TIFFIN
UNIVERSITY

OFFICE OF OUTCOMES ASSESSMENT
SUMMARY REPORT
ACADEMIC YEAR 2002-2003

Prepared for

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by

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I. Executive Summary

This report presents a summary of Tiffin University's (TU) outcomes assessment strategies, data gathered, analysis conducted, and conclusions reached as a result of assessment activities carried out in Academic Year (AY) 2002-2003. The report consists of the following main sections: executive summary; introduction; assessment plans and outcomes by academic program within schools; summary discussion; appendices; and a glossary. The reader is referred to the Table of Contents for the main sections' subdivisions. A glossary of acronyms used is included on the very last page for quick reference.

Overall

AY 2002-2003 saw an increased emphasis on assessment compared to AY 2001-2002. This was a result of assessment programs being conducted across all of the schools and departments. Each school has goals and objectives in place, along with outcomes assessment strategies, most of which were modified from last academic year. During AY 2002-2003, all schools were more attentive to the task of assessment and have followed through with implementing most of their assessment strategies. As all participants in the assessment process have become more involved with it, the level of sophistication has improved, and the utility of the assessment activities have become more apparent. The 'culture' of assessment as a necessary tool in the education process is gaining more acceptance across the campus. The Office of Outcomes Assessment along with the President and the VPAA continued to stress the importance of "closing the loop" in each assessment effort - all school and departments need to use the information obtained from the previous year's assessment activities as the basis for their assessment programs in the following year. The Director of Outcomes Assessment (DOA) continued making status reports at the general faculty and the individual school meetings to help keep the issue of outcomes assessment in everyone's' minds. In AY2003-2004, emphasis will be placed at school meetings to review the assessment results of the last year and to chart out a plan of action for AY 2003-2004.

Office of Academic Affairs: General Education Core

As in the past, a Focus Group setting was used to gather the data to assess the impact the General Education Core (GEC) was having on the students. 4 focus group interviews were conducted ranging from 2 to 7 students in each group. The formats of the questions were the same as that of the previous two years. The rating system was strengthened by increasing the number of raters (whenever possible) and a short briefing period was held before the actual focus group interviews took place. Samples of "acceptable" responses were also listed for each question to make it easier for the raters to judge the responses from the students. After the interviews, a debriefing session was held with the DOA and the faculty raters. There were some issues that came up, and some possible changes were suggested. The suggestions have been documented and a committee will review these suggestions for possible changes in the GEC assessment program AY 2003-2004.

One of the major concerns remains the lack of student involvement in the focus group interview process. Although the number of students participating in the focus groups increased from 9 in AY 2001-2002 to 18 this year, the DOA is still not satisfied with the level of participation, and will look into alternative means to improve participation by the students. In addition, the questions used in the interview process also need to be reviewed and possibly revised, since this is the third year to use the questions. With these shortcomings in mind, some of the major findings from the focus groups are as follows:

- Slight downturn in the Communication area (3.02 in AY 2001-2002 to 2.95 in AY 2002-2003)
- A very insignificant lower rating in the Sciences (3.19 in AY 2001-2002 to 3.12 this year)
- A lower score in the Art & Literature (2.10 in AY 2002-2003 from 2.31 from the previous year)
- Humanities on the other hand had a marked increase in the ratings (2.85 in AY 2001-2002 to 3.27 this year)

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

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

Although the Inter-rater reliability improved with the use of more faculty raters as compared to the previous years, this year the DOA will undertake a better guidance to further improve this area. Comments from students on the General Education Core were varied too. Many commented on how much they had learned and how much they realize they had not known prior to the courses taken, and then there were some who felt that some of the courses were "useless". Overall though the comments were positive, and all the comments will be reviewed in the context of improving the GEC.

The past three years the responses given by students indicated that most of the knowledge they had gained was from the GEC. This year was no different, and this was apparent during the focus group interviews. There also was an increase in the number who said that the knowledge they had obtained was from the major coursework at Tiffin University, and in some instances from extracurricular activities that they participated in while at the university.

II: Introduction

History of Outcomes Assessment at Tiffin University

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

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

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

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

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

> …The general education of the student is really what it means to have a college education, regardless of the major ….The Tiffin University General Education Program consists of four components: the integrated core curriculum; an enriched major area of study; a large number of open electives; and a co-curricular program. ...Although the general education core is rich in diversity, it is welded together by the fundamental skills of language and thought, our shared heritage, and the common themes of human life and values
>
> (*Tiffin University 1997-1998 Catalog*, p. 17).

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

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

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

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

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

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

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

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

1. General Education Core (GEC)
2. Bachelor of Arts
    a. Liberal Studies
    b. Psychology
3. Bachelor of Business Administration
    a. Accounting
    b. Finance
    c. Hospitality Management
    d. Information Systems
    e. International Studies
    f. Management
    g. Marketing
    h. Organizational Behavior
4. Bachelor of Criminal Justice
    a. Corrections
    b. Forensic Psychology
    c. Law Enforcement
5. Associate of Business Administration
    a. Accounting
    b. Business
    c. Information Technology
6. Associate of Criminal Justice
    a. Law Enforcement
7. Master of Business Administration
8. Master of Criminal Justice in Justice Administration Management
9. Master of Criminal Justice in Forensic Psychology

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

Rationale

The faculty and staff of TU are committed to excellence in the education and development of students. For over 100 years, TU has been about the business of realizing this commitment. The faculty and staff at TU share a strong, personal commitment to making a positive difference in the lives of the students. They derive great satisfaction from having a meaningful impact on their lives. Faculty and staff also share a profound sense of understanding that it is a privilege as well as a responsibility to deliver their best efforts as they are woven into

the lives of those with whom they work and study, especially their students. In light of this appreciation, they seek ways to assure that their contacts with students at TU accomplish the formal goals of the institution. Perhaps more importantly, faculty and staff seek ways to better challenge themselves and their students as they engage in a process of mutual growth and development. This continues to be accomplished through a variety of methods referred to as monitoring, evaluation, or OA.

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

Overview of Current OA Program

This document is a summary report of the AY 2002-2003 OA Program at TU. The VPAA has general authority and responsibility for assessment at TU. Executive responsibility lies with the DOA, who reports to the VPAA. The DOA is charged with coordinating assessment efforts university-wide, with a current emphasis on academic programs. With some changes being proposed, and with new majors being added and dropped, the academic assessment is still being stressed. As soon as the OA process for academics is firmly in place, other areas will also be addressed, e.g., student life, athletics, administration, alumni/ae, employers, and parents. Preliminary efforts to involve administrative departments in OA began in AY 97-98 with revision of a student exit interview (See Appendix A) used by the Office of Enrollment Services. The form was revised to include some basic questions focused more on a student's experience and level of satisfaction with academics at TU.

The current focus of OA at TU is to have in place an assessment strategy for each academic program area, with each assessment strategy linked with the institutional mission, goals, and objectives. Academic program areas include all degrees at the undergraduate and graduate levels, and the GEC.

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 2002-2003

This portion of the AY 2002-2003 OA Summary Report presents the OA strategies, results, discussion, and recommendations for each academic program area (as outlined above in Section I: Introduction: Overview of Current OA Program). This portion of the Summary Report also demonstrates how TU addresses the NCA-CIHE accreditation criterion that "successful assessment flows from the institution's mission and educational purposes" (*NCA-CIHE Handbook of Accreditation, 1994-96,* p. 152).

Institutional Mission

AY 98-99 saw the completion of the first full year under TU's newly adopted mission statement. That new mission statement states:

> Tiffin University's mission is to enable students, faculty, and staff of the Tiffin University community to be life-long learners, responsible citizens, and caring colleagues who contribute to their families, to their communities, to their careers, to their nation, and to a global society.
>
> To achieve these goals, the University will:
>
> - Improve constantly the academic curriculum, enrich campus life, and prepare our students to be leaders and scholars,
> - Offer a setting for our faculty that is collegial and conducive to the creation and dissemination of knowledge and competence,
> - Encourage and support all our employees in their personal and professional growth and in their career advancement,
> - Consult and collaborate with employers, educational institutions and other external organizations to raise our service to our community, entrepreneurial spirit, and unflinching optimism among our students, our staff and our faculty.

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

Office of Academic Affairs

The Office of Academic Affairs has overall responsibility for coordinating outcomes assessment efforts across all elements of the University, including academic as well as administrative components. This Office, through the Office of Outcomes Assessment, specifically assumes responsibility for the assessment of the GEC, since this program is an integral element of all undergraduate degree programs at TU. The following section of this report describes the strategy and presents the results of GEC OA efforts for AY 2002-2003.

General Education Core OA Strategy

The GEC curriculum is the first of a four-part general education process. It is taught and planned by the faculty of the School of Arts and Science and the School of Business. The GEC includes 2 courses from the SBA, but for OA purposes, the GEC is treated as a program of the Office of Academic Affairs because the GEC is common to all undergraduate degree programs. A significant part of TU's institutional philosophy is a strong commitment to a General Education Program. At Tiffin University, we believe that the general education of the student is really what it means to have a college education, regardless of the major.

> The Tiffin University General Education Program consists of four components: the integrated core curriculum; an enriched major area of study; several open electives; and a co-curricular program (*Tiffin University 2001-2002 academic Bulletin*, p. 37).

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

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

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

be conducted win approximately 2 hours. The questions used this year are the exact same as the past year. No changes were made to any of the questions so that the results from then previous year could be compared to this year's results and comparisons would be valid. The only other changes made this year did not in any way change the manner of administrating the interviews but instead only on the data collection. The changes made were as follows:

1. More faculty raters (from different disciplines) were used this time as compared to two used in AY 2000-2001, and four in AY 2001-2002 One reason for this was that with a larger number of raters the ratings could be considered more reliable.

2. Another change was a more formalized instruction session for the raters, and actual examples of expected responses typed in the rating sheets (see Appendix). This way the raters would have an easier time recording the responses.

The DOA got a list of all non-transfer, TU juniors and seniors from the Registrar, and then contacted students by e-mail, in person or by telephone. There were a total of 18 students who could attend the two focus group sessions out of 21 that had volunteered. The focus groups interviews were spread out over 4 days with staggered times so that students could pick and choose convenient times that matched their schedules. At each session, the same questions were posed to the students, and the faculty members rated the responses. During and after the interviews, each rater recorded comments from the interviews as well as quantitative information. The information from each rater was then summarized by the DOA for compilation and analysis. Following each interview sessions, there was a short debriefing session during which the DOA and raters discussed what worked or did not, and clarifications were made. There were several recommendations that were made to improve the process for the next academic year. These will be reviewed during the year and changes made will be reflected in next year's report.

The worksheet edition used in AY 2002-2003 incorporated a series of nineteen (19) questions and subsections for a total of twenty-five (25) interview items directly related to each of the four GEC areas of Communications, Communications, Humanities, Sciences and Art & Literature. There was one open-ended general question (with 5 sub-sections) regarding the GEC in general. (See Appendix B of this report for the complete text of the GEC OA interview questions, full explanations of SR (Strength of Response), SGEC (Strength of Relationship to TU GEC Exposure), and SRC (Source of Response Content) scales used in the interview worksheets and in the Tables presented in the GEC section of this document. Both SR and SGEC scores use a 0-5 Likert-type scale.)

AY 2001-2002/AY2002-2003 GEC Continuity Issues.

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

1. Continue to clarify the relationship between narrative GEC OA goals and the content of the GEC Interview Worksheet in the same vein as GEC course objectives have been related to specific GEC courses, i.e., which items in the GEC worksheet are intended to address which stated goal(s)?
2. A continuing review of past Annual OA Summary Reports should be conducted to determine whether the data as collected, organized, analyzed, and interpreted are meeting the needs of the GEC OA process. Is the information as collected asking the right questions (validity); is the statistical analysis meaningful and useful; does the follow-up to the analysis "complete the loop" in the GEC OA process and lead to meaningful revisions?
3. The GEC OA Interview Committee should continue to clarify the nature of the interrelationship(s) (if any) of the SR, SGEC, and SRC scales and resulting scores, as begun in the AY 2001-2002 analysis with the use of correlation to examine the SR-SGEC score relationships.
4. The Summary Report regarding the GEC specifically and the report as a whole should be discussed freely and openly among the faculty of all schools within TU, and this discussion should be documented, especially as regards taking the results and making meaningful decisions about curriculum and resource allocation. In other words, "close the loop" of data gathering, analysis, interpretation, program review and improvement, and resource allocation.
5. Continue to examine the GEC interviewee recruitment process for ways to increase the number of interviews successfully completed, and improve the generalizability of the conclusions and recommendations drawn from the analysis.
6. Continue the practice of annually reviewing the GEC OA Interview Worksheet for clarity, redundancy, validity, etc., and revise as needed.
7. Continue the practice of developing a timeline for GEC OA activities in AY 2002-2003.
8. The GEC OA committee should meet each year for an in-service session on completion of the current year's GEC OA worksheet and other interview procedures to help assure that complete information is gathered for all respondents. The potential for interviewer subjectivity needs to be reduced with constant movement toward standardization of the interview process and Ss' response interpretation and rating.
9. Given that the GEC OA process has been conducted for six consecutive years, consider a multi-year macro-analysis of the data gathered so far in GEC interviews to determine whether any trends can be identified, as well as resulting implications for GEC revisions and/or resource allocation by TU.
10. Explore ways to identify whether or not a given respondent took a course addressed by an interview question, i.e., some GEC courses are part of a four-out-of-five pick-list, leaving the realistic likelihood that some students will not have taken a course addressed in the worksheet.
11. Explore the possibility that there might be a relationship between SR and SGEC scores and time elapsed since a course in that content area was taken.

12. Explore the possibility that there might be a relationship between SRC codes reported and time elapsed since a course in that content area was taken or the respondent had an experience relevant to the question content.
13. Explore the possibility that a respondent's discomfort/embarrassment at looking foolish during an interview might lower the likelihood of asking for clarification when a question is not understood. (Do interviewers need to be sensitized to this possibility and/or do start-up procedures for the interview need improvement?)
14. Consider the possibility of incorporating a pre/post element into GEC OA by taking some measure of GEC concerns during Freshmen Institute or other appropriate freshman venue.
15. Consider the use of standardized ETS products to assess GEC outcomes.

Actions taken during AY 2002-2003 based on these recommendations were:

1. Regarding recommendation #1, clarification continues as an on-going process.
2. Regarding recommendation #2, no questions were added or modified since these questions were used for just the past two years. The results will be reviewed so as to 'close the loop', and also since the questions did not change, meaningful comparisons between the years can be made.
3. Regarding recommendation #3, this year's report once again includes the use of correlation to examine the relationship between SR and SGEC scores. The outcome of this process is presented and discussed further below.
4. Regarding recommendation #4, the DOA has instituted a new reporting format for the schools and the departments so that the results of not just the current year are reported, but the results of previous years' assessment activities are listed in the same document. This will help all involved see the trend over several years.
5. Regarding recommendation #5, this year again, students who volunteered and attended the focus group sessions were awarded 2 hours of co-curricular credit for their time and input, and provided refreshments during the interview process. The response rate this year was much improved over the previous years.
6. Regarding recommendation #6, the GEC interview process was reviewed and as mentioned above, the focus group interview was continued with the above mentioned modifications. In a couple of years, the questions will need to be reviewed and revised as deemed appropriate.
7. Regarding recommendation #7, a rough, unwritten timeline based on previous years' experience was used by the DOA during AY 2002-2003.
8. Regarding recommendation #8, the DOA and the faculty raters met before and after the session to clarify questions and possible responses. This year with the use of more raters, caused the variation among raters to increase in many areas. The DOA will look into some possible causes that could have resulted in the increased standard deviation of the scores given by the raters.
9. Regarding recommendation #9, comparisons have been made over the results from last 2 years and presented in detail further below in the discussion section.
10. Regarding recommendation #10, it was not determined if each individual student had taken a course, since the probability that all student in a group had not taken a particular

course was unlikely. Since this is not a factor that can be controlled, and it doesn't pose a major problem with the results, it will not be further explored.

11. Regarding recommendation #11, there was not an easy practical way to measure the time elapsed for each individual students, and since this to is a variable that cannot be controlled, and has little impact on the final results, it will not be further explored.
12. Regarding recommendation #12, the same difficulty as in # 11 was encountered, and will also not be considered further..
13. Regarding recommendation #13, as in the previous year, one of the reasons of conducting the group interview was to lower the discomfort level of the students and make it easier for them to answer. There were several occasions when students did ask for clarification of questions, and the DOA gave them all the clarification they needed without "leading" them toward any specific response.
14. Regarding recommendation #14, no action was taken. This will be addressed during AY 2003-2004.
15. Regarding recommendation #15, no specific action had been taken in this area. It will be discussed in AY 2003-2004
16. Regarding recommendation 16, there were several changes made, and several departments and areas have been consolidated. The impact of all the changes has not significantly affected the assessment activities.
17. Regarding recommendation 17, this year's report contains less detail, and repetitive information (such as the "History of Outcomes Assessment at Tiffin University") has not been included in this report. Even departmental and school reports are summarized.
18. Regarding recommendation 18, an added incentive was the giving of "Dragon Dollars" to the students. Dragon Dollars can be used by students to purchase items at the university.
19. Regarding recommendation 19, at this time no change will be made for at least another year. One reason for this is that the results need to be compared for a few years before any major change is implemented.
20. Regarding recommendation 20, this has been done and is documented in the detailed reports from the schools and the departments.
21. Regarding recommendation 21, this was done before the focus group interviews were conducted for all faculty members new to the process.
22. Regarding recommendation 22, the main emphasis of assessment still remains academic assessment since changes are being made and most of the resources are being put in that area.

Recommendations for AY 2003-2004 (including on-going concerns) are as follows:

1. Continue to clarify the relationship between narrative GEC OA goals and the content of the GEC Interview Worksheet in the same vein as GEC course objectives have been related to specific GEC courses, i.e., which items in the GEC worksheet are intended to address which stated goal(s)?
2. A continuing review of past Annual OA Summary Reports should be conducted to determine whether the data as collected, organized, analyzed, and interpreted are meeting the needs of the GEC OA process. Is the information as collected asking the right questions (validity); is the statistical analysis meaningful and useful; does the follow-up

to the analysis “complete the loop” in the GEC OA process and lead to meaningful revisions?

3. The GEC OA Interview Committee should continue to clarify the nature of the interrelationship(s) (if any) of the SR, SGEC, and SRC scales and resulting scores, as begun in the AY 2001-2002 analysis with the use of correlation to examine the SR-SGEC score relationships.
4. The Summary Report regarding the GEC specifically and the report as a whole should be discussed freely and openly among the faculty of all schools within TU, and this discussion should be documented, especially as regards taking the results and making meaningful decisions about curriculum and resource allocation. In other words, "close the loop" of data gathering, analysis, interpretation, program review and improvement, and resource allocation.
5. Continue to examine the GEC interviewee recruitment process for ways to increase the number of interviews successfully completed, and improve the generalizability of the conclusions and recommendations drawn from the analysis.
6. Continue the practice of annually reviewing the GEC OA Interview Worksheet for clarity, redundancy, validity, etc., and revise as needed.
7. A GEC OA committee should meet each year for an in-service session on completion of the current year's GEC OA worksheet and other interview procedures to help assure that complete information is gathered for all respondents. The potential for interviewer subjectivity needs to be reduced with constant movement toward standardization of the interview process and Ss' response interpretation and rating.
8. Given that the GEC OA focus group process has been conducted for 3 consecutive years, consider a multi-year macro-analysis of the data gathered so far in GEC focus group interviews to determine whether any trends can be identified, as well as resulting implications for GEC revisions and/or resource allocation by TU.
9. Consider the possibility of incorporating a pre/post element into GEC OA by taking some measure of GEC concerns during Freshmen Institute or other appropriate freshman venue.
10. Consider the use of standardized ETS products to assess GEC outcomes.
11. As the size and scope of the OA activities increase, and as the size of the annual report gets larger, a further more summarized method of reporting the numbers should be investigated.
12. To further improve participation in the Focus Group Interviews by the students, some additional incentives need to be explored.
13. A more objective way of ‘testing’ the students’ knowledge of the GEC material needs to be determined, so that it makes it easier to sample a larger number of students rather than the limited number afforded by the Focus Group Interview technique.
14. Departments and schools should be required to review the results of the OA reports and indicate in writing the changes that they propose making for the academic year based on the findings of the previous years OA activities. This report should be completed by the middle of the fall semester every year.
15. A concerted attempt should be made to incorporate more than just the academic outcomes to asses the overall outcomes assessments of the university.

Results.

This section presents results based on GEC OA data gathered during AY 2002-2003 from the 4 focus group interviews conducted on February 26 March 3 & 20, and April 9 2003 with the volunteer students. Out of the approximately 200 students contacted, 21 students responded favorably, but only 18 actually attended one of the focus group interviews. Although low this was a much better response than the previous year where only 9 students were present for the interviews. One reason for the increased participation was that the interviews this year were done earlier in the semester than in previous years. This continues to be the single most disturbing factor in the assessment process. With such a small sample size, the results of the analysis could be considered marginal at best. There are several actions that will be taken to remedy this shortcoming. These actions will include but not limited to:

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

All of these possibilities will be examined in AY 2003-2004.
Keeping all these shortcomings in mind, the results and the analysis of the interview are as presented below.

This Results section will refer to Tables 1, through 5 and Charts 1 and 2. **Table 1** presents mean SR and SGEC scores grouped by GEC interview sections: Communications, Humanities, Sciences, Art and Literature. **Table 2** presents standard deviations, high and low scores for all SR responses grouped by GEC interview sections: Communications, Humanities, Sciences, Art and Literature. **Table 3** presents standard deviations, high and low scores for all SGEC responses grouped by GEC interview sections: Communications, Humanities, Sciences, Art and Literature. **Table 4** presents a summary of SRC scores reflecting self-reported sources of interview Ss' response content. **Table 5** presents an ascending sort of SR-SGEC correlations by question number. The reader will also be referred to **Chart 1** below, which presents SRC score frequencies by source type, and **Chart 2**, which presents correlations of SR and SGEC scores by question number. Additional charts for each area in the General Education Core are available from the Office of Outcomes Assessment.

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

- The strongest mean SR score average (3.27) was in the Humanities area.
- The strongest mean SGEC score average (3.32) was in the Communications area.
- The weakest mean SR score average (2.10) was in the Art and Literature area.
- The weakest mean SGEC score average (2.05) was also in the Art and Literature area.

Table 1a
AY 2001-2002: Mean SR and SGEC Scores
Grouped by GEC Interview Sections:
Communications, Humanities, Sciences, Art and Literature

COMMUNICATIONS N=18			HUMANITIES N=18			SCIENCES N=18			ART and LITERATURE N=18		
Q#	**SR**	**SGEC**	**Q#**	**SR**	**SGEC**	**Q#**	**SR**	**SGEC**	**Q#**	**SR**	**SGEC**
1	3.63	3.00	1	3.54	2.19	1	3.27	2.50	1	3.15	2.33
2a	2.69	3.00	2	3.27	2.63	2	2.65	2.88	2	2.42	2.00
2b	2.23	3.19	3	3.63	2.81	3	2.85	3.00	3a	0.96	2.67
3a	3.19	3.31	4	2.88	2.77	4	3.31	2.38	3b	1.65	1.92
3b	2.42	3.62	5a	2.92	2.79	5	4.04	2.58			
3c	2.73	3.65	5b	2.88	2.19	6	2.58	1.46			
4	3.73	3.50	5c	3.50	3.15						
			6	3.54	2.42						
AVGS	**2.95**	**3.32**		**3.27**	**2.62**		**3.12**	**2.47**		**2.10**	**2.05**

Table 1b
AY 2000-2001, AY 2001-2002 Compared to: Mean SR and SGEC Scores
Grouped by GEC Interview Sections:
Communications, Humanities, Sciences, Art and Literature

COMMUNICATIONS			HUMANITIES			SCIENCES			ART and LITERATURE		
2000-2001	**2001-2002**	**2002-2003**	**2000-2001**	**2001-2002**	**2002-2003**	**2000-2001**	**2001-2002**	**2002-2003**	**2000-2001**	**2001-2002**	**2002-2003**
SR	**SR**	**SR**	**SR**	**SR**	**SR**	**SR**	**SR**	**SR**	**SR**	**SR**	**SR**
2.95	**3.02**	**2.95**	**3.64**	**2.85**	**3.27**	**3.25**	**3.19**	**3.12**	**2.62**	**2.31**	**2.10**
SGEC	**SGEC**	**SGEC**	**SGEC**	**SGEC**	**SGEC**	**SGEC**	**SGEC**	**SGEC**	**SGEC**	**SGEC**	**SGEC**
2.71	**2.67**	**3.32**	**2.48**	**2.44**	**2.62**	**2.5**	**2.39**	**2.47**	**1.77**	**2.23**	**2.05**

The reader is now referred to Table 2 below to review the standard deviations as well as the high and low scores for all SR responses grouped by the GEC interview sections of Communications, Humanities, Sciences, Art and Literature. One can observe the following highlights *(High and low SR score ranges in all cases are 0 to 5)*:

- The lowest standard deviation (SD) of **.50**, i.e., the least variability or highest level of consistency in mean SR scores, is highlighted in the table below. (See Appendix B for GEC worksheet questions).
- The highest SD of **1.44**, i.e., the greatest variability or lack of consistency in mean SR scores is highlighted in the table below.
- The highest HI score average of **4.75** is found in the Humanities grouping.
- The lowest LOW score average of **.0.00** is found in the Arts and Literature grouping.

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

Table 2

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

COMMUNICATIONS N=18				HUMANITIES N=18				SCIENCES N=18				ART and LITERATURE N=18			
Q#	**SD**	**HI**	**LOW**	**Q#**	**SD**	**HI**	**LOW**	**Q#**	**SD**	**HI**	**LOW**	**Q#**	**SD**	**HI**	**LOW**
						5									
1	0.57	4	2.5	1	0.90	5	2	1	1.01	5	1	1	1.30	4	0
2a	0.88	4	1	2	0.93	5	2	2	1.03	4	1	2	1.17	4	0
2b	0.93	4	1	3	0.77	5	2	3	1.28	4	1	3a	1.36	4	0
3a	1.28	5	1.5	4	1.33	5	1	4	1.03	5	1	3b	1.30	4	0
3b	0.86	4	1	5a	1.44	4	0	5	0.92	5	2				
3c	1.09	5	1	5b	0.92	4	1	6	1.19	4.5	1				
4	1.09	5	2	5c	0.50	5	3								
				6	1.22	5	1								
AVG	0.96	4.50	1.25		1.00	4.75	1.50		1.08	4.58	1.17		1.28	4.00	0.00

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

- The lowest SD of **.71**, i.e., the least variability in mean SGEC scores, is highlighted in the table below.
- The highest SD of **1.68**, i.e., the greatest variability in mean SGEC scores, is highlighted in the table below.
- The highest average HI score of **4.50** is highlighted in the table below
- The lowest average LOW score of .**0.00** is highlighted in the table below

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

Table 3

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

COMMUNICATIONS N=18				HUMANITIES N=18				SCIENCES N=18				ART and LITERATURE N=18			
Q#	**SD**	**HI**	**LOW**	**Q#**	**SD**	**HI**	**LOW**	**Q#**	**SD**	**HI**	**LOW**	**Q#**	**SD**	**HI**	**LOW**
1	1.21	5	0	1	1.49	4	0	1	1.35	5	0	1	1.68	5	0
2a	0.71	4	2	2	1.49	5	2	2	1.53	5	2	2	1.66	5	0
2b	1.03	4	2	3	1.32	4	2	3	1.08	5	1	3a	1.23	4	0
3a	1.18	4	1	4	1.09	4	2	4	1.19	4	0	3b	1.46	4	0
3b	1.10	4	2	5a	1.37	5	0	5	1.47	4	0				
3c	1.41	5	1	5b	1.52	4	0	6	1.56	3	0				
4	1.08	5	3	5c	1.26	4	2								
				6	1.12	5	2								
AVG	1.08	4.33	1.83		1.33	4.38	1.25		1.36	4.33	0.50		1.51	4.50	0.00

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

- The three strongest mean SR scores were for item 5 (**4.04**) in the Sciences area, followed by item 4 in the Communications area (**3.73**) and a tie (**3.63**) between item 1 in the Communications area and item 3 in the Humanities area.
- The three strongest mean SGEC scores were all in the Communications area. They are item 3c (**3.65**), item 3b (**3.62**) and item 4 (**3.50**)
- The three weakest mean SR scores were for items 3a (**0.96**) and 3b (**1.65**) the Art & Literature area, and item 2b (**2.23**) in the Communications area.
- The three weakest mean SGEC scores were for items 6 (**1.46**) in Sciences, items 3b (**1.92**) in and 2 (**2.00**) in the Art & Literature area.

The Results presentation now turns to Table 4 below. This offers a Summary of Source of Response Content (SRC) Scores Reflecting Self-reported Sources of Interview Ss' Response Content. Twelve categories were used to code Ss' responses to the GEC Interview Worksheet questions as follow:

Scale C: Source of Response Content (SRC):

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

Table 4 shows that category 9 (**TU General Education Core Courses**), followed by category 3 (**High School**) and then category 8 (**Life Experience**) and a close 4th category 10 (**TU Major Courses**) were by far the top self-reported sources of response influence, respectively. Category 9 (**TU General Education Core Courses**), and category 10 (**TU Major Courses**), combined were rated most often as the source of influence in the in GEC interview Ss' responses.

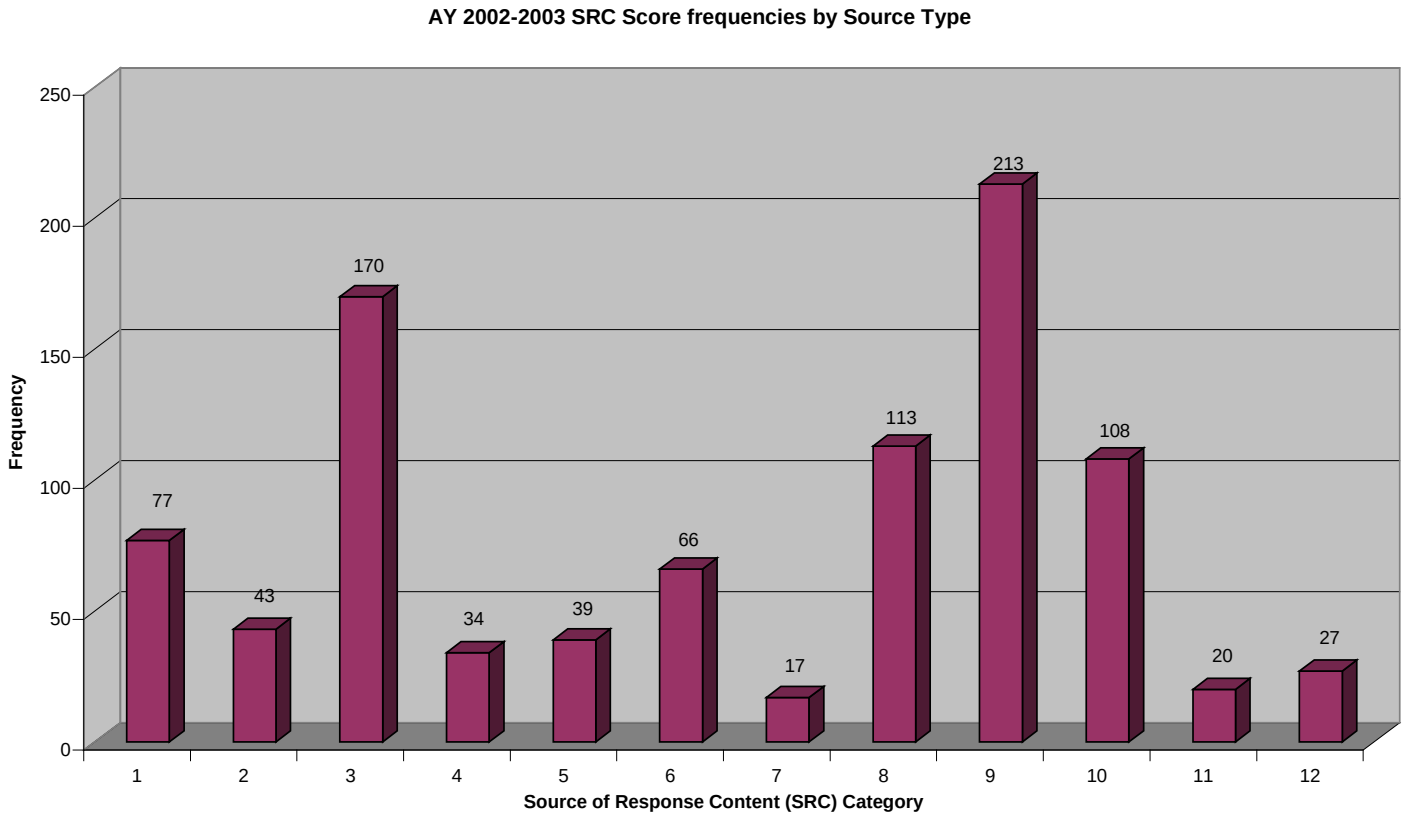
Immediately following Table 4, Chart 1 below presents a frequency distribution graph of the same data found in Table 4, visually emphasizing the categories as a source of influence on Ss' responses.

Table 4
AY 2002-2003: Summary of SRC Scores Reflecting Self-reported Sources of Interview Ss' Response Content

	Q#	Parent Family	Grade School	High School	Peers	Church	Work Experience	Military Experience	Life Experience	TU GEC Courses	TU Major Courses	TU Extracurricular Activities	Other
Communications	Q1	7	0	8	0	2	6	3	4	9	6	0	0
Communications	Q2a	0	3	11	0	0	8	0	6	9	0	0	0
Communications	Q2b	1	0	1	0	0	0	0	1	7	1	0	0
Communications	Q3a	0	0	11	0	0	0	0	3	10	4	0	0
Communications	Q3b	0	0	5	0	0	3	0	0	12	6	0	0
Communications	Q3c	1	0	3	0	0	1	0	0	10	3	0	0
Communications	Q4	5	0	11	0	1	7	2	1	12	9	1	0
Humanities	Q1	13	2	8	6	12	3	6	5	5	1	1	4
Humanities	Q2	7	0	3	8	2	1	0	8	9	5	3	3
Humanities	Q3	2	3	11	1	0	0	0	4	8	3	0	1
Humanities	Q4	4	8	9	1	1	0	0	4	12	5	1	4
Humanities	Q5a	5	3	12	3	2	5	2	6	8	6	1	0
Humanities	Q5b	4	1	3	1	1	0	0	3	7	3	0	0
Humanities	Q5c	0	0	1	0	5	2	0	3	8	6	1	1
Humanities	Q6	6	8	11	1	3	1	1	7	8	3	3	1
Sciences	Q1	3	10	12	1	1	4	0	8	7	6	1	1
Sciences	Q2	0	0	0	0	0	6	0	2	10	8	0	0
Sciences	Q3	4	0	6	0	0	4	0	8	12	9	0	0
Sciences	Q4	5	0	8	5	0	4	0	5	8	10	0	4
Sciences	Q5	1	0	1	4	1	5	0	10	8	5	3	3
Sciences	Q6	3	2	8	2	3	2	2	4	5	2	2	2
Art & Literature	Q1	0	3	7	0	0	0	0	1	11	1	0	0
Art & Literature	Q2	1	0	6	0	0	0	1	8	7	3	0	1
Art & Literature	Q3a	1	0	8	1	1	0	0	7	3	0	0	2
Art & Literature	Q3b	4	0	6	0	4	4	0	5	8	3	3	0
TOTALS		77	43	170	34	39	66	17	113	213	108	20	27

Chart 1

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



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

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

Table 5

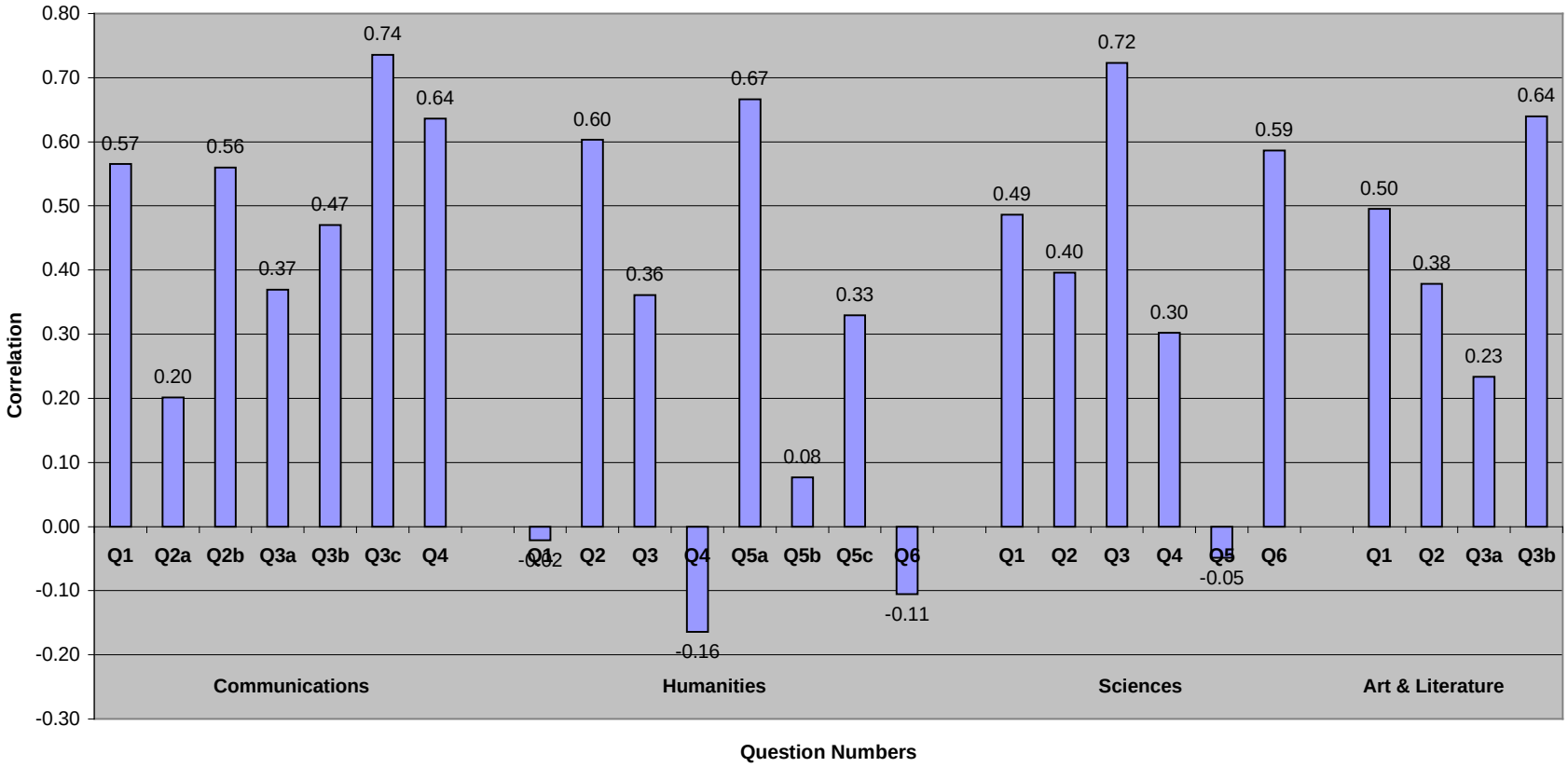
Descending Sort of SR-SGEC Correlation

SR-SGEC Correlation N=18		
Communications	Q3c	0.74
Sciences	Q3	0.72
Humanities	Q5a	0.67
Communications	Q4	0.64
Art & Literature	Q3b	0.64
Humanities	Q2	0.60
Sciences	Q6	0.59
Communications	Q1	0.57
Communications	Q2b	0.56
Art & Literature	Q1	0.50
Sciences	Q1	0.49
Communications	Q3b	0.47
Sciences	Q2	0.40
Art & Literature	Q2	0.38
Communications	Q3a	0.37
Humanities	Q3	0.36
Humanities	Q5c	0.33
Sciences	Q4	0.30
Art & Literature	Q3a	0.23
Communications	Q2a	0.20
Humanities	Q5b	0.08
Humanities	Q1	-0.02
Sciences	Q5	-0.05
Humanities	Q6	-0.11
Humanities	Q4	-0.16

Chart 2 below presents a graphic display of the correlations of SR and SGEC scores by question number. The following highlights are noted:

- The three strongest positive correlations were for items:
  - Items 3c in Communications 0.74
  - Item 3 in Sciences 0.72
  - Item 5a in Humanities 0.67
- The three weakest correlations were for items:
  - Item 5b in Humanities 0.08
  - Item 2a in Communications 0.20
  - Item 3a in Art & Literature 0.23
- The three strongest negative correlations were for items:
  - Item 4 in Humanities -0.16
  - Item 6 in Humanities -0.11
  - Item 5 in Sciences -0.05

Chart 2
Correlation of SR and SGEC Scores by Question Number



Comments of the Students in the Focus Group Interviews

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

School of Arts and Science

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

School of Arts and Science
Outcomes Assessment Report AY02/03
Teresa E. Shafer, Ph.D.
Dean, School of Arts and Science

AY02/03 was a year of continued clarification and focus for the School of Arts and Science's (SAS) programs. The School devoted a portion of each monthly meeting to Outcomes Assessment (OA) either for the Bachelor of Arts Degree in Liberal Studies (BA-LS), the Bachelor of Arts Degree in Communication (BA-COM), or the Bachelor of Arts Degree in Psychology (BA-PSY).

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

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

SAS Mission

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

Bachelor of Arts Degree in Liberal Studies

OA Follow-Up Activities for AY 02/03

1. Continued distribution of the Guidelines Sheet and timeline to incoming freshman majors

2. Ongoing review of the BA-LS OA process with all school faculty to assure all are aware of the OA process.
3. Ongoing implementation, review and refinement of entire BA-LS OA process.
4. Methods to gain 100% involvement of BA-LS majors in interviews with the program coordinator to identify discipline domains and course interests.
5. Implement the A&S 499 section of the OA process to graduating seniors.
6. At the end of AY 02/03, review administrative files and assure that required contents are in the files for the SAS OA committee.

Actions Taken as a result of AY 02/03 Efforts

After continuing to suffer from enrollment declines and disagreements over program requirements, it was decided to discontinue the degree in its current configuration and study the option of reconstituting it at a later date. Current majors will be allowed to matriculate but no new majors will be accepted starting in Fall 03.

Bachelor of Arts Degree in Communication

OA Follow-up Activities for AY 02/03

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

Actions Taken as a Result of AY 02/03 Efforts

1) OA program revised.
2) Initial assessment methods and measurements developed.
3) OA timeline developed
4) Review with faculty continued
5) Experimented with email as a way to keep in touch with communication majors and started the MEDIACS student organization as a way to get majors involved
6) Established a file review process with the SAS administrative assistant

Follow-Up Activities for AY03/04:

1) Complete assessment rubric for communication portfolio.
2) Integrate portfolio assessment into OA timeline.
3) Continue to find methods to gain 100% involvement of communication majors in interviews with the program coordinator.
4) Review administrative files and ensure that required contents are in the files.

Bachelor of Arts Degree in Psychology

Follow-up Activities for AY 02/03:

1. Continue implementation of OA timeline.
2. Continue ongoing review of the BA-PSY OA process with all psychology faculty to assure all faculty are aware of the BA-PSY OA process.
3. Continue ongoing implementation, review and refinement of entire BA-PSY OA process.
4. Determine methods to gain 100% involvement of psychology majors in interviews with the program coordinator as well as the on-line paired-concepts survey.
5. Determine methods to gain higher response rates of non-majors enrolled in the Introduction to Psychology courses when asked to respond to the paired-concepts survey.
6. Modify on-line survey log-in interface to allow for students logging on to identify themselves not only as majors or non-majors, but also the majors' standing in the program (freshman, sophomore, junior, or senior).
7. Review and discuss the paired-concepts survey regarding the validity of the paired-concepts instrument as well as whether or not results indicate a need for changes in course instructional objectives where weak responses on the instrument are identified, i.e., fundamental attribution error, diffusion of responsibility, groupthink, and conformity.
8. Review administrative files and assure that required contents are in the files and that the face sheet is serving its purpose.

Actions Taken as a Result of AY 02-03 OA Efforts

1. The timeline continued to be followed as originally planned.
2. The BA-PSY OA process was reviewed with psychology faculty. All received a copy of the AY 01-02 OA report which included the OA strategy, follow-up plans, and any OA strategy modifications. Issues related to the report were discussed in DSS meetings as needed.
3. The OA process was implemented as planned. Review of the process identified the need to make the spring survey run course-specific rather than major-specific. Respondents will be drawn from 3 upper level courses. The courses will be SOC250: Social Psychology, PSY302: History and Systems of Psychology; and PSY401: Biological Foundations of Behavior. PSY majors will still be identified as they respond to the survey. More extensive use of e-mail will be tried in AY 03-04 as an experimental method of disseminating program information to PSY majors.
4. One PSY faculty member offered extra credit for participation. This seemed to increase the number of respondents as compared to sections where extra credit was not offered.
5. DSS discussed this issue at several department meetings and decided to select specific classes to take the paired-concept class rather than make it faculty choice.
6. The on-line survey interface was modified according to plan.
7. Faculty teaching courses where student response showed poor grasp of a concept received a copy of the report which included discussion of the concern.
8. Administrative files were reviewed as planned.

Follow-up Activities for AY 03-04

1. Make more extensive use of e-mail in AY 03-04 as an experimental method of disseminating program information to PSY majors.
2. Establish a plan to track PSY graduates for follow-up with them and their employers.
3. Implement the revised BA-PSY program and interact with students according to the timeline above.
4. Continue review of the BA-PSY OA process with all psychology faculty to assure all faculty are aware of the BA-PSY OA process.
5. Identify methods to gain 100% involvement of psychology majors in interviews with the program coordinator as well as the on-line paired-concepts survey.
6. Identify methods to gain higher response rates of non-majors enrolled in the Introduction to Psychology courses when asked to respond to the paired-concepts survey.
7. Modify the on-line survey log-in interface to allow for students logging on to identify themselves not only as majors or non-majors, but also the majors' standing in the program (freshman, sophomore, junior, or senior).
8. Review and discussion of the paired-concepts survey regarding the validity of the paired-concepts instrument as well as whether or not results indicate a need for changes in course instructional objectives where weak responses on the instrument are identified, i.e., fundamental attribution error, diffusion of responsibility, groupthink, and conformity.
9. Modify the on-line survey to include course-specific items. Courses to include are SOC250: Social Psychology, PSY302: History and Systems of Psychology; and PSY401: Biological Foundations of Behavior.
10. Schedule and conduct colloquium for graduating seniors to present their senior projects.
11. At the end of AY 03-04, review administrative files and assure that required contents are in the files and that the face sheet is serving its purpose.

This is an abbreviated version of the SAS OA 02/03 report. More details may be obtained by contacting the SAS Dean's office.

Outcomes Assessment Strategy for BA-COM

School of Arts and Sciences – Department of English and Communication Arts
Outcomes Assessment Table for BA-COM

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

- Understand multiple theoretical perspectives and the diverse intellectual underpinnings in communication as reflected in its philosophy and/or history

- Competency in systematic inquiry (the process of asking questions and systematically attempting to answer them, and understanding the limitations of the conclusion reached)

- Competency in analysis and practice of ethical communication

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

Results of Outcomes Activity:

2000-2001: not observed – no students at Senior level
2001-2002: not observed – no students at Senior level
2002-2003: not observed – no students at Senior level

Plan of Action: Develop Program Knowledge Inventory; Refine Communication Project Evaluation Rubric

Intended Outcomes 2:

Apply knowledge to particular contexts of communication.

- Competency in analysis and interpretation of contemporary media

- Competency in human relational interaction

- Competency in analysis and practice of communication that creates or results from complex social organization

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

Results of Outcomes Activity:

2000-2001: not observed – no students at Senior level
2001-2002: not observed – no students at Senior level
2002-2003: not observed – no students at Senior level

Plan of Action: Refine Communication Project Evaluation Rubric

Intended Outcomes 3:

Acquire and perform key oral and/or visual communication skills.

- Competent communication with diverse others

- Competency in presentation, preferably in more than one form

- Competency in reflective construction and analysis of arguments and discourse intended to influence beliefs, attitudes, values, and practices

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

Results of Outcomes Activity:

2000-2001: not observed – no students at Senior level
2001-2002: not observed – no students at Senior level
2002-2003: not observed – no students at Senior level

Plan of Action: Refine Communication Project Evaluation Rubric

Outcomes Assessment Strategy for BA-PSY

School of Arts and Sciences – Department of Social Sciences
Outcomes Assessment Table- BA-PSY

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

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

Results of Outcomes Activity:

1999-2000: BA-PSY not offered until AY 00-01
2000-2001: A preliminary "dry run" of the paired concepts technique was run. An index of .39 for all PSY 101 students was obtained. Correlation was r=.52, p<.01.
2001-2002: An index .21 for non-majors, .23 for majors. Correlation was r=.35, p<.01 for non-majors and r= .47, p<.01 for majors.
2002-2003: An index range of .11 to .21 for non-majors, .25 for majors. Correlation was r=.317, p.<01 for non-majors and r=.76 , p.<01 for majors.

Plan of Action: The department will request all PSY teaching faculty to adjust instructional emphasis to strengthen areas identified in the concept test as needing improvement.

Intended Outcome 2:
Competent application of basic helping skills related to psychotherapy;

Assessment Criteria: A satisfactory result on the BA-PSY Rating Worksheet with respect to this intended outcome.
Results of Outcomes Activity:
1999-2000: BA-PSY not offered until AY 00-01
2000-2001: No seniors in the program yet.
2001-2002: No seniors in the program yet.
2002-2003: No seniors in the program yet.

Plan of Action: In AY 03-04, the DSS will review OA expectations with the faculty conducting senior seminar to assure that students' senior projects incorporate both written and oral elements demonstrating outcomes for this objective. DSS faculty will then use the current rating worksheet to evaluate outcomes for this objective at the senior projects colloquium in spring semester of 2004.

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

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

Results of Outcomes Activity:
1999-2000: BA-PSY not offered until AY 00-01
2000-2001: No seniors in the program yet.
2001-2002: No seniors in the program yet.
2002-2003: No seniors in the program yet.

Plan of Action: In AY 03-04, the DSS will review OA expectations with the faculty conducting senior seminar to assure that students' senior projects incorporate both written and oral elements demonstrating outcomes for this objective. DSS faculty will then use the current rating worksheet to evaluate outcomes for this objective at the senior projects colloquium in spring semester of 2004.

Intended Outcome 4:
Multicultural awareness, tolerance, and appreciation

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

Results of Outcomes Activity:
1999-2000: BA-PSY not offered until AY 00-01
2000-2001: No seniors in the program yet.
2001-2002: No seniors in the program yet.

2002-2003: No seniors in the program yet.

Plan of Action: In AY 03-04, the DSS will review OA expectations with the faculty conducting senior seminar to assure that students' senior projects incorporate both written and oral elements demonstrating outcomes for this objective. DSS faculty will then use the current rating worksheet to evaluate outcomes for this objective at the senior projects colloquium in spring semester of 2004.

Intended Outcome 5:
Analytical writing

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

Results of Outcomes Activity:
1999-2000: BA-PSY not offered until AY 00-01
2000-2001: No seniors in the program yet.
2001-2002: No seniors in the program yet.
2002-2003: No seniors in the program yet.

Plan of Action: In AY 03-04, the DSS will review OA expectations with the faculty conducting senior seminar to assure that students' senior projects incorporate both written and oral elements demonstrating outcomes for this objective. DSS faculty will then use the current rating worksheet to evaluate outcomes for this objective at the senior projects colloquium in spring semester of 2004.

Intended Outcome 6:
Effective speaking

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

Results of Outcomes Activity:
1999-2000: BA-PSY not offered until AY 00-01
2000-2001: No seniors in the program yet.
2001-2002: No seniors in the program yet.
2002-2003: No seniors in the program yet.

Plan of Action: In AY 03-04, the DSS will review OA expectations with the faculty conducting senior seminar to assure that students' senior projects incorporate both written and oral elements demonstrating outcomes for this objective. DSS faculty will then use the current rating worksheet to evaluate outcomes for this objective at the senior projects colloquium in spring semester of 2004.

Intended Outcome 7:

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

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

Results of Outcomes Activity:

1999-2000: BA-PSY not offered until AY 00-01
2000-2001: No seniors in the program yet.
2001-2002: No seniors in the program yet.
2002-2003: No seniors in this program yet.

Plan of Action: In AY 03-04, the DSS will review OA expectations with the faculty conducting senior seminar to assure that students' senior projects incorporate both written and oral elements demonstrating outcomes for this objective. DSS faculty will then use the current rating worksheet to evaluate outcomes for this objective at the senior projects colloquium in spring semester of 2004.

Bachelor of Arts Degree in International Security Studies

Tiffin University
School of Arts and Sciences
International Security Studies Major
Outcomes Assessment Strategy

The ISS Ad Hoc Committee on ISS Assessment submits this report. Committee members were Bruce Bowlus and Chuck Christensen. It is the outgrowth of the committee's charge from the SAS to prepare an SAS strategy for assessment of the ISS major. It attempts to show linkage of the institutional mission to the school level and the program level. Ideally, it will also be incorporated into individual course objectives as appropriate. The reader is asked to keep in mind that, although this strategy looks at the performance of individual students, the purpose of this strategy is to determine whether or not, and to what degree, the goals of the ISS major are being accomplished as observed in the performance of the selected students. As such, this process is separate and distinct from assigning a student's course grade(s).

Institutional Mission

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

To achieve these goals, the University will:

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

The SAS, as part of the University, incorporates into the School's mission the idea of a global perspective for students.

SAS Mission

The School of Arts & Sciences has as its mission to provide all students at Tiffin University with a common, cohesive understanding of the foundations and current directions of human thought, especially as represented in the products of classical and modern arts, natural and social sciences, literature, history, philosophy, and mathematics. The School of Arts & Sciences further strives to develop within each student the skills to form and communicate ideas, beliefs,

and knowledge about these and other domains of study effectively, both in written and in spoken discourse.
(As approved by SAS on 11/21/00)

Goals of the International Security Studies Major

The International Security Studies Major within the School of Arts & Sciences provides each of its majors with the opportunity to conduct a unique, integrative exploration of the field of International Security. The goals of this program include:

- Reading competency in a foreign language/computer skills.
- Broad understanding of the world and regional history, geography, cultures, and societies.
- Knowledge of the principles of national security, collective security, and international relations.
- Ability to produce written and oral reports and assessments based on research, data correlation, and analysis for both computer and foreign language options.

Objectives of the International Security Studies Major

By completion of the requirements of the International Security major, the student will demonstrate:

1. An interrelated view of the world and its cultures and the position of the United States within this global setting.
2. A grounding of this knowledge in its historical and theoretical context.
3. A working knowledge of a foreign language or the ability to use computers to assess and array data for analysis.
4. An understanding of America's current national security structure and issues and the historical context from which it evolved.
5. Critical, divergent, and synthetic thinking.
6. Analytical writing.
7. Multi-modal communication skills.

Courses Contributing to Accomplishment of ISS Objectives

Objectives	100 Level	200 Level	300 Level	400 Level
ISS1	PHI101 POL101, 190 SOC101 JUS110 HIS190, 191 ECO120 ENG141	HUM210, 212, 213 220 POL201, 290 ECO222 SOC263 PHI210, 250 HIS212, 213, 290	A&S300 COM324 HUM300 HIS390 POL390, 391	HIS490 POL411, 412, 490, 491 ECO424 ENF400
ISS2	ENG142 HIS111,112,190, 191 PHI101 JUS110 POL101, 190 PSY101 SOC101	HUM210, 212, 213 220 HIS212, 213, 290 POL201, 290 ECO222 PHI201, 250	COM324 A&S300 HUM300 POL390, 391 HIS390	POL411, 412, 490, 491 ENF400 ECO424
ISS3	ENG142 COM130 INS105 MAT175	HUM210, 212, 213, 220 HIS212, 213, 290 LAN201, 202 POL201, 290 INS210, 212	A&S300, HUM300 COM324 LAN301, 302 INS315, 355 POL390, 391 HIS390	HIS490 POL411, 412, 490, 491
ISS4	POL101, 190 HIS112,190, 191	HUM210, 212, 213, 220 HIS212, 213, 290 ECO 221 POL290	A&S300 HIS390 POL390, 391	HIS490 POL412, 400, 490, 491 ENF400 ECO424
ISS5	ENG141, 142 INS105,	ENG241 PHI201 HUM210, 212, 213, 220 HIS212, 213, 290 POL290	A&S300 HIS390 PHI305 POL390, 391	HIS490 POL470, 490, 491 ENF400 ECO424
ISS6	COM130 ENG141	POL201, 290 HIS212, 213, 290 HUM212 HIS213 ENG241	A&S300 HIS390 POL390, 391	POL411, 412, 470 490, 491 HIS490
ISS7	ENG141 PHI101 PSY101 SOC101 INS105 ART102 POL190 HIS190	POL201, 290 HIS212, 213, 290 HUM212, 213	A&S300 HIS390 POL390, 391	POL411, 412, 470 490, 491 HIS490

Outcomes Indicators for the Objectives of the International Security Studies Major

Evidence that the International Security Studies major has accomplished the objectives set by the SAS for its students will be presented in:

1. Writing samples taken across the college career of the student
2. Senior research project/paper and presentation
3. Language/computer proficiency tests
4. A comprehensive oral exam.

Student writing samples taken across the span of the student's progression towards graduation will be assessed and graded based upon the criteria stated in "Rubric for Assessment of ISS Writing Samples" (Attachment 3). They will include, but not be limited to, samples from ENG141, A&S300, and POL411.

Student's written proposals for his/her senior research project/paper (accomplished in POL491) will incorporate the interdisciplinary areas chosen as part of their ISS course of study. The basis of the senior project/paper will ideally flow from a synthesis of the student's course work, language or computer skills, research, internship, and senior seminar. The project/paper and subsequent presentation will ideally demonstrate integration of these areas into a coherent problem solving exercise. The project/paper will also incorporate clear evidence of competency in the objectives of the International Studies Program. All senior papers/projects will be thoroughly documented by the student and include the following written elements in a senior portfolio to be kept on file by the SAS:

1. The paper/project proposal.
2. Rationale for the paper/project.
3. Demonstration of how the paper/project meets the requirements for the senior paper/presentation.
4. Demonstration of how the student has fulfilled the objectives of the BAISS program.
5. A review of relevant literature.
6. Other materials appropriate.

The student will also be required to pass a formal competency test for either the language component or the computer component of the program. The language component will be administered by the language faculty at The Ohio State University between the end of the student's junior year and graduation. The student will be required to test at a level S-2 (limited working proficiency) of the Interagency Language Roundtable proficiency scale. The computer competency test will be administered by the Computer Department at Tiffin University. It will include knowledge of how a computer operates as well as how to use the capabilities associated with computers to array and manipulate data for analysis and comparison.

Finally, the ISSEC will administer a comprehensive oral exam prior to the student's graduation to test his/her academic expertise with regard to the objectives of the ISS program. (Attachment 2)

Outcomes Assessment Method for the International Security Studies Major

A multifaceted assessment process will provide evidence and feedback whether the ISS major has met its goals and objectives as outlined above. They include:

1. Evidence of student development during involvement in the ISS program will be partly based on comparison of a freshman, mid-program, and senior sample of student writing. The freshman sample is taken from a student's first ENG141 written product. Mid-program samples of writing are writing samples produced in the student's course work in A&S300. The senior sample of writing will be taken from the paper assigned in POL411. The samples will be reviewed by the ISS Evaluation Committee (ISSEC).

2. The POL491 research paper/project will be evaluated separately by the ISSEC. Faculty selections made based on expertise relevant to the ISS major. The ISSEC will also develop additional evaluation criteria for an individual student's senior project appropriate to the unique nature of that paper/project and the student's selected area of study. The student will participate in the design and be fully informed of these unique criteria.

3. The results of the language proficiency test or the computer proficiency test will be review by the ISSEC and entered into the students file with a pass/fail recommendation.

4. An oral examination will be administered to the ISS student using the objective and goals of the ISS program as the framework for assessment.

5. In addition to the student evaluation, each year the ISSEC will compose and submit to the SAS Dean a narrative of an appropriate length summarizing their collective decision about the overall effectiveness of program. The report should include:
   a. Strengths and weaknesses noted with reference to each ISS major objective
   b. A short review of the overall progress of each student in the program
   c. Implications for ISS major review/revision based on the analysis of student performance
   d. Other observations as appropriate

6. Copies of all report will go to:
   a. SAS Dean
   b. ISS standing evaluation committee
   c. SAS faculty
   d. Director of outcomes assessment

Timeline Across Span of Student's Tenure

The student will complete all aspects of his/her degree in close consultation with the ISS coordinator, who initially will also act as the student's advisor. The ISS coordinator will at least annually review the SAS files of each ISS major to assure writing samples are being collected as outlined in this document.

Freshman year:

- ISS Coordinator begins file for each ISS student; files housed in SAS office
- At least one writing sample collected from sections of ENG141; added to student's file
- Student meets with ISS coordinator for thorough review of scope of ISS program and evaluation criteria
- Student receives copy of assessment criteria
- Regional area and language or computer courses to be studied are identified
- Student meets ISSEC to determine qualifications for language track; recommendation becomes part of student's permanent file
- Internship possibilities discussed with ISS coordinator

Sophomore year:

- Ongoing advising
- Students entering language track meet with ISS coordinator to plan summer language at The Ohio State University
- Ongoing discussion about internship between junior and senior year

Junior year:

- Progress on language or computer courses are reviewed
- Research design plans discussed and integrated with other course work
- Writing samples from A&S300 evaluated
- Senior paper/project discussed and tentatively planned
- Senior portfolio process reviewed in detail
- Internship planning is continued

Senior year:

- All language or computer courses are completed by end of fall semester and before senior project
- Language or computer proficiency exam administered; copies added to student file
- Internship reviewed by ISSEC with written inputs from student and internship organization
- Writing samples from POL411 evaluated
- Senior paper/project (POL491) presented and evaluated
- Student's knowledge of ISS is evaluated in oral exam by ISSEC prior to graduation.
- ISSEC meets to discuss evaluations and draft brief final report for student's file and review the effectiveness of the program

BAISS Outcomes Assessment Rating Scale

For each of the BAISS objectives, the faculty panel of evaluators will rate evidence of fulfillment of BAISS objectives seen in the students' senior project presentation using the following scale:

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

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

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

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

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

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

BAISS RATING WORKSHEET

Student:_____ Date:_____
Evaluators: 1:_____
2:_____
3:_____

BAISS OBJECTIVE	REPRESENTATIVE EXAMPLES OF ACCEPTABLE EVIDENCE	DESCRIPTION OF OBSERVED EVIDENCE	PERFORMANCE RATING (0-5)	PORTFOLIO RATING (0-5)
1a. An integrated view of the world and its cultures.	Student can explain and evaluate the similarities and differences among cultures around the world. Student can draw comparisons among the major religions around the world. Student can evaluate the similarities and differences in the development of cultures around the world. Student can show how geography affected the development of cultures around the world. Student can identify the various forms of government that currently exist and show how they developed. Student can trace the development of the nation state system and the rise of supra-national organizations like the United Nations.			
1b. An	Student can trace the			

understanding of the position of the United States within a larger global setting	development of the United States as a global power beginning with the Spanish American war. Student can identify the role and responsibilities of the United States in today's world.			
2. An historical and theoretical understanding of America's position in the world as a whole.	The Student can trace the rise of the United States as the world's only superpower and explain the defining roles that World War II and the Cold War played. Student can identify the various theoretical frameworks for explaining how nations interact with one another, paying particular attention to the idealist and realist views of state-to-state relations. Student can explain America's role in international bodies like the UN.			
3a. A working knowledge of a foreign language	Student can read, write and speak a foreign language to level S-2 of the Interagency Language Roundtable(ILR) scale of language proficiency, formerly known as the Foreign Service Institute(FSI) scale.			
3b. A working knowledge of computers and their ability to array and manipulate data for research.	Using a computer, student will be able to demonstrate his/her ability to array and manipulate data for presentation in a statistical analysis.			

4a. A detailed understanding of America's current national security issues.	Student can identify, trace and assess the development of militant Islam and its current threat to the United States and its interests around the world. Student can identify and assess the threats from, and solutions to, global warming, the environment, AIDS, uneven distribution of wealth around the world, lack of education in many underdeveloped countries, ethnic strife, and undemocratic governments around the world. Student can distinguish between and assess the efficacy of the various levers of power (economic, diplomatic, and military) that the United States has at its disposal to deal with its national security issues. Student will be able to trace the growth of and identify the current structure of the United States' national security structure.			

4b. A grounding of this knowledge in its historical and theoretical context.	Student can identify and evaluate the evolution of national security issues that the United States has faced since its creation. Student can trace the history and development of the United States' military and diplomatic arms of government. Student can identify and evaluate the various national security strategies, and the philosophical framework behind each, that the united States has employed since 1781.			
5. Critical, divergent, and synthetic thinking	Student can present hypotheses accurately, challenge conclusions of studies cited, support challenges of studies conclusions with credible evidence, examine all sides of an issue, identify multiple solutions to a problem, and integrate ideas into new insights.			
6. Analytical writing	Student can identify in writing key elements of a complex concept, strengths and weaknesses of an argument, propose credible and supported alternatives to a given author's conclusions, and describe multiple options for problem-solving and analysis			

7. Multi-modal communication skills	Student use two or more communication modes clearly and persuasively, including but not limited to writing/print media, speaking, acting, audiovisual media (e.g., audiotape, slides, film, photos, videotape, computer technology), and graphic arts.			
		Average rating:		

Rubric for Assessment of ISS Writing Samples

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

Student:

Percentage equivalents on rating scale:

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

School of Business

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

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

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

School of Business

Outcomes Assessment

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

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

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

Results of Outcomes Activity:

> *1999-2000*: (Met) Per Career Services Director. The percent is close to 100%.
> *2000-2001*: (Met) Career Services Director Carol McDannell reported that the graduate's placement percentage was close to 100%.
> *2001-2002*: (Met) Career Services report for 2000-2001 indicates that School of Business graduates responding have a placement rate of 99%. Response rate to survey was approximately 40%.
> *2002*-2003: Data will not be collected until November, 2003. This is a lagging assessment indicator. Career Services reported that the School of Business graduates in 2001-2002 had a placement rate of 98%.

Plan of Action: **Continue to follow the graduates with another survey five years out. Examine ways to resolve the conflict between Intended Outcomes #1 and Intended Outcomes #2.**

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

Assessment Criteria: Each department would designate a "capstone" course that includes a student project assignment for its majors. A committee will determine the number that meets the minimum standard of a "B".

Results of Outcomes Activity:

1999-2000: (Not Met) The committees determined 70% met the 'B' standard.
2000-2001: (Met) The Faculty review found 92% of the sample projects (23/25) met the minimum "B" or above standard.
2001-2002: (Not Met) Blind review of 90 papers from the Capstone Course resulted in an overall minimum standard rating of 66%.
2002-2003: (Not Met) Blind reviews of 39 papers from the capstone course resulted in an overall pass rate of 64%. The pass rate for the traditional on-campus seated program was 85% and for the fast-track program, the pass rate was 37%. The inter-rater reliability was 0.54.

Plan of Action: **The fast-track students write a summary paper on strategic planning, not a case. They write parts of cases for weekly assignments: a SWOT analysis in week 3 and a strategic plan in week 4. The management department is preparing specific instructions for writing the final papers. It is expected that these instructions will replace the appropriate instructions in the current Adult Learner Guide for Strategic Management.**

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

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

Results of Outcomes Activity :

1999-2000 : (Not Met) On the Exit Questionnaire 63% rated 4 or better, while 96% rated 3 or better.
2000-2001: (Not Met) From 60 returned questionnaires only 65% rated career a 4 or higher.
2001-2002: (Not Met) The seniors responding to the exit survey at the 4-5 satisfaction level was only 73%. Response rate to survey was approximately 25.
2002-2003: (Not Met) The percentage of seniors responding to the senior questionnaire number 12a of least a 4 or higher level of satisfaction was 58 percent. The number of seniors responding to the survey (118) MUST be increased. There is also an issue of the timing of the measurement of Outcome 1 with Outcomes 3. It is likely that seniors surveyed before graduation and before finding employment are less satisfied with their education (Outcome 3) than seniors surveyed six months after graduation who have accepted employment (Outcome 1).

Plan of Action: **Increase response rates by examining structural changes to the process. Examine ways to resolve the conflict between Intended Outcome 1 and Intended Outcome 3.**

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

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

Revised 2001-2002:
Each full-time and adjunct faculty member will prepare a written report that will demonstrate an involvement in professional organizations, seminars, conferences, education, training, scholarly activities and other appropriate professional activities.

Results of Outcomes Activity:

1999-2000: (Met) Each Faculty prepared an activity information form. The forms were reviewed by the Dean.
2000-2001: (Met) Each Faculty prepared an activity information form. The Dean reviewed the forms.
2001-2002: (Met) All Faculty has submitted annual Scholarship and Professional Activities report. Reports have been reviewed by the Dean of the School of Business.
2002-2003: (Met) Faculty have submitted annual Scholarship and Professional Activities reports. The VPAA and the Dean of the School of Business have reviewed the reports. Due to a change in the nature of the reporting form, the results presented are for 2000-2001 and 2001-2002. The reports are summarized as follows:

Number of full-time faculty – 20
Number of part-time faculty (TU employees) – 15
Number of part-time faculty (adjuncts) – 28
Professional certifications - 3
Published and unpublished articles:
Scholarship of teaching – 24
Scholarship of discovery - 8
Scholarship of integration - 2
Scholarship of application – 2
Consulting and Professional-related activities:
Scholarship of teaching – 10
Scholarship of discovery - 0
Scholarship of integration - 15
Scholarship of application – 8
Professional-related conferences – 40
Professional-related meetings/workshops – 11
Professional-related memberships - 24

Plan of Action: **Examine ways to increase the professional activities of the adjunct faculty. Teaching workshops and/or other TU sponsored activities need to be held for the expressed purpose of strengthening the relationship between the adjunct and the university.**

School of Business Outcomes Assessment #3
Exit Questionnaire for Graduating Business Students
Academic Year 2002-2003

School of Business Summary

Major:	**Concentration:**	**Responses**
Accounting		09
Finance		03
Information Technology		04
International Studies		00
Management Information Systems		00
Management	Arts Management	00
	Hospitality & Tourism	01
	Human Resources Management	06
	International Business	02
	Managerial Studies	05
	Marketing Management	00
	Operations Management	01
	Sports Management	11
Marketing		13
	Electronic Commerce	
	Marketing Management	

1. Which of the following apply?
   a. I am keeping my present job. (11)
   b. I have accepted a job offer. (03)
   c. I have a job offer but have not accepted it. (05)
   d. I am going to continue my education. (20)
   e. I am searching for a job. (23)

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

Management (04)	More Computerized Classes
Marketing (11)	Non-Degree Courses
More Major Courses (02)	Business Ethics
Finance (04)	More Business Courses
Less Electives	More Networking Classes
Computer Hardware & Technology (02)	Job Seeking
Personal Selling	Sales
Focus on Interview Skills & Resume Course	Sports Marketing

Labor Relations
I Don't
Personal Interaction (How to Supervise or Counseling)
Organizational Behavior
Organizational Strategy
Writing Proposals
Advertising (02)
Per Concentration
NO
Human Resources Management (03)
Retail Management
Language Option
Small Business Management
Organizational Theory
Business Law
Business Policy
Sports Management

Technical courses such as systems software and data base applications for business technology writing.

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

Governmental Accounting
Teaching Staff
General Accounting Classes
More Managerial Accounting (03)
Finance (02)
Management Case
Capstone Course for Information Technology
Organizational Strategy (02)
More Complex Courses
Sports Management
Marketing to prepare you for the business world
More Human Resources Courses
Marketing (03)
Practical Teaching with Fewer Lecturers
Make lower level courses harder
English/Writing
Talk less about topics previously discussed
More Business Classes Required
Always room for improvement in all aspects
A Required Internship
More Hands On Work Experience (05)
More Diversity
Less Electives
Management (02)
Organization Structures
Offer Business Ethics (02)
Better Teachers in Lower Level Courses
More Ethical Behavior Studies
More Courses on the Concentration
Management of Organizations
Personal Interaction
Retail Management
Communications/Writing/Speaking
Organization Theory
More Core Classes
It's pretty well rounded now
More Sports Classes
Technology & Information Systems
Arts Management
None

4. Which course do you feel was the best?

Employment Law
Management of Organizations (03)
Organizational Strategy (04)
Cost Accounting
Introduction to Marketing
Personal Finance
Information Systems for Managers
Senior Hospitality Management Class
Marketing Strategy (05)
Managing Diversity in the Workplace (02)
Labor Relations
Applied Statistics
Marketing (02)
Small Business Management
Business Finance
Business Law (04)
Managerial Accounting (02)
Business Finance
Spreadsheet Design
Organizational Behavior
Systems Analysis & Design
Retailing Management (07)
Buyer Behavior
Strategic Management
Our Cultural Heritage
Organizational Theory (02)
Senior Level Courses
Human Resources Management

Business Law I (03)
Sports Management II (03)
Facility Management
Required Class for the Major

5. Which course do you feel was the worst?

Organizational Strategy (06)
Applied Ethics (06)
Introduction into Philosophy
Philosophy (05)
Business Finance (04)
Managerial Accounting (03)
Sociology
History (02)
Employment Law
Managing Diversity in the Workplace (02)
Organizational Behavior (02)
Economics
Business Policy (02)
Multicultural Issues in Society (02)
So Much Accounting
Introduction into Management
Earth Science
Marketing Research
Management of Organization
Information Systems for Managers (02)
International Management (02)
Senior Seminar for Sports Management
Information Systems

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

Business Law I & II (06)
Intermediate Accounting I & II (02)
Cost Accounting
Business Policy
Business Finance (02)
Organizational Strategy (08)
Organizational Behavior (05)
Retailing Management (10)
Global Marketing
Personal Selling
Introduction to Marketing
Labor Relations (02)
Organizational Theory (03)
Facilities Management
Computerized Classes
Governmental Accounting
Principles of Accounting
Strategic Management
None
Learning Real World Business Issues
Senior Hospitality Management Class
Buyer Behavior
Marketing Strategy (03)
Small Business Management (02)
Human Resources Management (04)
Managing Diversity in the Workplace
Information Systems

All were beneficial because of so many different professors to learn from.

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

College Mathematics
Governmental & Not-For-Profit Accounting
Advanced Accounting Topics
Business Strategy
Accounting Principles
Organizational Behavior (02)
Marketing Research
Economics
Philosophy (02)
Organization Theory
Management of Organizations
International Management (02)
Introduction to Literature & Criticism
Business Finance (05)
Organizational Strategy (02)
Applied Ethics (04)
Business Policy
Introduction to Management (02)
Information Systems for Managers
History
Business Law
Managerial Accounting (02)
Operations Management
Applied Statistics (02)
Art
History of Early American Films

Analysis & Research for Management
Diversity in the Workplace
Services Marketing

8. Do you have plans for graduate study?

Yes (20)
No (29)
Maybe (03)

Where?
Tiffin University (07)
Bowling Green State University (05)
Marshal University
University of Toledo (02)
Cleveland State University
Ohio State University (03)
The University of Findlay
Xavier or Miami
Kent State University
University of Dayton

9. In what extracurricular activities were you active?

Accounting Club (02)
Basketball (05)
Men's Soccer
Student Government (05)
Intramural Basketball (03)
Head Resident
Investment Club
Baseball (02)
Golf (02)
Coaching
Cheerleading
Girl's Group Choir
Sorority
Student Athletics Advisory Committee
Human Resources Club (02)
Alpha Sota Sorority
Cross Country
Soccer Assistant
Tennis
Human Resources Club
Assistant Basketball Coach
Delta Mu Delta (02)
Football (05)
Peer Leader (04)
International Dinner (03)
Math Tutor
Soccer (05)
Volleyball (02)
Marketing Club (02)
Gamma Chi Alpha
Football Recruiter
Choir (03)
Softball (03)
SAAC (03)
Business Strategy Game
Track (03)
WSA
Instrumental Music
Women's Student Assistant Coach

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

a. they contributed very little (08)
b. they were somewhat important (11)
c. they were moderately important (16)
d. they were extremely important (06)

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

Professor Terry Sullivan (02)
Professor Timothy Schultz

Kristi Krintzline
Ian Day
Dr. Walter Verdon
Professor Mazhar Anik
Professor Laura Ketter
Professor Miriam Fankhauser (05)
Dr. Shawn Daly
Dr. Nabarun Ghose
Dr. Dale Rayman
Dr. Debra Gatton
Carol McDannell
All The Professors and Staff
Adult Education Advisors
Football Coaches
Dr. Charles Christensen
Dr. Thomas Debbink
Professor Teresa Burkett
Lisa Kirchner
Dr. Phyllis Watts (02)
Dr. Mark Merry
Professor Teresa Miller (03)
Professor Perry Haan
Coach Jimmy Walker (04)
Coach Rudy Brownell (03)
Dr. Bruce Bowlus
Alice Nichols
Ruth Gosche
Robert Kleinschmidt
Professor Patrick McLeod
Professor Bonnie Tiell
Lonny Allen

12. On a scale of 1 (Poor) to 5 (Outstanding), how do you rate your business degree in terms of:
    a. preparation for a career? 1 (01) 2 (04) 3 (18) 4 (26) 5 (04)
    b. intellectual challenge? 1 (00) 2 (01) 3 (24) 4 (24) 5 (03)

Comments:

Introduction to Management was bad because the professor had no idea of what was going on.

I feel Tiffin University gave me a lot of knowledge through the business degree.

Tiffin University needs to implement an internship for ALL business students. As a Human Resources Major I have no experience in the field. If there was a required set of hours for an internship this would give me hands on experience to put on my resume.

My Management Information Systems class was a joke! It was filled with busy work and I did not learn a thing.

Professor Patrick McLeod has been an excellent source for me. Whenever I needed help, answers, a recommendation, he was more than willing to do whatever I needed. More times than I can count Professor McLeod has went over and above his duties as a professor. He is an excellent professor that will be very much missed by the graduates. He is a tremendous asset to your staff.

School of Business Outcomes Assessment #3

Exit Questionnaire for Graduating Business Students 2003

Intended Outcomes

Graduates will believe that they are well prepared for their careers.

Assessment Criteria

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

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

a. Preparation for a career?

Accounting Major	1	(00)	2	(01)	3	(03)	4	(03)	5 (02)
Finance Major	1	(00)	2	(00)	3	(01)	4	(01)	5 (01)
Information Technology Major	1	(00)	2	(00)	3	(02)	4	(02)	5 (00)
Management Major Hospitality & Tourism Concentration	1	(00)	2	(00)	3	(00)	4	(01)	5 (00)
Management Major Human Resources Concentration	1	(00)	2	(01)	3	(02)	4	(03)	5 (00)
Management Major International Business Concentration	1	(00)	2	(00)	3	(02)	4	(00)	5 (00)
Management Major Managerial Studies Concentration	1	(00)	2	(00)	3	(01)	4	(04)	5 (00)
Management Major Operations Management Concentration	1	(00)	2	(00)	3	(00)	4	(01)	5 (00)
Management Major Sports Management Major	1	(00)	2	(02)	3	(03)	4	(05)	5 (00)
Marketing Major	1	(00)	2	(00)	3	(04)	4	(06)	5 (01)
Organizational Management	1	(01)	2	(05)	3	(22)	4	(27)	5 (11)

68 Responded 4 or Higher from 118 Students = 57.6%

Exit Questionnaire for Graduating Business Students
Academic Year 2002-2003

Major: Accounting

Total Responses:	(09)
Corporate/Private Accounting Track	(01)
Public/Government	(03)

1. Which of the following apply?

a.	I am keeping my present job.	(03)
b.	I have accepted a job offer.	(01)
c.	I have a job offer but have not accepted it.	(00)
d.	I am going to continue my education.	(04)
e.	I am searching for a job.	(02)

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

Management (03)
Marketing (02)
More Major Courses
Finance
More Computerized Classes
Non-Degree Courses
Business Ethics

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

Governmental Accounting
Teaching Staff
General Accounting Classes
More Managerial Accounting
More hands on work
More Diversity
Less Electives
Management

4. Which course do you feel was the best?

Employment Law
Management of Organizations
Organizational Strategy
Cost Accounting
Introduction to Marketing
Business Finance
Business Law (02)
Managerial Accounting
Business Finance
Spreadsheet Design

5. Which course do you feel was the worst?

Organizational Strategy (04)
Applied Ethics (02)
Introduction into Philosophy
Business Policy
Multicultural Issues in Society

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

Business Law I & II (03)
Intermediate Accounting I & II (02)
Cost Accounting
Business Policy
Business Finance
Computerized Classes
Governmental Accounting
Principles of Accounting
Strategic Management

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

College Mathematics
Governmental & Not-For-Profit Accounting
Advanced Accounting Topics
Business Strategy
Business Finance
Organizational Strategy (02)
Applied Ethics (02)

8. Do you have plans for graduate study?

Yes (03)
No (06)

Where? Bowling Green State University
Marshal University

9. In what extracurricular activities were you active?

Accounting Club
Basketball (02)
Men's Soccer
Student Government
Assistant Basketball Coach
Delta Mu Delta
Football

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

a. they contributed very little (02)
b. they were somewhat important (03)
c. they were moderately important (00)
d. they were extremely important (00)

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

Professor Terry Sullivan
Kristi Krintzline
Ian Day
Professor Timothy Schultz
Professor Teresa Burkett

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

a.	preparation for a career?	1 (00)	2 (01)	3 (03)	4 (03)	5 (02)
b.	intellectual challenge?	1 (00)	2 (00)	3 (07)	4 (01)	5 (01)

Comments:

School of Business Outcomes Assessment #3
Exit Questionnaire for Graduating Business Students
Academic Year 2002-2003

Major: Finance Total Responses: (03)

1. Which of the following apply?

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

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

Finance (03)

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

Finance
Organization Structures

4. Which course do you feel was the best?

Business Law I & II
Personal Finance (02)

5. Which course do you feel was the worst?

Business Policy
So Much Accounting
Philosophy

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

None
Organizational Strategy
Learning Real World Business Issues

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

Business Policy
Accounting Principles
None

8. Do you have plans for graduate study?

Yes	(01)
No	(01)

Maybe (01)

Where? Tiffin University

9. In what extracurricular activities were you active?

Football
Peer Leader
Intramural Basketball
International Dinner
Head Resident
Math Tutor
Investment Club

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

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

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

Lisa Kirchner
Dr. Walter Verdon
Professor Terry Sullivan

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

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

Comments:

School of Business Outcomes Assessment #3
Exit Questionnaire for Graduating Business Students
Academic Year 2002-2003

Major: Management with a concentration in Hospitality & Tourism Total Responses: (01)

1. Which of the following apply?

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

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

Blank

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

More courses on the concentrations

4. Which course do you feel was the best?

Senior Hospitality Management Class

5. Which course do you feel was the worst?

Earth Science

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

Senior Hospitality Management Class

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

Introduction to Management because the professor had no idea what was going on.

8. Do you have plans for graduate study?

Yes (00)
No (01)

Where?

9. In what extracurricular activities were you active?

Blank

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

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

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

Professor Teresa Miller
Professor Miriam Fankhauser

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

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

School of Business Outcomes Assessment #3
Exit Questionnaire for Graduating Business Students
Academic Year 2002-2003

Major: Management with a concentration in Human Resources Total Responses: (06)

1. Which of the following apply?

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

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

Labor Relations
Computer Information Technology Classes
More Courses within a Major
Personal Interaction – how to supervise or counseling
Human Resources Management
I Don't

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

Managerial Accounting
Human Resources only offer three related courses
Practical Teaching with fewer lecturers
Management of Organizations
Personal Interaction

4. Which course do you feel was the best?

Managing Diversity in the Workplace
Strategic Management
Our Cultural Heritage
Managerial Accounting
Management of Organizations
Labor Relations
Applied Statistics
Organization Theory

5. Which course do you feel was the worst?

Managerial Accounting
History
Employment Law
Information Systems for Managers
Organizational Strategy

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

Human Resources Management (02)
Organizational Strategy (02)
Organizational Theory
Labor Relations (02)
Managing Diversity in the Workplace

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

Managerial Accounting (02)
Operations Management
Philosophy
Organization Theory
Management of Organization

8. Do you have plans for graduate study?

Yes	(04)
No	(02)

Where?	Tiffin University
	Bowling Green State University
	University of Toledo
	Kent State University
	Ohio State University
	The University of Findlay
	University of Dayton

9. In what extracurricular activities were you active?

Soccer	Softball
Student Government (02)	Student Athletics Advisory Committee
SAAC (02)	Human Resources Club
Peer Leader	Business Strategy Game
Alpha Sota Sorority	Choir (02)
Track (02)	Cross Country
WSA	

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

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

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

Dr. Debra Gatton	Alice Nichols
Professor Miriam Fankhauser (03)	Carol McDannell
Ruth Gosche	

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

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

Comments:

I feel Tiffin University gave me a lot of knowledge through the business degree.

Tiffin University needs to implement an internship for ALL business students. As a Human Resources Major I have no experience in the field. If there was a required set of hours for an internship this would give me hands on experience to put on my resume.

School of Business Outcomes Assessment #3
Exit Questionnaire for Graduating Business Students
Academic Year 2002-2003

Major: Information Technology Total Responses: (04)

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

a.	I am keeping my present job.	(02)
b.	I have accepted a job offer.	(00)
c.	I have a job offer but have not accepted it.	(00)
d.	I am going to continue my education.	(01)
e.	I am searching for a job.	(03)

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

More Business Courses	Less Electives
More Networking Classes	Computer Hardware & Technology

Technical courses such as systems software and data base applications for business technology writing.

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

Capstone Course for Information Technology	More Hands On
Better teachers in lower level courses	Organizational Strategy
More Ethical Behavior Studies	More Complex Courses

4. Which course do you feel was the best?

Organizational Behavior	Information Systems for Managers
Economics	Systems Analysis and Design

5. Which course do you feel was the worst?

Introduction to Management
Multicultural Issues In Society
Business Finance

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

Organizational Strategy
Organizational Behavior
Business Finance

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

Introduction to Management
Organizational Behavior
Business Finance

8. Do you have plans for graduate study?

Yes (02)
No (02)

Where? Tiffin University
University of Toledo
Cleveland State University

9. In what extracurricular activities were you active?

Soccer
Baseball

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

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

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

Dr. Phyllis Watts
Professor Mazhar Anik
Dr. Mark Merry
Professor Laura Ketter

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

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

School of Business Outcomes Assessment #3
Exit Questionnaire for Graduating Business Students
Academic Year 2002-2003

Major: Management with a concentration in International Business Total Responses: (02)

1. Which of the following apply?

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

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

Practical Courses
Language Option

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

Retail Management
Marketing Courses

4. Which course do you feel was the best?

Marketing (02)

5. Which course do you feel was the worst?

Philosophy (02)

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

Retail Management (02)

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

Blank

8. Do you have plans for graduate study?

Yes (00)
No (02)

Where?

9. In what extracurricular activities were you active?

International Dinner (02)
Soccer Assistant

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

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

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

James Walker (02)
Rudy Brownell (02)

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

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

Comments:

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

Academic Year 2002-2003

Major: Management with a concentration in Managerial Studies Total Responses: (05)

1. Which of the following apply?

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

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

Human Resources Management (02)
Small Business Management
Organizational Strategy
Organization Theory
Writing Proposals

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

Organization Theory
Organizational Strategy
Make lower level courses harder
More Core Classes
English Writing
Pretty well rounded now

4. Which course do you feel was the best?

Small Business Management
Organizational Strategy (02)
Human Resources Management
Business Law

5. Which course do you feel was the worst?

International Management (02)
Managing Diversity in the Workplace
Philosophy

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

Small Business Management
Organizational Strategy
Organization Theory
Human Resources Management
Human Resources Management
Business Law

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

International Management (02)
Introduction to Literature & Criticism
Art
History of Early American Films

8. Do you have plans for graduate study?

Yes (02)

No (03)

Where? Bowling Green State University

9. In what extracurricular activities were you active?

Instrumental Music	Football
Basketball	Student Government
Delta Mu Delta	Human Resources Club

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

a.	they contributed very little	(01)	c.	they were moderately important	(03)
b.	they were somewhat important	(01)	d.	they were extremely important	(00)

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

Robert Kleinschmidt	Adult Education Advisors
Professor Miriam Fankhauser	Professor Patrick McLeod

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

a.	preparation for a career?	1 (00)	2 (00)	3 (01)	4 (04)	5 (00)
b.	intellectual challenge?	1 (00)	2 (00)	3 (02)	4 (03)	5 (00)

Comments:

My Management Information Systems class was a joke! It was filled with busy work and I did not learn a thing.

Professor Patrick McLeod has been an excellent source for me. Whenever I needed help, answers, a recommendation, he was more than willing to do whatever I needed. More times than I can count Professor McLeod has went over and above his duties as a professor. He is an excellent professor that will be very much missed by the graduates. He is a tremendous asset to your staff.

School of Business Outcomes Assessment #3
Exit Questionnaire for Graduating Business Students
Academic Year 2002-2003

Major: Marketing Total Responses: (13)

1. Which of the following apply?

a.	I am keeping my present job.	(01)
b.	I have accepted a job offer.	(01)
c.	I have a job offer but have not accepted it.	(01)

d. I am going to continue my education. (03)
e. I am searching for a job. (07)

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

Marketing (06)
Job Seeking
Personal Selling
Sales
Focus on: Interview Skills & Resume Course
Sports Marketing
Management

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

More Hand-On Experience (02)
Sport Management
Finance
More Management
Management Case
Offer Business Ethics (02)
Marketing to prepare you for the business world

4. Which course do you feel was the best?

Retailing Management (07)
Marketing Strategy (05)
Business Law
Buyer Behavior
Personal Selling

5. Which course do you feel was the worst?

Managerial Accounting (02)
Marketing Research
Business Finance with Turner
Sociology
Philosophy
Applied Ethics with Lu
Management of Organization
History
Applied Ethics (02)

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

Retailing Management (08)
Buyer Behavior
Global Marketing
Marketing Strategy (03)
Personal Selling
Small Business Management
Introduction to Marketing

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

INS for Managers
Economics
Business Finance
Applied Ethics
Marketing Research
History
Business Law
Philosophy

8. Do you have plans for graduate study?

Yes (02)
No (06)
Maybe (02)

Where? Ohio State University
Tiffin University (02)
Xavier or Miami

9. In what extracurricular activities were you active?

Volleyball
Marketing Club (04)
Soccer (03)
Cheerleading
Girls Group Choir
Sorority
Accounting Club
Golf
Coaching
Gamma Chi Alpha
Football Recruiter
Choir
Student Government

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

a. they contributed very little (00)
b. they were somewhat important (01)
c. they were moderately important (05)
d. they were extremely important (03)

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

Perry Haan
Shawn Daly
Nabarun Ghose
Steven Christopher
Bruce Bowlus
Teresa Miller (02)
Jimmy Walker
Rudy Brownell
Dale Rayman

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

a. preparation for a career? 1 (00) 2 (00) 3 (04) 4 (06) 5 (01)
b. intellectual challenge? 1 (00) 2 (00) 3 (04) 4 (07) 5 (00)

Comments:

School of Business Outcomes Assessment #3
Exit Questionnaire for Graduating Business Students
Academic Year 2002-2003

Major: Management with a concentration in Operations Management Total Responses: (01)

1. Which of the following apply?

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

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

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

Organizational Behavior

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

Communications / Writing / Speaking

4. Which course do you feel was the best?

Senior Level Courses

5. Which course do you feel was the worst?

Blank

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

Organizational Strategy Organization Theory

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

Applied Statistics

8. Do you have plans for graduate study?

Yes (01)
No (00)

Where? Tiffin University

9. In what extracurricular activities were you active?

Blank

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

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

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

All the professor and staff

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

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

School of Business Outcomes Assessment #3
Organizational Management Major
Exit Questionnaire for Graduating Business Students
Academic Year 2002-2003

Responded: (64)

1) Which of the following apply?

a. I've been promoted since starting the program. (13)
b. I expect a promotion based on my academic achievement. (21)
c. I am keeping my present job. (10)
d. I am searching for a new job. (24)

2) Do you have plans for graduate study?

Yes	(31)
No	(22)
Maybe	(11)

Where?	Tiffin University (08)
	Cleveland State University (03)
	Case Western
	Baldwin-Wallace
	Tiffin University On-Line

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

Appropriate	(54)
Too fast	(09)
Too slow	(01)

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

Finance (11)
Information Technology / Software Usages (06)
Interpersonal Relationships
Accounting (11)
Not Quantity – Quality Needed
Management pertaining to Quality
Human Resources (06)
People Skills (04)
International Management
APA Writing Course
Business Communications, Written & Verbal (04)
Sales (02)
Speech Classes
Writing Summary Papers
Operations Management (02)
Management Courses
Leadership Courses
Cost Accounting
Quality or Six Sigma
You Must Be Kidding!
Strategic(03)
No More Courses
Marketing (05)
Economics

Good Balance
Microsoft Planner
Managerial Finance
Mathematics
Day to Day Operations

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

Action Research Project (02)
More Business Law Classes
Accounting Instructors
Journaling
Facilitators with Actual Experience (05)
Up-to-date Books
Less Touchie Feelie Courses
Financial Aid
Take into account life experiences
Accounting & Finance Instructors
Make Classes Longer
Market Strategy
Up-to-date Technology
Classes are repetitive
Adult Learner Guide Improvement (07)
Textbooks (03)
Guest Speakers in Class
Business Related Prep Work
Statistics
Organizational Behavior (02)
Accounting (02)
Finance (03)
Consistent Grading Scale (03)
Better Instructors
APA Manual
Communications (02)
Problem Solving
Operations Management
Business Law (02)
International Business
More People Skills
Additional Class Weekly
Don't base grades so heavily on participation
Make students more responsible for reading
Standardized teaching methods among facilitators.
Have the initial accounting course as a class and not a self study.
Incorporate breaks into the schedule to eliminate burnout.
Teacher with experience in the field, know the material and are able to teach it.
Instructors should explain what they expect in class and with homework. (04)
Make field trips to companies to see how business really works. (03)
Give 10 days after a course as summary paper due date.
Homework should not be due before the class starts.
It's a heavy load if working full-time.
Attendance should not be mandatory.
Real life business experience;
Resources for job searches.

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

Human Resources Management (17)
Business Policy
Organizational Behavior (02)
Operations Management (05)
Organizational Communications (04)
International Management (02)
Strategic Management (06)
Business Law (05)
Statistics (02)
Adult Development and Life Assessment (02)
Marketing Communication
Finance (02)
Marketing (06)
Action Research Project (03)
None (02)
Business Management
Accounting
Strategic Planning
All Were Important
International Business
Psychology
Strategic Management (03)

Business Finance
Communications

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

Adult Development and Life Assessment (09)
Operations Management (03)
Just the class
Information Systems (06)
Marketing due to the teacher
Organization Theory (04)
Applied Statistics (02)
Managerial Accounting (05)
Organizational Behavior 2nd Class
Action Research Project
Action Research Project Unfair Grading
None
Ethics
Organizational Behavior (06)
Psychology (06)
Law
Accounting Class (03)
Communications
Finance (02)
All of them (05)
Human Development
The First One
Statistics (03)
Human Resources Management

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

a. Preparation for a career in management? 1 (01) 2 (05) 3 (22) 4 (27) 5 (11)
b. Intellectual challenge? 1 (03) 2 (04) 3 (15) 4 (26) 5 (14)

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

a. Knowledge of subject matter? 1 (02) 2 (02) 3 (15) 4 (33) 5 (14)
b. Ability to teach the material? 1 (03) 2 (03) 3 (16) 4 (29) 5 (11)

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

Dr Lillian Drimmer (12)
Professor Ty Shaull (09)
Sharon Perry-Nause (10)
Professor Patrick McLeod (02)
Dr. John Millar (03)
Professor Greg Fote (04)
Professor Jessica Baggett
Professor Fred Hargrove
Nancy Sullivan (05)
Nobody (02)
Myself (02)
Karen Klein (06)
Barbara Brandau (04)
Marge Schalk (06)
Professor John Risner

Comments:

The teachers should be screened better. Some of the teachers were not very good.

School of Business Outcomes Assessment #3
Exit Questionnaire for Graduating Business Students
Academic Year 2002-2003

Major: Management with a concentration in Sports Management Total Responses: (11)

1. Which of the following apply?

a. I am keeping my present job. (00)
b. I have accepted a job offer. (00)
c. I have a job offer but have not accepted it. (01)
d. I am going to continue my education. (06)
e. I am searching for a job. (05)

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

Business Law (03)
Business Policy
Per Concentration
NO
Advertising (02)
Marketing (03)
Sports Management

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

Talk less about topics previously discussed
More Business Classes Required
Marketing
Always room for improvement in all aspects
A Required Internship
More Sports Classes
Technology & Information Systems
More Hands On
Arts Management
None

4. Which course do you feel was the best?

Business Law I (03)
Sports Management II (03)
Organization Theory
Organizational Strategy
Diversity in the Workplace
Facility Management
Management of Organization
Required Class for the Major

5. Which course do you feel was the worst?

Information Systems for Managers
Business Finance (02)
Organizational Behavior (02)
Managing Diversity in the Workplace
Applied Ethics
Senior Seminar of Sports Management
Organizational Strategy
Information Systems
Economics

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

Organizational Behavior (04)
Information Systems
Facilities Management
Business Law I (02)
Organizational Strategy (02)
All were beneficial because of so many different professors to learn from.

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

Analysis & Research for Management (02)
Organizational Behavior (02)
Diversity in the Workplace
Applied Ethics
Business Finance (02)
Services Marketing
Applied Statistics

8. Do you have plans for graduate study?

Yes (05)
No (06)

Where? Tiffin University
Ohio State University
Bowling Green State University (02)

9. In what extracurricular activities were you active?

Football (02)
Women's Student Assistant Coach
Peer Leader
Softball
Human Resources Club
Volleyball
SAAC
Basketball
Tennis
Intramurals (02)
Varsity Basketball
Golf
Baseball
Track
Soccer
Marketing Club

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

a. they contributed very little (01)
b. they were somewhat important (04)
c. they were moderately important (05)
d. they were extremely important (00)

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

Football Coaches
Bonnie Tiell
Lonny Allen
Dr. Thomas Debbink
Dr. Phyllis Watts
Dr. Charles Christensen
Jimmy Walker

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

a. preparation for a career? 1 (00) 2 (02) 3 (03) 4 (05) 5 (00)
b. intellectual challenge? 1 (00) 2 (01) 3 (05) 4 (03) 5 (01)

Comments:

School of Business
Department of Accounting
Outcomes Assessment

Intended Outcomes 1: Accounting graduates will compare favorably with graduates of other colleges as to academic preparation in business.

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

Results of Outcomes Activity:

1998-1999: (Met) The Accounting students scored over 90% on the School of Business assessment paper.

1999-2000: (Not Met) This test is no longer administered by the University. No new criteria has been employed.

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

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

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

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

Results of Outcomes Activity:

2000-2001: (Met & Not Met) Oral reports were presented this year but written reports are not being required until Fall 2001.

2001-2002: (Met) Each student participates in an oral report and a written practice case. Copies of sources, transparencies and cases are available in Professor Schultz's office.

2002-2003: (Met) Each student participated in an oral report and a written practice case. Copies of cases are available in Professor Schultz's office.

Intended Outcomes 2 (Added 2000-2001): **Accounting graduates will understand the interrelationship of all subsystems within the overall accounting system and the internal controls that are necessary to safeguard assets and ensure the reliability of the accounting records when a computerized system is utilized.**

Assessment Criteria: The students in Accounting Systems will complete a comprehensive project in which they demonstrate their ability to build an integrated accounting system using a relational data base program.

Results of Outcomes Activity:

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

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

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

Results of Outcomes Activity:

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

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

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

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

Results of Outcomes Activity:

1998-1999: An Accounting Board met and discussed the Accounting curriculum.
1999-2000: (Not Met) No formal meeting, however the faculty are constantly in contact with local employers as to required job skills.
2000-2001: (Met) The Accounting Advisory Board met in December to review curricular improvements.
2001-2002: (Met) The board was invited to the art gallery opening and music concert on March 22, 2002.
2002-2003: (Not Met) No formal meeting, however the faculty are constantly in contact with local employers as to required job skills.

School of Business
Department of Finance
Outcomes Assessment

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

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

Results of Outcomes Activity:

1998-1999: (Met) The Finance students scored over 90% on the School of Business assessment papers.

1999-2000: (Test not available) We used the CLEP test in Business up to a couple of years ago, when faculty in other departments became disenchanted with the ability of the exam to accurately evaluate their students. We must find or create a new instrument.

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

Explanation of Substitute in the AY 2000-2001 Plan - Criterion # 1 measures a student's understanding and ability-to-apply "minimum course content" items in upper level finance courses (that is, above the introductory level FIN 301). The criterion requires the accumulation of student achievement in FIN 314, 321, 421, and 426.

Assessment Criteria: In courses above FIN 301, twenty percent (20%) of the questions in each exam will evaluate student understanding and ability-to-apply concepts/principles starred in the minimum content outline for that respective course. Results will be accumulated throughout the student's tenure to determine the level of mastery in finance. (See Minimum Course Content for test items and goals.)

Results of Outcomes Activity:

2000-2001: (Though short of 80% goal, these are accumulative scores for the first time application.) Students scored 66.3% and 52.7%, respectively in FIN 421 (Investments) and FIN 426 (International Finance) during Spring 2001.

2001-2002: (Satisfactorily Achieved) FIN 321 (01) F 2001: 89% (16 of 18) students scored 81% or above on midterm and final exams. All questions were content and application specific in personal finance. No other FIN courses above 301 were offered in AY 2001-2002.

2002-2003: (Satisfactorily Achieved) FIN 421 Investments: 100% (13 out of 13) students scored an 80% or above on midterm and final exams with the overall class average being

92.5%. All questions were content and application specific to Investments. No other FIN courses above 301 were offered in AY 2002-2003.

Plan of Action:

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

Assessment Criteria: Faculty assessment based on class-room participation, student-teacher conversations, and written sub-missions to the faculty.

Results of Outcomes Activity:

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

Plan of Action:

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

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

Results of Outcomes Activity:

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

Plan of Action:

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

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

Results of Outcomes Activity:

1998-1999: (Met) Faculty stresses the assumption of "Utmost Good Faith" in all financial transactions. Regular discussions based on values, ethics, and trust are included in every course. Exam periods are monitored openly and closely.
1999-2000: (Satisfactory) Values and Ethics are significant components of each of finance course. We use real world issues and examples as the litmus test.
2000-2001: (Satisfactory) Value and ethics continue to receive heavy emphasis in all finance courses, concepts are thought with real world applications.
2001-2002: (Satisfactorily) Students engaged in enthusiastic study of values and ethics in classroom discussions. Comments were well thought out and applied theory to real world activities and entities.
2002-2003: (Satisfactorily) As in the past, students engaged in enthusiastic study of values and ethics in classroom discussions. Comments were well thought out and applied theory to real world activities and entities.

Plan of Action:

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

Assessment Criteria: Faculty assessment of the student's assimilation of the several academic and functional components of finance, and his/her understanding of the significant principles/ concepts in each sub-discipline and their applications to real world challenges.

Results of Outcomes Activity:

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

2001-2002: (Satisfactorily Achieved) More than one-half of the students in FIN 321 (01) F2001 were graduating seniors, and had demonstrated at least an entry level understanding of finance and its disciplinary specialties over the four or five years of study. Each will be able to apply the fundamentals of finance in her/his place of employment.
2002-2003: (Satisfactory based on cumulative achievements in all finance courses.) Based on classroom discussions, student papers, oral presentations, written and oral responses to questions, case study work done and problems completed.

Plan of Action:

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

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

Results of Outcomes Activity:

1998-1999: (Met) The School of Business Exit Questionnaire.
1999-2000: (Satisfactory) More than 80% of finance majors express satisfactory with the quality of finance courses during the Business School Exit interview. We do receive criticism for courses not available when the student needs them.
2000-2001: (Less than satisfactory re: course offerings. Quality = Satisfactory) Finance course offerings have not consistently provided the courses, needed by individual students, forcing use of too many individual guided studies or course subs.
2001-2002: (Satisfactorily Achieved) Prior year finance graduates were successful in finding employment in their fields, and have progressively advanced. By the beginning of the spring semester 2001 about 25% of the 2002 graduates had found post graduate employment or had selected advanced studies.
2002-2003: (Less than Satisfactory) Finance students indicated on the School of Business Exit Questionnaire that they were not satisfied with the availability of the Finance courses required within their major.

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

***Intended Outcomes 7*: Finance graduates were able to obtain employment in their chosen type of employment within six months of graduation. Alternative: achieve acceptance into a graduate study program for the ensuing academic year. (Exception: persons who choose to travel or take a break.)**

Assessment Criteria: Exit Interview Questionnaire entries regarding employment. Congratulatory graduation card from the Department; to be mailed in May each year. Follow-up card to be mailed in August, following graduation. *(The data for this criterion lags behind the graduation by six months; therefore the outcome reported is for the previous year.)*

Results of Outcomes Activity:

1998-1999: (Met) Personal conversations with graduating Seniors. Example: One May 1997 Graduate was referred a finance position with Dana Corp in proceeding December 1998.

1999-2000: (Satisfactory) The School of Business conducts an exit interview with graduates. It would be nice if we could follow-up at the department level, however, full-time permanent faculty staffing precludes such opportunities.

2000-2001: (Satisfactory) The School of Business conducts an exit interview. It would be helpful if staffing were to permit dept-level follow-up among finance graduated.

2001-2002: (Satisfactorily Achieved) Increasingly, our finance graduates continue their formal education at the graduate level in schools of business or law school. Two of our 2002 graduates were planning further studies by the end of the fall semester. Congratulatory notes and follow-up cards will be mailed this fall.

2002-2003: (Satisfactorily Achieved) 100% of the respondents, to a survey sent out by the Career Services Office to the 2002 graduates in Finance, indicated that they had found employment in the field of Finance within six months after graduating. However, only 37.5% of the graduates in Finance responded to the survey.

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

School of Business
Department of Hospitality Management
Outcomes Assessment

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

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

Results of Outcomes Activity:

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

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

Revised 2001-2002:
Assessment Criteria: The 400 hour required internship would be completed either before or during their senior year. The internship final evaluations will indicate an overall individual score of 3 or higher (3 is average, 4 above average, and 5 excellent) on 80% of the graduating seniors' evaluations.

Results of Outcomes Activity:

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

Assessment Criteria: Faculty members will actively participate in the selection of Hospitality Management-relate resources for the library and media center.

Results of Outcomes Activity:

2000-2001: (Met) The library received 14 new hospitality training videos.
2001-2002: (Met) Four new video tapes and eight new book/journals.
2002-2003: (Met) Two new video tapes and 6 new books.

Plan of Action:

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

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

Results of Outcomes Activity:

1998-1999: (Met) The Director of Career Planning publishes weekly bulletins in the Dragon Droppings regarding internship and job opportunities.
1999-2000: (Met) The Director of Career Planning publishes weekly bulletins in the Dragon Droppings regarding internship and job opportunities.
2000-2001: (Met) Job openings are available in the Career Placement Center as well as postings in the Dragon Droppings.
2001-2002: (Met) Internships & openings were communicated through D. D. and through Professor Teresa Miller.
200-2003: (Met) Internships and job openings were available through Teresa Miller's intranet site, as well as through the Career Placement Center with Dragon Droppings.

Plan of Action:

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

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

Results of Outcomes Activity:

1998-1999: (Met) The H/M Club met every 2 months in the Fall '98 & Spring '99. We entertained one alumnae at our meetings, Jolene Ruffing, AAA.

1999-2000: (Met) The H/M club every 2 months in the Fall '99 & Spring '00. We did an onsite visit with alumnae Amy Tamargo.

Revised 2001-2002:

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

Results of Outcomes Activity:

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

Plan of Action:

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

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

Results of Outcomes Activity:

1998-1999: (Met) Students attend the educational seminars at the Ohio H/M Assoc. convention in Cincinnati, Ohio.

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

Revised 2001-2002:
Assessment Criteria: At least 50% of the hospitality students will attend 1 conventions/trade shows/educational meetings per year.

Results of Outcomes Activity:
2000-2001: OTA conference 10/26/00 – 2 students attended OHLA tradeshow11/20/00 – 21 students attended Ohio Dep't of Travel and Tourism 2/22/01 - 24 students attended (31 hospitality majors)
2001-2002: Twenty-two students attended OHLA convention. Nine students attended OTA convention.
2002-2003: (Not Met) 8 students attended the OTA convention and 4 students attended the OHLA convention.

Plan of Action: In order to encourage attendance at these professional conventions, the Hospitality Club is going to take a more active role on campus, therefore accumulating a Hospitality fund in order to subsidize student trips and students' registration costs at the conventions.

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

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

Results of Outcomes Activity:
1998-1999: (Not Met)
1999-2000: (Not Met)

Removed from Intended Outcomes 2001-2002.

School of Business
Department of Information Systems
Outcomes Assessment Table

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

Assessment Criteria: At least 85% of IS graduates will either be employed in the IS profession or have made other plans which may prevent them from accepting employment.

Results of Outcomes Activity:
1998-1999: (Met) Information from Career Services.

1999-2000: (Met) According to the information that was received from the Office of Career Services all IS graduates from Spring 2000 who had responded were working within the IS/IT field.
2000-2001: (Met) According to the information that was received from the Office of Career Services all IS graduates from Spring 2000 who had responded were working within the IS/IT field
2001-2002: (Met) 90% of graduates have found employment in IT/IS sector.
2002-2003: (Met) Based on information from the Career Services Office 6 of the 7 graduates from the class of 2002 were employed in the IT/IS field.

*Plan of Action: **No changes needed**.*

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

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

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

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

Results of Outcomes Activity:
1998-1999: (Met) The Information Systems students scored over 90% on the School of Business Assessment paper.
1999-2000: (Not Met) N/A for 1999-2000. To be changed for 2000-2001.
2000-2001: (Not Met) N/A this year. Will start in process in 2001-2002 academic year.
2001-2002: (Not Met) Students will take a test this coming academic year.
2002-2003: (Not Met) Tests were not made available this academic year.

Plan of Action. **Test will be administered to all graduating seniors**

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

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

Results of Outcomes Activity:
1998-1999: (Met) The organization met about careers in 1998-1999.
1999-2000: (Met) Students are given information in classes about career opportunities and job openings in the IS field. Posted openings of current positions in IS.

2000-2001: (Met) Students are given information in classes about career opportunities and Job openings in the IS field. Assisted students in Self-Directed Search. Posted openings of current positions in IS.
2001-2002: (Met) Students took a field trip to Marathon Corp. Headquarters in INS 312 in April.
20021-2003: (Met) Students took a field trip to Marathon Corp. Headquarters in INS 212 in April. Students are exposed to and class discussion in all required classes about career opportunities and possible career paths.

Plan of Action. **No additional changes needed at this time.**

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

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

Results of Outcomes Activity:
1998-1999: (Met) ACBSP Faculty Load Reports.
1999-2000:
November 1999 Attended the "Ohio Video Intranet Conference" hosted by OLN.
June 2000- Attended the "Train The Trainer" E-Teaching workshop.
Accepted and enrolled in EDM at C.W.R.U. Working papers: Identity formation of college students and athletes. Interpersonal Communication and College Success.
Attended on-line education seminars.
Published and delivered (by co-author) "Contingency Planning for Y2K: The Role of the HES Professional". Academy of Certified Hazardous Material Managers (ACHMM), 1999.
Sit on Terra Community College Curriculum Advisement Committee.
2000-2001: May 2000 – Attended the "Train The Trainer" E-College workshop.
November 5-7, 2000 – The 2000 Assessment Institute.
NPO Governance Symposium – October, 2000 and February, 2001.
Doctoral Community Consortium Symposium and Poster Sessions – January, 2001.
2001-2002: See: Scholarly and Professional Activities.
2002-2003: See: Scholarly and Professional Activities. On file at the School of Business and in the Office of Dean of Faculty.

Plan of Action. **No additional changes needed at this time.**

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

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

Results of Outcomes Activity:

2000-2001 – (Not Met) Will be implemented in academic year 2001-2002.

***2001-2002* – Removed from table.**

School of Business
Department of International Studies
Outcomes Assessment Table

***Intended Outcomes 1**:* **Graduates will find employment in an area related to their academic program.**

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

Results of Outcomes Activity:

1998-1999: (Met) Information from Career Services.

1999-2000: (Met) 100% of graduates indicated such.

2000-2001: (Met) An informal poll indicates that 100% of graduates did have such plans.

2001-2002: (Not Met) An informal poll by Carol McDannell from Career Services indicates that 50% of graduates did have such plans.

Plan of Action: **In February of 2003, the School of Business elected to eliminate the International Studies major. At that time the total enrollment in the major was 2 seniors who will graduate in May 2003.**

This recommendation was accepted by the Board of Trustees at the May 2003 meeting.

***Intended Outcomes 2**:* **Graduates will compare favorably with graduates of other universities as indicated by a standardized test.**

Assessment Criteria: The average score of graduates on the Major Field Achievement Test (MFAT) from Educational Testing Services will meet Division of Business current standards.

Results of Outcomes Activity:

1998-1999: (Met) The International Studies students scored over 90% on the School of Business assessment paper.

1999-2000: (Met) The MFAT was replaced by a grading of final papers from Business Policy course. Unfortunately, these were not broken down by major and so cannot be tracked.

Revised 2000-2001:

Assessment Criteria: Successful (grade B or better) completion of the final project in the International Management course (MGT411).

Results of Outcomes Activity:

2000-2001: (Not Met) Will begin the post-course grading by other instructors in the Business school in Fall 2002.

2001-2002: (Met) In Fall 2002, began the post-course grading by other instructors in the School of Business.

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

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

Results of Outcomes Activity:

1998-1999: (Met) School of Business Exit Questionnaire.

1999-2000: (Not Met) 100% (2 of 2) rated their preparation as 3.

Revised 2000-2001:
Assessment Criteria: Faculty membership in local international trade organizations and exporting firms is encouraged.

Results of Outcomes Activity:

2000-2001: (Not Met) No IS graduates responded.

2001-2002: (Met) 100% of graduates rated their preparation for a career as a 4 or 5.

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

Assessment Criteria: An International Studies Advisory Board will meet at least once a year. Additionally, faculty membership in local international trade organizations is encouraged.

Results of Outcomes Activity:

1998-1999: (Met) The Board did not meet.

1999-2000: (Not Met) The Advisory Board was not created and local trade organizations were not identified.

2000-2001: (Met) Through the work of the Tiffin University Regional Outreach Center and the Seneca Area Career System, faculty stay in contact with these organizations.

2001-2002: (Met) The International Studies Faculty did outside consulting work.

***Intended Outcomes 5**:* **Students will be exposed to people from different cultures.**

Assessment Criteria: Students majoring in International Studies will be encouraged to join the International Student Association (ISA).

Results of Outcomes Activity:

1998-1999: (Met) The students were encouraged.

1999-2000: (Met) 100% of IS students participated in the World Student Organization (the renamed ISA).

2000-2001: (Met) 100% of IS students participated in the World Student Organization (the renamed ISA).
2001-2002: (Met) 100% of IS students participated in the World Student Organization (the renamed ISA).

School of Business
Department of Marketing
Outcomes Assessment

***Intended Outcomes 1*: Marketing graduates will find employment in their chosen or a related field, or be accepted into a graduate course or other program of additional learning.**

Assessment Criteria: At least 90 percent of Marketing graduates who desire to enter the workforce will be employed within six (6) months of graduation. Graduates who so choose will be accepted into a graduate or other program within six (6) months of graduation.

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

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

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

Results of Outcomes Activity:
1999-2000: (Met) Through the activities of the Marketing Club and Delta Mu Delta.
2000-2001: (Met) Through the activities of the Marketing Club and Delta Mu Delta
2001-2002: (Met) Through the activities of the Marketing Club and Delta Mu Delta.

Plan of Action:

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

Results of Outcomes Activity:

1999-2000: (Met) Unfortunately, while there was one meeting with the Head Librarian, Marketing faculty did not actively participate.
2000-2001: (Met) A series of meetings were held to consider the present holdings. A number of new journals were recommended for purchase.
2001-2002: Faculty ordered videos for student review.

Plan of Action:

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

Results of Outcomes Activity:

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

Plan of Action:

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

Assessment Criteria: All incoming freshmen with a declared major in Marketing, as well as students transferring into the University as declared Marketing majors, will be assigned to a full-time faculty member in the Department of Marketing for advising. Students transferring into Marketing from another major will be reassigned to a full-time faculty member in the Department of Marketing for advising.

Results of Outcomes Activity:

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

Plan of Action:

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

Results of Outcomes Activity:

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

Plan of Action:

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

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

Results of Outcomes Activity:

1999-2000: (Met) A major curriculum review and revision was undertaken during the 1999-2000 AY.

2000-2001: (Met) An informal review was made during the Spring semester. A more comprehensive review will be undertaken during Spring 2002, as the students will have progressed into their 3rd year of the new curriculum.

2001-2002: (Met) Curriculum was reviewed by faculty each semester and improvements were incorporated.

Plan of Action:

Assessment Criteria: Each full-time faculty member in the Department of Marketing will demonstrate on an annual basis active involvement in at least two of the following: professional organizations, seminars, conferences, education, training, scholarly activities, consulting or other appropriate professional activities.

Results of Outcomes Activity:

1999-2000: (Met) Each member did attend more than two such functions.

2000-2001: (Met) Each member did attend more than two such functions.

2001-2002: (Met) Each member did attend more than two such functions.

School of Criminal Justice

The text following immediately is a verbatim insertion of the SCJ's annual OA report as prepared by Dean Jack Collins. **The page numbers in Table of Contents of the SCJ report have been modified to match page numbers of the Annual Report.**

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

SCHOOL OF CRIMIAL JUSTICE
OUTCOMES ASSESSMENT

Mission Statement:

Background:

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

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

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

In many ways the fight for 2002-2003 is over and the School of Criminal Justice has relied on its innate sense of evaluation. In our offices, classrooms, advising sessions, and faculty meetings the School of Criminal Justice has indeed assessed how we are doing as an education enterprise.

School of Criminal Justice

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

Assessment Criteria: The syllabi will be examined by the Dean of Criminal Justice for its clarity, for the amount of useable information for students, content redundancy with other syllabi, and the inclusion of standard information generally deemed appropriate by faculty in all disciplines, accrediting bodies, and education authorities.

Results of Outcomes Activity:

> *2002-2003*: (**Met**) The Dean of the School of Criminal Justice examined all of the course syllabi, which were turned in, that were used in courses taught by all full-time and adjunct faculty during the 2000-2001 academic year. Most of the syllabi have listed level two objectives for the course. This was brought about to the efforts of our faculty members.
>
> The syllabi varied in description from one doubled-sided sheet of paper without course objectives and content identified to syllabi of seven pages including course description, rationale, content, and World Wide Web hotlinks to pertinent URL addresses. The syllabus is essentially the faculty member's prerogative, but some standardization will be helpful for future assessment. The syllabus should also tell the student in writing precisely what is going to happen in a course.
>
> In this effort faculty agreed to use level two objectives as a minimum requirement for course being taught in the School of Criminal Justice.

Plan of Action

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

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

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

> 1997-2000. One hundred thirty inquiries were sent out. They received a 48% return. Out of the sixty-three students responding, eleven percent are in graduate school, fifty-two percent are working in corrections, 21 percent are in law enforcement, and 16 percent have found work outside of the criminal justice system. The numbers indicate that 84% or 53 of our graduate are working or studying in the criminal justice arena. We believe this is a plus for our program, but we also would like to improve on these numbers. It is

our attention to have a new instrument made for a better measurement of graduates and their progress for the next outcomes assessment report. The survey is to be conducted by faculty who teach the Research Methods classes and the results are to be reported to the Dean of the School of Criminal Justice.
2000-2001: (**Met**) This year we made contact with our Office of Development. They have done a study on the graduates from the School of Criminal Justice, through years
2001-2002: (**Not Met**) No new activity was taken in this area during this academic year. We will continue to work with the office of development to fine tune this process.
2002-2003: **(Not Met)**

Plan of Action:

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

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

Assessment Criteria: The purpose of the Advisory Board is to: Review the SCJ curricula requirements and make work with the SCJ toward improving the overall program.
Assist in the development of new academic programs.
Advise the SCJ on employment opportunities in corrections, forensic psychology, law enforcement and juvenile justice.
Assist the SCJ in identifying agencies that are w willing to serve as field internship sites.
Assist the SCJ in locating faculty
Assist the SCJ in identifying other instructional resources.

Results of Outcomes Activity:

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

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

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

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

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

*2001-2002: (**Met**)* Tiffin University School of Criminal Justice Advisory Board Met on 1/18/02

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

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

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

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

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

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

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

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

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

Plan of Action:

The School of Criminal Justice will supply President Marion with a list of people they would like to have on an *Advisory Board*. Most of the past board members will be recommended to the President.

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

Results of Outcomes Activity:

2000-2001: In compliance with the outcome assessment procedures, the School of Criminal Justice held an exit interview session. On April 26, 2001, students representing all disciplines in the School of Criminal Justice met with faculty members at a pizza party

to identify the students' thoughts as they completed their degree program at Tiffin University.
Five basic questions prepared by the Director of Outcomes Assessment were presented to the group:

To you, what are the goals of the degree program you chose?
In your view, did you accomplish those goals?
What helped accomplish those goals?
What got in the way of accomplishing your goals?
If you could pick one thing to change about your degree program, what would it be?

Overall, the responses were positive. The students stated that their goals were to increase their knowledge of criminal justice, prepare for work at all levels of government, explore career opportunities in criminal justice, develop self-confidence, and excel in the field of criminal justice.
Overwhelmingly, the students declared that the above goals were accomplished. A common thread, however, was that they now felt a need to enter into the experiential phase of their criminal justice training.
Students cited the professional background, teaching expertise, and availability of professors as central to the accomplishment of goals. Small class size made them feel important, as professors demonstrated concern for them. The interest level of the coursework itself, especially internship and hands-on experiences, contributed greatly to student success.
Hindrances to student accomplishment took several forms:
Availability of courses (need for more electives and more sections)
Too many adjunct instructors during freshman year
Difficulty in accessing adjuncts
Limited library resources
Computer network overload causing frequent "crashes"
Being an athlete made it more difficult to negotiate program
Inconsistent information from staff members vs. advisors
Elective professors too dissimilar in teaching method from cj faculty
Personal writing and grammatical skills
Students suggested additional hands-on experiences (blood spatter analysis, fingerprinting, shatter analysis, etc.), speakers, and tours of correctional facilities would benefit the program. They expressed concern that non-cj students being present in cj classes as elective choices sometimes was resented by cj students. They would like to see more appropriate electives outside the cj program for such students. Students also recommended maintaining internships as junior and senior offerings. Additionally, the question was posed, "Could there be opportunities for graduate students to interact with undergraduate students in the School of Criminal Justice?"

2001-2002: (**Met**) In compliance with the outcome assessment procedures, the School of Criminal Justice held an exit interview session. On April 23, 2002, students representing all disciplines in the School of Criminal Justice met with faculty members at a pizza party

to identify the students' thoughts as they completed their degree program at Tiffin University.

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

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

Provide more research methods training, and perhaps a course in psychological testing.

Provide more preparation for those students anticipating going on to graduate school.

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

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

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

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

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

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

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

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

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

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

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

What were your goals when you came in?

---didn't know, but so many options I didn't know what I would ultimately seniors
----heard the program was good so came because of reputation
---get an education
----get a degree
-----better program
----prepare for law school, learn to write well
---look for an unusual career
---to decide what she wanted to do, want to study abroad
---wanted a different kind of job
---wanted to try
----close to home
---didn't know if could afford to come here, but Zahn scholarship gave opportunity
---liked CJ and psych together
---small school
---first visit, talks w/admission staff went well
---SMALL CLASS SIZE, accessible profs, don't have to wait in line for a long time to talk to people
---SMALL CLASS SIZES
---didn't want to be a statistic
---liked that profs took personal interests
-----employment: some said didn't have a clue re: future job, had vague idea about field, but didn't know what the focus would be
---find career in area you were interested in
---didn't know re: FP, but became interested in the whole area, went to school fair & came here

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

Have You Accomplished your goals?

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

---really glad we did the internship
-----good experience on the internship

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

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

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

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

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

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

---several
---problem w/art as an elective, brought down GPA
---"I thought I was creative until I took art"

What got in your way of not accomplishing your goals?

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

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

SCJ, because get to know profs better and before you take them or before end of program
--schediuling sucked for FP, stuck taking classes that didn't want to take
---got NOTHING out of class
---same prof all students in Experimental class learning nothing, prof said he didn't want the horrible exams in his office
---professor X is horrible teacher (RM)
---professor X was very UNhelpful
----told that he couldn't help students because it wouldn't be fair to the rest of the class
---had question, looked it up in APA manual, showed him, and he didn't accept it
---didn't see a clear enough distinction between comparative psychotherapies and counseling
----another student liked comparative psychotherapies
----intro to counseling: ok, lots of underclassmen, felt it was like self assessment
---needed case management to graduate and intro counseling
---loved field trips, learned a lot by going and doing: didn't get image of courtroom until casa
-----had a blast & learned a lot doing the terrorism research=VERY VALUABLE
----great because learned so much
----terrorism research was the coolest experience at TU
---gave me realistic idea of doing research in the real world
---the best experience I had was the conference and presenting at conference, learned so much, all students should have the opportunity to be able to participate
---should have more speaking experiences (speech classes)
----my sister was at MSU while I was here and TU profs were so much more understanding when my grandfather died.
---profs=very understanding about personal crises taking precedence over school in times of need
----papers=content=more important than spelling/grammar=more important that you "got it"
---requirements=important before scheduling, advisors have to know about them before they schedule them or look over schedule
---explain the flow of classes

What would you change?

---parking
---chapel vs parking?

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

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

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

----What 1 thing would you change?

---should do actual research in other classes vs. lit review…..
---more direction in finding an internship
---internship process: had difficult time getting in…..let students actively pursue internship…..
-----make a contact list of persons willing to do lists, make lists available to students
----found it helpful to have faculty input for internships
---out of state had problems, but liked faculty input

What was the biggest strength?

---professors

Weakness?

---Group papers, COST, financial aid can do more, didn't apply for a scholarship that was eligible for all along….
---Complaints=directed toward university not SCJ=lack of mental health services, little things getting on nerves…..
----You're going to leave as seniors at TU, at some point development office will call you and ask for $$. Are you likely to give back or not?
----Most would give back, some would with conditions, (designated giving)
---international scholarships
---mail forwarding (6 code zip)
----med center (explained the situation w/small campus)
----graduation: diploma should be handed out by our profs
----Support services? Library staff=rude, ----
---library staff loud

---librarians need to use their "library voice"
---testing process=problem, also true of learning center
---need quiet areas?

Plan of Action:

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

Intended Outcomes # 4b: MCJ Outcomes Assessment Overview:
Assessment Criteria: The graduate students in criminal justice were given a survey at the completion of their program.

Results of Outcomes Activity:

2002-2003: **(Met)**
1. Student Exit Outcome Evaluation
The Outcomes Assessment instruments were administered to every graduating student during the last two weeks of August, around the time they graduate from the program. The MCJ/FP students returned 26 surveys, out of a possible 29. The MCJ/JA students returned 13 surveys, out of a possible 33. The MCJ/FP surveys were administered during class time. The MCJ/JA survey was administered on-line. The students in the on-line, Columbus and Mentor programs were contacted via e-mail; electronic receipts were collected that they in fact did get the survey via e-mail.

MCJ/FP Assessment Results: Course Objectives
The MCJ/FP faculty decided that an acceptability hurdle rate of a mean of 5.00 would be taken. On this basis, two areas pop out: counseling and statistics. All of the items under counseling were under the hurdle rate of 5.00 (4.0, 3.81 and 4.38). The faculty acknowledges that this continues to be a problematic area. They will be working toward a redesign of the course to better student understanding of the relevant concepts. Such a redesign was administered in this past academic year for the psychopathology class which had been a previous source of concern. The ratings of that course improved dramatically. The faculty is confident that a similar effort directed at the counseling class will lead to similar improvement. Two of the four items in the statistics class were under the 5.00 critical value. The faculty will take a closer look to see what specific elements of this course were problematic.

MCJ/FP Assessment Results: General Attitudes

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

2. Triennial Alumni Assessment survey

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

3. Advisory Board Evaluation of MCJ Program

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

4. Student Evaluation of Courses & Faculty

Every course in the program is examined via a student evaluation of the course and instructor. The purpose of this assessment is to examine the individual section performance of the faculty members. All courses are evaluated using the same tool as the undergraduate courses.

All evaluations are reviewed by the VPAA, the School Dean, in consultation with each faculty member. Each full-time faculty member goes through a full evaluation prior to contract negotiations in March. Each adjunct faculty member is evaluated prior to new assignments for summer & fall.

MCJ Outcomes Assessment Improvement Plan: 2002-2003

The improvement plan for 2002-2003 centers around three items: improving the return rate of the exit surveys for the Justice Administration students; working toward improvements in teaching counseling and statistics. A number of suggestions have already been put forth concerning each of the proposed improvements. The general outline of these proposed programs is provided below.

Improving the return rate of the exit surveys will provide better data upon which to base our decisions. Most likely the faculty will be pursuing handing out the surveys in class, and stressing the importance of these surveys to the students rather than emailing the surveys to all students. There has also been discussion of setting up the survey as a true on-line survey. It is hoped that this will increase participation. This can be posted before their final classes close out for the semester. On-line students will be followed up by telephone and mail, if necessary to generate sufficient data for analysis.

MCJ/Forensic Psychology Concentration
2002/2003 Outcomes Assessment Survey Results

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

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

Be able to utilize the DSM multiaxial system in making diagnoses.	6.04	7	7
Know the relationship between psychopathology and criminal behavior	5.73	6	6
Be aware of the different legal and ethical issues concerning psychologists as expert witnesses	6.08	6	7
Apply psychological research on crime and mental illness to legal questions of criminal responsibility	5.81	6	7
Be able to write amicus brief type papers.	4.88	5	7
Understand the nature of substance abuse.	5.73	6	7
Identify the psychological, physiological, biological and emotional aspects of substance abuse	5.54	6	6
Understand the legal issues surrounding substance abuse.	5.23	5.5	7
Understand the socio-political issues surrounding substance abuse.	5.23	5.5	7
Be able to evaluate current research in substance abuse	5.04	5	5
Comprehend the relationship between mental illness and assessment	5.58	6	6
Understand psychological assessment tests and techniques.	5.50	6	6
Be able to conduct and analyze psychological assessments	5.23	5.5	5
Understand the use of and critical issues in Forensic Psychology assessments and the Criminal Justice system.	5.32	5	5
III. General Attitudes Towards the Program			
I value the education I received	5.92	7	7
I am confident that this degree will help me in my career in the future.	5.31	6	6
I was primarily attracted to this program because of an interest in Forensic Psychology	6.42	7	7
I would not have come to Tiffin University if the program took longer than one year to finish	5.12	6	7
If the Masters in Criminal Justice – Forensic Psychology concentration were offered in a traditional format (6 days and/or nights), I would be willing to take it.	2.04	2	1
If asked, I would recommend this program.	4.27	4	4
The structure of the program with three classes in one day makes it difficult to learn.	2.58	2	2
I am satisfied with the support I received from Tiffin University.	4.23	4.5	6

MCJ/Justice Administration
2002/2003 Outcomes Assessment Survey Results

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

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

Results of Outcomes Activity:

2001-2002: (**Met**) One hundred percent of justice administration (JA) students said they would recommend the program to others; seventy-nine percent of forensic psychology (FP) students indicated the same.
Ninety-eight percent of JA students said they were satisfied with the program, eighty-three percent of FP students so indicated.
One hundred percent of JA students believed the program would help them progress in their career, eighty-eight percent of FP students so indicated.
One hundred percent of JA students believed they gained practical knowledge in the program, eighty-eight percent of FP students so indicated.
One hundred percent of JA students believed the majority of their professors were knowledgeable in the field of criminal justice, eighty-three percent of FP students so indicated.

Plan of Action:

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

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

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

Results of Outcomes Activity:

2000-2001: (**Met**) An alumni survey given in April 2001, to the previous three years' graduates reflected the following:
Ninety-four percent of alumni believed the MCJ satisfied their educational needs.
Twenty-nine percent indicated they had seen advancement or change of direction in their career as a result of earning the MCJ.
Forty-one percent have seen financial advancement as a result of earning the MCJ.
Sixty-five percent would recommend the Tiffin University MCJ program to others.
Sixty-five percent said they had encountered practical applications of their MCJ coursework.
Thirty-five percent said they still feel connected to Tiffin University.
2002-2003: **(Not Met)** The School of Criminal Justice faculty agreed to survey the alumni of the MCJ program every three years.

Plan of Action:

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

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

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

Results of Outcomes Activity:

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

Plan of Action:

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

See plan for AY 2001-2002

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

2000-2001: (**Not Met**) Due to other projects we were unable to complete the evaluation process. During the 2002-2003 school year the chair of the Forensic Psychology program will develop a qualitative response which will best elicit information that perhaps can be formulated the following year into a questionnaire of 3 or 4 objective questions that can help the SCJ evaluate and improve its advising process. A total of 20 students spanning all four years of their education will allow the School's faculty to see what varying perspectives on advising exist the longer students study in their majors. Freshmen and seniors would probably be most dependent on faculty advice, although that remains to be seen. The Forensic Psychology Chair of the School of Criminal Justice can randomly select students from the list of advisees of each faculty member, administer the questionnaire, and tally the results with the help of department chairs. A brief report of the finds will be prepared and shared with the faculty at a meeting where improvements to the advising process can be devised. The next year's evaluation of the advising process will capture how successful the improvements were.

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

Assessment Criteria: The School of Criminal Justice will continue to work cooperatively with Tiffin University Office of Career Placement. A number of examples of this kind of cooperation identified: (1) the two units shared criminal justice employment openings; (2) the School of Criminal Justice faculty assisted in *Assessment Criteria*: The School of Criminal Justice will continue to work cooperatively with Tiffin University Office of Career Placement. A number of examples of this kind of cooperation can be identifying and arranging several major criminal justice speakers for events jointly sponsored by the two units

Where students get their academic and career advice has been an issue between academic units and centralized career placement divisions for decades in colleges and universities. In most cases, faculty members that are well read in the literature of there field and have active involvement with criminal justice agencies will be best informed about career qualifications in criminal justice, subtle shifts in agency perspectives toward the development of new specialties, internship needs, and relationships with agency executives.

The faculty cannot, however, keep pace with the daily opening and closing of employment vacancies in criminal justice for a region or nation. We are fortunate to have a placement office that does attempt to systematically track criminal justice employment opportunities. With World Wide Web technology, the tracking is at once easier and more difficult. In short there is more opportunity to know, therefore, more to keep track of. Faculty appreciates diligent staff in career placement offices that make the job of directing students toward satisfying career easier. As faculty learns of new position they send the info onto the career placement unit and post it on the school bulletin board.

The School of Criminal Justice is to record all contacts and information sharing activities with the Office of Career Placement and hold a joint meeting during the month of October to discuss common interest. The results of the meeting are to be shared with the Dean of the School of Criminal Justice. Results and issues can be included in an annual report.

Results of Outcomes Activity:

> *2002-2003*: (**Met**) The faculty has sent numerous contacts and information pertaining to job opportunities onto the Career Development Department. We will continue to work with the Career Development, however ther are many times which students will come to the SCJ faculty and are refered directly to opening which an individual faculty members has knowledge of.. The overall goal in tis section was not accomplished during academic year 2002-2003. It is believed that the spirit of the task has been met, but we will take a more consertive approach for the upcoming school year.

Plan of Action:

> Survey students in the School of Criminal Justice about their contacts with the Career Placement Office. Currently, JUS 470 Proseminar in Criminal Justice focuses on career-related issues for students. The faculty member teaching that course will invite the Director of Career Placement into the class to at least ensure contact with graduating seniors. During this past academic year, the Career Placement Director did speak to the MCJ-FP students about what that office has to offer for them. The School of Criminal Justice continues to assist its students in their career search. Besides benefiting from

their personal contacts, faculty in many classes expose students to opportunities in the field through guest speakers and field trips. One major new development in the AY2002-2003 was the partnership established by Dr. Jim Todd with The Washington Center Internship Program in Washington D. C. During the AY 2003-2004, the School will monitor the number of students who enroll in the Washington Center Program. The School of Criminal Justice's internship requirement is another vehicle for students to obtain relevant job experience and network with Federal, State and Local agencies. Below is a list of agencies where students interned beginning Fall of 2002 through Summer 2003 U. S. Marshals Service

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

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

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

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

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

Plan of Action:

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

Results of Outcomes Activity:

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

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

Assessment Criteria: On the agenda of the first faculty meeting of the year, the School of Criminal Justice will examine the past academic year's assessment results and procedures, taking remedial action where appropriate. Responsibilities for improving performance will be delegated among the entire criminal justice faculty.

Results of Outcomes Activity:

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

Plan of Action:

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

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

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

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

Assessment Criteria: Creation of a Summary Report

Results of Outcomes Activity:

*2002-2003: (**Not Met**)* The results of the formalized assessment that transpired this year will be included in a School of Criminal Justice annual report. Department chairs are to prepare reports whose results comprise key content for the Dean's annual report. This report includes information from the chairs of the departments as well as other faculty members. With this type of cooperation it is believed that our outcomes assessment report will improve, thus the overall success of the School of Criminal Justice will benefit.

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

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

report will improve, thus the overall success of the School of Criminal Justice will benefit.

CONCLUSION

AY 2002-2003 has been an exciting time for the School of Criminal Justice. We have n been involved in three Fast Track Programs, which we are presently evaluating. A renewed effort for a Doctorate proposal has been undertaken with hopes of presenting the request to the Board of Regents by the end of the year. We continue hosting successful seminars. The faculty has examined the courses and their contents and made recommendations for some small changes. We continue to examine our curriculum after the happenings of 9/11 to see if we should initiate classes in Homeland Security. We will continue to improved performance in the School of Criminal Justice.

In the last analysis, our success in the School of Criminal Justice will depend on the quality ideas and on our careers in the "immortal profession." Both of these features of a successful organization can be enhanced through continuous and thorough evaluation.

School of Criminal Justice
APPENDIX

APPENDIX "A"

SCHOOL OF CRIMINAL JUSTICE ADVISORY BOARD

NAME	POSITION	ADDRESS
Hon. Steven R. Shaw	**Appeals Court Judge**	**PO Box 1243 Lima, Ohio 45802 1-419-223-1861**
Hon. Michael Kelbley	**Common Please Judge**	**Seneca County Court House 44883 Tiffin, Ohio 44883 1-419-447-2982**
Hon. Thomas Steyer *	**Sheriff**	**Seneca County Sheriff 3010 S. SR100 Tiffin, Ohio 44883 1-419-447-3456**
Dr. Reginald Wilkinson	**Director of DRC**	**Dept. of Rehabilitation & Correction 1050 Freeway Drive Columbus, Ohio 43229 1-614-752-1164**
Agent Dan Anderson *	**Agent in Charge**	**DEA 700 Army-Navy Drive Arlington, VA 22202 1-202-307-7540**
Frank Magoch *	**Agent Supervisor**	**DEA 500 South Front Street, Suite 500 Columbus, Ohio 43215 1-614-469-2595**
Carole Wattley **	**Chief Prob. Officer**	**Sandusky Common Please Court 2913 County Road 58 Kansas, Ohio 44841 1-419-334-6174**
Cheri L. Walter *	**Assistant Director**	**Ohio Dept. of Human Services 30 East Broad St. 32nd. Floor Columbus, Ohio 43266-0423 1-614-446- 6282**
Hon. Gerry Billy	**Sheriff**	**Licking County Sheriff 115 E. Main Street Newark, Ohio 43055 1-740-349-6408**
Patrick Oliver	**Police Chief**	**Fairborn Police Dept. 70 W. Heblle. Fairborn, Ohio 45324 1-937-754-3000**

Ms Bridget Ansberg	**Director**	**Juv. Residential Center of N.W. Ohio** **1012 Dunbridge Road** **Bowling Green, Ohio 43402** **1-419-353-4406**
Dr. Nancy Steele	**Psychologist**	**North Central Correctional Institution** **PO Box 1812** **Marion, Ohio 43302** **1-740-387-7040 ext 2051**
Ms Renee Gerome	**Director**	**Firelands Counseling & Recovery** **76 Ashwood Dr.** **Tiffin, Ohio 44883** **1-419-448-9440**
Col. David LaGrange **NEW MEMBER**	**Chief of Police**	**Tiffin Police Department** **51 E. Market Street** **Tiffin, Ohio 44883** **1-419-447-2323**

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

IV. Appendices

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Tiffin University Exit Survey

Your Name:
1. Forwarding address:

2. Phone number:
3. Non-T. U. e-mail:
What were your reasons for enrolling at T.U.?

What are your reasons for leaving T.U.? Do you plan to return?
(If you do plan to return, how do you feel your experience will be different?)

Please describe your T. U. experience.

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

Were your expectations met?

How did the University help you meet your goals?

Do you wish you had received more help?

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

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

Who was your Academic Adviser – Freshmen Seminar Instructor?

Please return this form to: Gene Chintala, Tiffin University, 155 Miami St., Tiffin, OH 44883-2161
If you have any questions or wish to discuss this form or your experience at Tiffin University, please feel free to call Judy Gardner at 1-800-968-6446.
If you wish to return to Tiffin University at any time in the future please do not hesitate to call Gene for assistance.

4-22-02

What is your expected grade point average?
What services (for example, Learning Center, Career Placement, Financial Aid) did you take advantage of at T.U.?

Did you buy your books for classes?
Did you read them?

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

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

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

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

If you are transferring to another college or university:
What is the name of your new school?

What is your intended major?

What led you to enroll there?

What plans do you have at your new institution?

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

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

Current Date

V. Glossary of Acronyms

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

ACBSP	Association of Collegiate Business Schools and Programs
AY	Academic year
BBA	Bachelor of Business Administration
BCJ	Bachelor of Criminal Justice
CJ	Criminal Justice
DOA	Director of Outcomes Assessment
DSM-IV	Diagnostic and Statistical Manual of Mental Disorders, 4th Ed.
ETS	Educational Testing Service
GEC	General Education Core
GPA	Grade Point Average
ICC	Integrated Core Curriculum
IS	Information Systems
ISS	International Security Studies
ISA	International Student Association
LE	Law enforcement
MBA	Master of Business Administration
MCJ	Master of Criminal Justice
NCA-CIHE	North Central Association (of Colleges and Schools Commission on Institutions of Higher Education)
OA	Outcomes Assessment
SAS	School of Arts and Science
SBA	School of Business (formerly SBU)
SCJ	School of Criminal Justice
SGEC	Strength of Relationship to TU GEC Exposure
SD	Standard Deviation
SR	Strength of Response
SRC	Source of Response Content
TU	Tiffin University
VPAA	Vice-President for Academic Affairs