7a
7b	7b
7c	7c
8	8
9a	dropped
9b	9a
9c	9b
9d	9c
10a	10a
10b	10b
10c	10c
11a	11a
11b	11b
11c	11c
12	12
13a	13
13b	dropped
14	14
15	15
16a	16a
16b	16b
17	17a
	17b
18	18
19	19

VI. Glossary of Acronyms

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

ACBSP	Association of Collegiate Business Schools and Programs
ACJ	Associate of Criminal Justice
AICUO	Association of Independent Colleges and Universities of Ohio
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
SAS	School of Arts and Science
SBU	School of Business
SCJ	School of Criminal Justice
SICC	Strength of Relationship to TU ICC Exposure
SD	Standard Deviation
SGS	School of Graduate Studies
SR	Strength of Response
SRC	Source of Response Content
TU	Tiffin University
VPAA	Vice-President for Academic Affairs