



# **TIFFIN** **UNIVERSITY**

## *Office of Outcomes Assessment Summary Report Academic Year 2006-2007*

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## Acknowledgements

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This annual report consists of the following main sections: Executive Summary; General Education Curriculum Assessment; Academic School Assessment Reports; and a Glossary. A history of institutional assessment can be found in Appendix: A located at the end of this document. It was determined early in the process of gathering information for this report that, with the exception of appendices B, C, and D all other documentation would be compiled and maintained in the Assessment Office and in a separate e-folder. Anyone wanting additional information should contact that office at 419-448-3309. The reader is referred to the Table of Contents for the main sections' subdivisions. A glossary of acronyms used is included at the end of the document for quick reference.

## I. Executive Summary

This report presents a summary of Tiffin University's (TU) outcomes assessment (OA) strategies, data gathered, analysis conducted, and conclusions reached as a result of assessment activities carried out in Academic Year (AY) 2006-2007. Great effort was made to condense this report while providing substantial details regarding assessment efforts. The organization of the report differs from prior years in that assessment plans can now be found in Appendix: D and data collection tracking results are located in the Office of Assessment and Accreditation. This annual report limits itself to the actual assessment data collected, analyzed and resulting action plans.

Progress toward the strategic goals for the Office of Assessment and Accreditation for AY 2006-2007 and the goals for AY 2007-2008 are outlined below.

### **Progress on Goals as established for AY 2006-2007:**

- 1) **Goal** - Standardize the OA reporting formats.

#### **Implementation**

- a. Created PAP
- b. Created GAR
- c. Created an e-folder for sharing assessment pedagogy and grading rubrics

- 2) **Goal** - Monitor action plans originating from the AY 05/06 OA results to insure follow-through and institute professional development workshops as identified.

#### **Implementation**

- a. Faculty Development Workshop on Writing Skills instruction
- b. Faculty Development Workshop on Presentational Skills instruction
- c. Updated WAC rubric, provided training on its use and data collection methods
- d. Finalized PAPs for most undergraduate baccalaureate majors

- 3) **Goal** - Work with the institutional OA committee to improve and expand OA efforts in the non-academic divisions.

#### **Implementation**

- a. Institutional reorganizations impacted effectiveness on this goal, required realignment of OAAC.
- b. Concentrated efforts in the Student Affairs and Athletic Divisions
- c. Improved relationships with IR office

- 4) **Goal** - Expand OA efforts to assess quantitative and technological knowledge sets and skill development within the GEC curriculum.

**Implementation**

- a. Worked with Mathematics and Natural Sciences faculty on pre/post-tests
  - b. Worked with CIT faculty to determine appropriate measures for technological skills.
  - c. Attended an online CLA seminar to consider implementing this assessment in the future.
  - d. Attended NCA/HLC annual meeting sessions to look for possible assessment methods for GEC.
- 5) **Goal** - Discuss the adoption of nationally recognized major field exams with the academic school deans so as to allow comparison of our graduates to others graduating in the same fields.

**Implementation**

- a. Met with school deans, department heads and at school meetings to discuss need to look for outside comparison measures
- b. Discussed with ACBSP visitation team need to move forward in this area.
- c. Met with representatives at the NCA/HLC annual meeting to discuss possible assessment products for future use.

**Goals for AY 2007-2008;**

- 1) Prepare for the self-study process as part of the requirements for re-accreditation by NCA/HLC in AY 2009-2010.
- 2) Assist the University Curriculum Committee in developing a common set of GEC learning outcomes for students in all undergraduate degree programs and a process for measuring those outcomes.
- 3) Finalize PAPs for the remaining undergraduate level programs.
- 4) Assist in the creation of PAPs for all associate and graduate level programs.
- 5) Create an Assessment Guidelines Manual to be used by all campus constituents.
- 6) Create a companion institutional website for the Assessment Guidelines Manual.
- 7) Continue to refine and improve the assessment process for academic and non-academic areas of the University.
- 8) Monitor action plans originating from the 2006-2007 outcomes assessment results to insure follow-through and sponsor professional development workshops to respond to identified needs.
- 9) Report on the NSSE results and work with the IR department to administer the BCSSE.

To assist faculty with OA efforts two new document formats were created. The Program Assessment Plan (PAP) is the formalization of the major assessment plans begun two years ago under the direction of the current assessment officer. Its intent is to describe the academic program's rational, marketing target, student learning goals, intended outcomes and assessment criteria. Every undergraduate major and concentration areas was expected to finalize a PAP during AY 2006-2007. The Goal Assessment Report (GAR) was created to allow for improved documentation of assessment data collection, analysis and action plans. While much effort is made in discussing and using assessment

data from year to year, little documentation of this effort existed. The GAR is an attempt to change that situation. Therefore the GARs for our academic programs make up the majority of this annual report. The chart below depicts our progress with respect to these two initiatives.

Department / Academic Program	Degree Program(s)	Program Assessment Plan	Goal Assessment Report 2006-2007	Goal Assessment Report 2007-2008	Goal Assessment Report 2008-2009
SAS School	CORE	Plan	Report		
Art	Visual Arts	BA		Report	
	Musical Arts	BA	Plan	Report	
Communication	CORE				
	Public Relations	BA		Report	
	Digital Media	BA			
	Journalism	BA			
Education	MEd				
English	BA	Plan	Report		
English Education	BA				
History	BA	Plan	Report		
History Education	BA				
Humanities	MHum				
Law & Society	BA	Plan	Report		
Paraprofessional Education	AA				

Department / Academic Program	Degree Program(s)	Program Assessment Plan	Goal Assessment Report 2006-2007	Goal Assessment Report 2007-2008	Goal Assessment Report 2008-2009
<b>SOB School</b>	<b>CORE</b>	<b>Plan</b>	<b>Report</b>		
<b>Accounting</b>	<b>ABA</b>				
	<b>BBA</b>	<b>Plan</b>	<b>Report</b>		
<b>Business Administration</b>  <b>General Management</b> <b>Leadership</b> <b>Safety &amp; Security Management</b> <b>Sports &amp; Recreation Management</b>	<b>ABA</b>				
	<b>MBA</b>				
	<b>MBA</b>				
	<b>MBA</b>		<b>Report</b>		
	<b>MBA</b>				
	<b>MBA</b>	<b>Plan</b>			
<b>Computer &amp; Information Technology</b>	<b>BBA</b>	<b>Plan</b>	<b>Report</b>		
<b>Finance</b>	<b>BBA</b>	<b>Plan</b>	<b>Report</b>		
<b>Information Technology</b>	<b>ABA</b>				
<b>Management</b>	<b>CORE</b>				
<b>Hospitality &amp; Tourism Management</b>	<b>BBA</b>	<b>Plan</b>	<b>Report</b>		
<b>Human Resources Management</b>	<b>BBA</b>	<b>Plan</b>	<b>Report</b>		
<b>International Business</b>	<b>BBA</b>	<b>Plan</b>	<b>Report</b>		
<b>Managerial Studies</b>	<b>BBA</b>				
<b>Marketing Management</b>	<b>BBA</b>	<b>Plan</b>	<b>Report</b>		
<b>Organizational Management</b>	<b>BBA</b>	<b>Plan</b>	<b>Report</b>		
<b>Sports &amp; Recreation Management</b>	<b>BBA</b>	<b>Plan</b>	<b>Report</b>		



**School of Criminal Justice & Social Sciences**

<b>Department / Academic Program</b>	<b>Degree Program(s)</b>	<b>Program Assessment Plan</b>	<b>Goal Assessment Report 2006-2007</b>	<b>Goal Assessment Report 2007-2008</b>	<b>Goal Assessment Report 2008-2009</b>
<b>SCJSS School</b>	<b>CORE</b>	<b>Plan</b>	<b>Report</b>		
<b>Corrections</b>	<b>BCJ</b>	<b>Plan</b>	<b>Report</b>		
<b>Crime Analysis</b>	<b>MSCJ</b>		<b>Report</b>		
<b>Forensic Psychology</b>	<b>BCJ</b>	<b>Plan</b>	<b>Report</b>		
	<b>MSCJ</b>				
<b>Forensic Sciences</b>	<b>BCJ</b>	<b>Plan</b>	<b>Report</b>		
<b>Government &amp; National Security</b>	<b>BA</b>	<b>Plan</b>	<b>Report</b>		
<b>Homeland Security Administration</b>	<b>MSCJ</b>				
<b>Homeland Security / Terrorism</b>	<b>BCJ</b>	<b>Plan</b>	<b>Report</b>		
<b>Justice Administration</b>	<b>BCJ</b>	<b>Plan</b>	<b>Report</b>		
	<b>MSCJ</b>				
<b>Law Enforcement</b>	<b>ACJ</b>				
	<b>BCJ</b>	<b>Plan</b>	<b>Report</b>		
<b>Psychology</b>	<b>BA</b>	<b>Plan</b>	<b>Report</b>		
<b>Human Services</b>	<b>BA</b>	<b>Plan</b>	<b>Report</b>		

## Overall

AY 2006-2007 was a year in which the institution heightened its efforts at improving and using past OA results. This was aided in large part by President Marion's strategic directions that one of the top plans for the year included continuing our assessment efforts as well as the continuation of the Tiffin University Outcomes Assessment Advisory Council (OAAC) as well as the continued work of the Academic Outcomes Assessment Committee (AOAC). The membership of these two committees provided substantial leadership that allowed for the gains achieved in the various OA efforts that took place during this academic year. Extra assistance was also achieved within the University Curriculum Committee which took a leadership role in assessing the General Education Core (GEC) outcomes.

Additionally, President Marion changed the Dean of Outcome Assessment's title to the Dean of Assessment and Accreditation (DAA) to reflect the increasing importance of outcomes assessment within the accreditation process. President Marion also supported the DAA to attend the North Central Association of Colleges and Schools and The Higher Learning Commission's (NCA/HLC) training seminar to become a Consultant-Evaluator and serve as a member of the Peer Review Corps for the Program to Evaluate and Advance Quality (PEAQ). Support was also provided for the DAA and members of the AOAC to attend the NCA/HLC Annual Meeting to learn more about re-accreditation expectations. TU was notified in fall 2006 that their re-accreditation visit will occur in AY 2009-2010. The DAA will coordinate the institutional self-study process and all other efforts connected to this visit.

Academic leadership was again in flux as a new Dean of School of Arts and Sciences was appointed in the summer of 2006 and Deans of School of Business and School of Criminal Justice and Social Sciences were also named in spring 2007. The Vice President for Academic Affairs (VPAA) also announced his retirement and return to the faculty late in fall semester 2006 and a search for a replacement began. A new VPAA was appointed in spring semester 2007. Luckily the new VPAA's prior position was TU's Dean of the School of Criminal Justice and Social Sciences so the transition was less abrupt than might have been expected. Additionally, many department chairs remained constant and as such much progress was made in assessing program goals.

At the end of AY 2005-2006 it was discovered that many of the PAP's for the academic schools and majors were missing various sections. Therefore, a major goal for AY 2006-2007 was to update and complete these plans. A lot of work was done in this area with various versions being worked on by faculty members and academic administrators throughout the academic year. As depicted in the prior table with the exception of four undergraduate majors, all were finished and approved and can be found in Appendix D. The remaining undergraduate majors' PAPs will be complete by December 15, 2007. Associate degree PAPs will be the focus for AY 2007-2008.

In response to last year's OA findings, two professional development workshops for faculty members were held. Since many of our PAPs expect students to develop

analytical writing and presentational skills and focus groups with students over the summer of 2006 found that faculty have varying standards with respect to assessing writing and presentation skills, workshops were held to inform faculty of what students are being taught in these two domains. Faculty members from the English Department presented their expectations for various types of writing assignments in ENG 141 and 142. Substantial time was spent discussing organization, research and citation skill development as well as rules regarding plagiarism. Since the institution subscribes to the internet site turnitin.com, which allows faculty members to scan student papers for possible plagiarism issues, a demonstration of this site was part of the presentation. Faculty members from the Communication Department and the Computer Information Technology Departments provided information as to their expectations for student presentations and the use of audio visual supplements. Various rubrics being used in COM 130 were discussed and shared for faculty to adapt to their respective assignments. The Microsoft product, PowerPoint, received considerable attention during the presentation. It was discovered that many faculty members did not know some of the advanced features of this product so a follow-up training session was scheduled. As a result of these workshops and the sharing of various pedagogical methods, an e-folder was established on the intranet to collect and share samples of both assignments and grading rubrics.

We continued assessment of the GEC by reenergizing the University Curriculum Committee and using our "Writing Across the Curriculum" (WAC) faculty. The writing intensive rubric in use last year was refined by the English Faculty and instructors in 33 classes used the rubric to assess the writing skills of nearly 500 students. Results will be discussed below. The faculty WAC committee was resurrected with the charge of reviewing the original committee's recommendation of WAC courses, types of acceptable writing assignments, number of acceptable assignments and continuing concerns over students' writing abilities. As a result of the English Faculty workshop on writing instruction, the committee also discussed the possibility of developing a "Writing the TU Way" reference manual for use by both faculty and students.

Awareness of OA issues increased as well during the academic year as regular meetings were held with individual faculty, department heads, academic deans, schools and the VPAA to discuss issues. The academic OA team continued to meet and work on clarifying their duties with respect to OA. This is a very dedicated group of faculty who are making great strides in moving OA to the forefront within their respective schools. An important key to a successful assessment program is consistency of efforts. As the faculty continues to grow and develop, a goal for AY 2007-2008 is to create an Assessment Guidelines Manual for distribution to assist both new and seasoned faculty members with assessment expectations. A companion website will also be constructed.

As stated briefly earlier, a university wide OA committee met as a group to discuss OA issues outside of the academic unit. Individual meetings between the DAA and each representative were held a number of times throughout the year as well. Representatives were challenged with discussing department/division mission statements and goals and how their unit's activities impacted student learning. By mid-spring semester it was

decided to concentrate future assessment efforts on developing plans for the Student Affairs and Athletic Divisions. Given this guidance, the OAAC was reconfigured as we begin AY 2007-2008.

Assessment results will be distributed during the fall faculty workshops so that schools and departments can take advantage of recommended action plans. Results from the National Survey of Student Engagement (NSSE) administered in AY 2006-2007 are noted below and will be discussed in detail at the October faculty meeting. The Office of Institutional Research has registered TU to participate in the Beginning College survey of Student Engagement (BCSSE) AY 2007-2008. As BCSSE & NSSE are comparison instruments it should allow for longitude data analysis of our students

The Assessment and Accreditation Office along with the President and the VPAA continued to stress the importance of 'closing the loop' in each assessment effort. As in the past, the university as a whole, the academic schools, the departments and programs will continue to implement assessment strategies and 'close the loop' to improve the educational process.

It is expected that following the fall 2007 faculty workshop that each academic school and its various departments will implement their action plans as discussed in their respective school reports. A major part of those efforts will involve updating curriculum guides now in place that have been found to be deficient as program goals have been refined. Non-academic units will be charged with completing missing sections of their OA reports and further exploring their specific impacts on student learning. To this end, efforts will include individual meetings with Vice Presidents, Executive Directors and Directors as well as our work with the TU OAAC.

## II. General Education Curriculum Assessment

### 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. The GEC includes a knowledge skills core (KSC) and a liberal education core (LEC). While mostly taught by the School of Arts and Sciences faculty, it is treated as a program of the Office of Academic Affairs because it is common to all undergraduate degree programs. A significant part of TU's institutional philosophy is that the liberal education of the student is really what it means to have a college education, regardless of the major. As stated in the *TU Academic Bulletin 2006-2007*:

The LEC program spans the entire-college experiences from the freshman year on, in the classroom and out, building a sense of the social and ethical dimensions of all human knowledge and activity. The LEC program at Tiffin University provides the competencies and knowledge considered essential for all graduates of the University.

The LEC is designed to provide each student with the experience of how a variety of academic disciplines approach learning and the development of knowledge. Courses are offered in three broad areas: Humanities, Mathematics and Natural Sciences, and Social Sciences. Although the 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. (pg. 27)

The goals of the LEC are as follows:

- To be able to write and speak with clarity and precision
- To be able to read and listen with comprehension and with a critical spirit
- To build a sense of the social and ethical dimensions of all human knowledge and activity
- To acquire skills in both verbal and quantitative arenas given the complexity of modern information technologies and the necessity of logical thinking and critical analysis.
- To experience how a variety of academic disciplines approach learning and the development of knowledge

## AY 2006-2007

In an effort to get more direct measures of student learning a strategy of embedded class assessments was instituted in AY 2005-2006 and continued in AY 2006-2007. To this end the University Curriculum Committee, under the direction of the VPAA, decided to assess the following goals within the GEC

- To be able to write and speak with clarity and precision
- To acquire skills in both verbal and quantitative arenas given the complexity of modern information technologies and the necessity of logical thinking and critical analysis.

In addition, the supplemental instructors program was also assessed. A GAR for each intended outcome follows.

**OFFICE OF ASSESSMENT AND ACCREDITATION**  
**GOAL ASSESSMENT REPORT: AY 06/07**  
**MAJOR: GEC Writing Skills**

**Section One:**

Activity Statement:

Concerted effort was made to update the Writing Intensive Curriculum rubric to be used in all Writing Across the Curriculum (WAC) courses during AY 06/07. Confusion existed in the prior year's results concerning how to use the grade to arrive at a grade for the entire paper. Additional concerns surrounded the rating scale itself, given that scale was collapses to much at the lower end. A new scale was developed and implemented during AY 06/07 and a training session was held at the fall faculty workshop for those faculty teaching WIC courses.

Additionally, a professional development workshop was held in the fall to discuss writing instruction taught in the English sequence. The English faculty presented an overview of writing expectations with specific details regarding citation instruction. Given the many options available when using APA, MLA and Chicago style, it was recommended that the WAC committee reconvene to discuss WIC expectations and possibly develop a writing reference manual specific to TU's expectations for both faculty and students to use when assigning and completing written work.

After collecting WAC data in the fall, concerns arose again over the reported data. To alleviate concerns, an instruction sheet and sample applications of the rubric were constructed and distributed to involved faculty members for spring 07.

The faculty WAC committee was resurrected with the charge of reviewing the original committee's recommendation of WAC courses, types of acceptable writing assignments, number of acceptable assignments and continuing concerns over students' writing abilities. The committee met several times in the spring to discuss issues. New WAC courses were proposed by all three schools and will be implemented in AY 07/08. The discussion of creating a special "Writing the TU Way" reference manual was tabled until AY07/08.

**Section Two:**

Intended Outcome #: Students will write with clarity and precision

Assessment Criteria: All WAC faculty will institute at least one writing assignment and use the approved grading rubric to assess the students writing abilities. A mean score of 3.5 is expected. (For a copy of the rubric see the DOA)

Results of Outcomes Activity:

<u>2006-2007</u>	<u>Not Met</u>	<p>Fall 06, 11 classes, N=126, Means Structure/Org.=2.95 Citations=2.93 For./Lang.=2.81 Grammar=2.81 Punctuation = 2.38</p> <p>Spring 07, 22 classes, N=367, Means Structure/Org.= 3.11 Citations = 2.86 For./Lang.=2.96 Grammar = 3.04 Punctuation = 2.67</p> <p>AY 06/07, 33 classes, N=493, Means Structure/Org. = 3.13 Citations = 2.92 For/Lang. = 3.03 Grammar = 3.14 Punctuation = 2.87</p>
	Not Met	
	Not Met	

**Section Three:**

Analysis and Action Plans:

It was decided to separate the data analysis by semester given that the fall classes tend to be lower level courses, while the spring courses were predominately upper level. Given the trouble the faculty had implementing the rubric in the fall, it appears the spring data may be more in line with actual student writing abilities. Also given the problem with understanding and using the rubric the standard of 3.5 may have been a bit too lofty. However, we will stay with this standard and continue to assess the WAC courses again next year.

We also struggled in getting assessment data from both faculty and adjuncts in several sections in both semesters. The dataset is missing three courses from fall and five courses from spring.

New WIC courses were added to the WAC program and will start being assessed in the fall. Several of the lower level English courses (ENG 141-142) were piloted this past year with success, and thus the entire offerings for these courses will be included in next year's assessment.



Actions for next year will include:

- continue training faculty and adjuncts in using and reporting the WAC data
- expect 100% compliance with using and reporting WAC data each semester
- expand assessment of new WAC courses and lower level English courses
- continue work with the WAC faculty committee to clarify expectations
- plan a faculty professional development workshop from the English faculty on grammar instruction

**OFFICE OF ASSESSMENT AND ACCREDITATION**  
**GOAL ASSESSMENT REPORT: AY 06/07**  
**MAJOR: GEC Quantitative Skills**

**Section One:**

Activity Statement:

**Background**

In the Spring semester of 2006, the Department of Mathematics and Natural Science started a Pretest-Posttest assessment of three of its mathematics courses: MAT100 Foundations of College Mathematics, MAT173 College Mathematics, and MAT174 Finite Mathematics. MAT100 and MAT173 are considered Foundations courses, outside the graduation requirements, but teaching skills necessary to complete MAT174, which fulfills the mathematics portion of the Knowledge Skills Core of the University curriculum.

In the fall semester of 2006 the Department started a cycle of assessment expanded to include MAT 181 College Algebra and MAT273 Applied Statistics I. We assessed MAT100 and MAT173 in the fall semester of 2006, and MAT 273 in the spring semester of 2007. We plan to assess MAT174 in the fall of 2007 and MAT 181 in the spring of 2008. This sets up a rotation in which each of the core courses is assessed every two years.

**Data Collection and Analysis**

We collected data using test-like questionnaires developed by members of the department. To facilitate data collection these were written using multiple-choice questions. Copies of the questionnaires used are attached. The MAT100 questionnaire comprised 10 questions; the MAT173, 12 questions; and the MAT 273, 18 questions.

One caution should be made at this point. Because of the nature of multiple-choice mathematics questions we cannot be sure that students who answer a question correctly can, in fact, solve the problem. We can only be certain that the student can choose the correct answer from a set of possible answers presented. In almost all cases, the correct answer can be determined without actually solving the problem.

Each section was administered the appropriate questionnaire in the first week of classes and again in the final week of classes or with the final examination. It was found that when the assessment was included with the final examination, the students worked harder to answer the questions. The data were placed in spreadsheets and analyzed.

There were three analyses of the data. The first comprised mean scores separately for the pretest and the posttest. In the second analysis, we used student numbers to pair the pretest answers with the posttest answers for the same student and computed the mean of the gain per student (posttest score minus pretest score). Students for which we had no pretest or no posttest (due to absence or changing classes) were excluded from this analysis. The third analysis was an item analysis of the posttest results which we plan to use to make adjustments to the courses to help future students learn these areas better.

**Section Two:**

Intended Outcomes: To acquire skills in quantitative arenas.

Assessment Criteria:

We are looking for improvements in the post-test scores.

Results of Outcomes Activity:

<u>2006-2007</u>  Pretest- Posttest assessment of MAT 100	<u>Not Met</u> i.e., no significant improvement	MAT 100 (N=20): Pre-test 34.1% Post-test 70.0% +35.9% point change Areas of concern: word problems and simplification of grouping symbols problem. Post-test average spring 2006 was 72% (N=5), Change is not statistically significant.
Pretest- Posttest assessment of MAT 173	Perhaps met; significant improvement may be due to non- instructional factors.	MAT 173 (N=90): Pretest 35.3% Posttest 69.2 +33.9% point change Areas for concern were word problem involving systems of equations, and the simplification of fractions using the laws of exponents. Posttest average spring 2006 was 53.7%, giving us a statistically significant improvement. However, there were administration differences that may account for this effect. In the fall of 2007, the assessment was administered as part of the final exam.

**Section Three:**Analysis and Action Plans:**Details of the Data**

From the fall semester of 2006 we have data on five sections of students: the only section of MAT 100 and all four sections of MAT 173.

**MAT100**

We have complete data for 19 students in MAT100, pretest information for three additional students, and posttest information for one additional student. The average score on the pretest was 34.1 and the average on the posttest was 70.0, for an improvement of 35.9 percentage points. The complete paired data yielded mean improvement of 34.7 points.

The questions which show weakness are Question 4(10/20), a complicated simplification problem; and Questions 8, 9, and 10(9/20, 9/20 and 10/20 respectively),

the word problems. These are perennial areas of concern in developmental mathematics, and in fact mirror the data from the Spring of 2006.

### **MAT173**

We have four sections worth of data for MAT173. The Grand Mean for all students who took the pretest was 35.3, and the Grand Mean for all students who took the posttest was 69.2, for a gain of 33.9 percentage points. The complete paired data yielded mean improvement of 36.5 points.

The separate sections had similar means with the exception of the evening section, in which the administration of the assessment was different (not part of the final exam) which makes comparison invalid. The results in the evening section were similar to the results for the spring of 2006 when the assessment was not done in the final exam period.

The areas for concern were Questions 6(38/20) and 10(45/90). Question 6 was a word problem involving systems of equations. Question 10 concerned the simplification of fractions using the laws of exponents.

### **Discussion**

We seem to be at least somewhat effective in our teaching of the foundation courses, as evidenced by the fact that improvement figures were almost all in the 35 percentage point range. Nevertheless the results show that we are not perfect and give us some idea of the areas which would bear improvement.

### **Further Steps**

We will continue the assessment of courses according to the schedule outlined above. We also need to further clarify the meaning of the GEC goal and whether or not this pre-test/post-test assessment continues to be appropriate.

**OFFICE OF ASSESSMENT AND ACCREDITATION**  
**GOAL ASSESSMENT REPORT: AY 06/07**  
**MAJOR: GEC: Technology Skills**

**Section One:**

Activity Statement:

The CIT 105 and CIT 111 courses introduce all TU students to technology skills and knowledge they need to function in their other TU classes and in today's work world. The test used here is a standardized test provided by the publisher of the textbooks used in the classes. The department faculty is still in transition and so it was decided to maintain this assessment until such time as a fuller discussion regarding this outcome could be held.

**Section Two:**

Intended Outcome #3: Students will acquire skills in modern information technologies and the necessity of logical thinking and critical analysis.

Assessment Criteria: Students in CIT 105 and CIT 111 will take standardized tests made available by Microsoft Press or other publishers and 80% of more of the students will score in the upper 60% range. (To see copies of the examinations see the DOA)

Results of Outcomes Activity:

<u>2006-2007</u>	<u>Met</u>	95% of the students scored 60% range or better on the exam. The mean was 79.1, median 80 and standard deviation was 11.16.
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**Section Three:**

Analysis and Action Plans:

The goal of 80% passing the nationally normed test was accomplished. The mean of 79.1 and median of 80 suggest that the average student earned a B on the test, which assumes they are above the national average of students (assuming 75%) is the national mean. Faculty members teaching in these classes appear to be doing a good job of teaching the required information to the students. Moving forward the faculty should consider revising the standard of the 60% range since we found that our students are capable of easily meeting that expectation. Faculty should also consider comparing the scores of future students in these classes on this test with prior years to determine which specific areas students are improving or not improving in terms of their skills and information.



<p>several study sessions in the Learning Center.</p> <p>4. Analyzed data from the fall semester of 2006 as presented in this report.</p> <p>5. Expanded the Supplemental Instructor Program.</p> <p>6. Expand the SI Program to include PSY101, SOC101, and JUS110.</p>	<p><u>Met</u></p> <p><u>Met</u></p> <p><u>Not Met</u></p>	<p>Expanded to include the Arabic course during the spring semester of 2007.</p> <p>Tabled until AY 07/08</p>
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<p><u>Intended Outcome 2: Improve the quality of SI based on scores from the evaluation survey.</u></p> <p>Question 1 – The supplemental instructor was knowledgeable about the subject matter.</p> <p>Question 2 – The supplemental instructor was receptive to my problems.</p> <p>Question 3 – The supplemental instructor was able to explain the subject matter to me effectively.</p> <p>Question 4 – The supplemental instructor was prepared for each study session.</p> <p>Question 5 – On the whole, the supplemental instructor was qualified to assist students.</p> <p>Question 6 – The study groups helped me prepare for the tests.</p> <p>Question 7 – The study groups gave me a greater understanding</p>	<p>Met</p> <p>Met</p> <p>Met</p> <p>Not Met</p> <p><u>Met</u></p> <p><u>Not Met</u></p> <p><u>Met</u></p>	<p>227 students were given evaluations concerning the supplemental instructors and the supplemental instructor study groups. The evaluation is attached at the end of this report. The data from the last report is shown in ( ). The following are the results of the fall 2006 semester evaluation:</p> <p>Average response: 4.32 (4.26) agree to strongly agree</p> <p>Average response: 4.51 (4.42) agree to strongly agree</p> <p>Average response: 4.33 (4.24) agree to strongly agree</p> <p>Average response: 4.36 (4.37) agree to strongly agree</p> <p>Average response: 4.42 (4.34) agree to strongly agree</p>
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of the homework assignments.		
Question 8 – The study groups helped me pass the course.	<u>Met</u>	Average response: 3.94 (3.97) agree
Question 9 – On the whole, the study groups are a valuable service.	<u>Met</u>	Average response: 4.13 (3.94) agree to strongly agree
Question 10 – I wish there were study groups for other courses.	<u>Met</u>	Average response: 3.72 (3.53) agree Average response: 4.15 (4.08) agree to strongly agree Average response 3.80 (3.35) agree

### **Section Three:**

#### Analysis and Action Plans:

Following are the suggested courses listed by students that they would like to have the SI program extended too.

- Sociology – app. 30%
- Psychology – app. 30%
- Introduction to Criminal Justice – app. 15%
- Science courses at Heidelberg – app. 10%

#### Summary of SI evaluation:

- The satisfaction of students in the Supplemental Instructor Program increased or remained consistent in all areas of the evaluation compared to the year before.
- Students were dissatisfied that the study sessions were mandatory, especially in the MAT174, MAT181, and ENG142 courses.
- Students were exempted from the study sessions if they were receiving an A at midterm. The standard was raised from an A/B at midterm last year to an A at midterm this year. Students appeared to work harder to attain the A during the first part of the semester. For example: MAT174, 12% had A's a midterm compared to 23% having A's fall semester of 2006. This is purely an assumption that could be explained by several other factors.
- Math students rated each of the criteria in the evaluation higher than the English students.

#### Recommendations for Supplemental Instructor Program (Fall 2007)

- Recommend that Supplemental Instructors receive additional training in the area of tutoring in their specific field.
- Consider expanding the program to include Forensic Science majors, especially the Biology and Chemistry courses offered at Heidelberg College. The School of Criminal Justice has agreed to cover the cost for the SI.

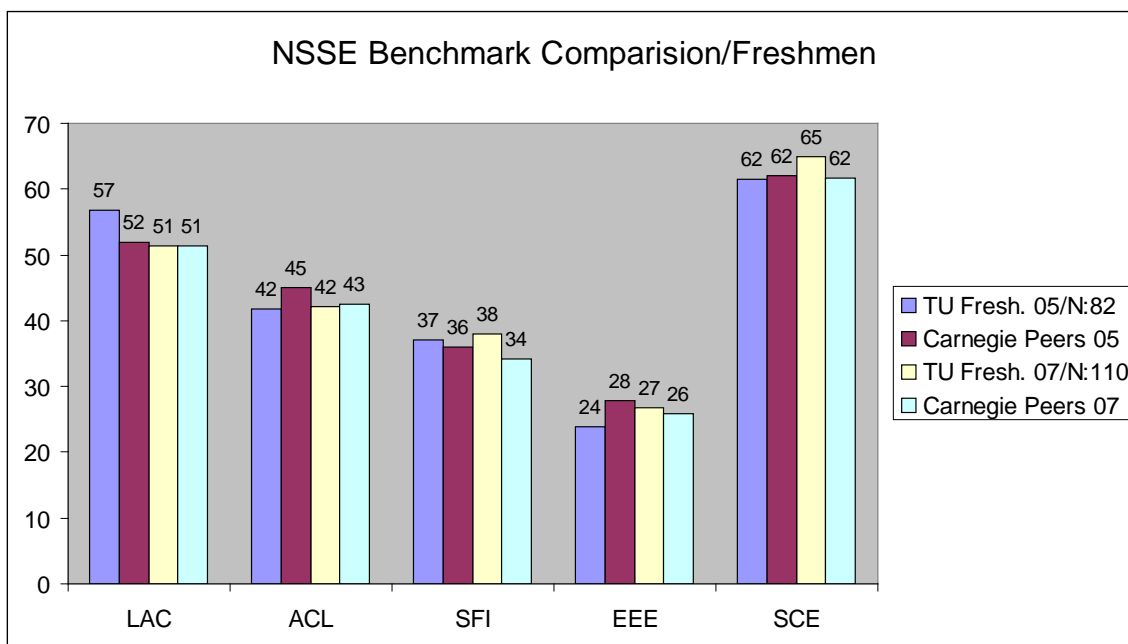


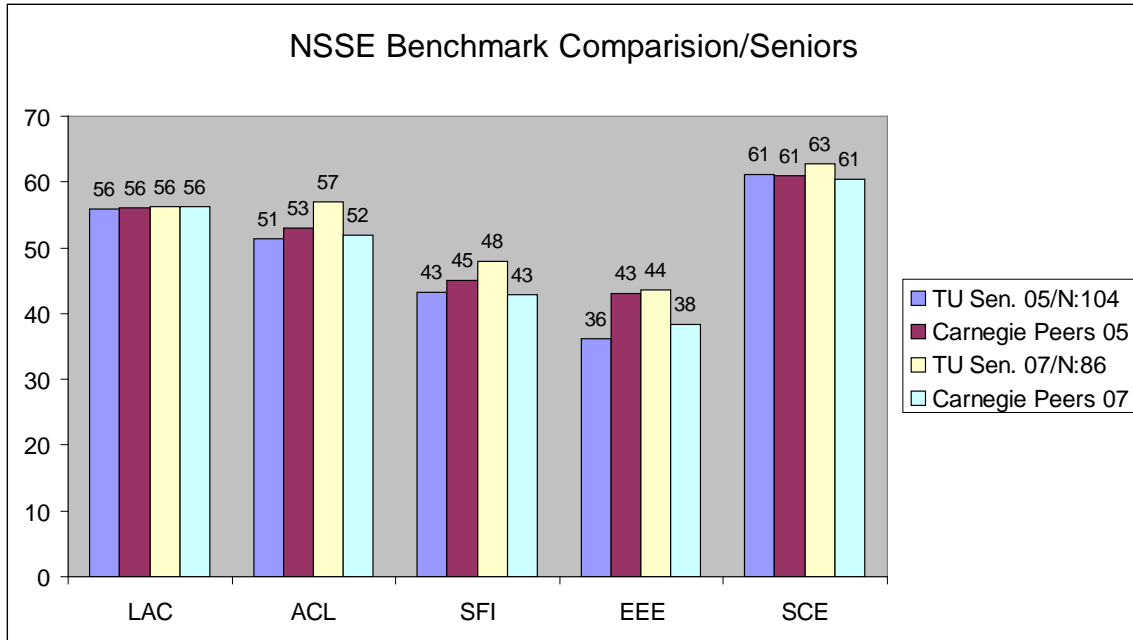
- Encourage more emphasis in the area of test preparation which was rated low on the evaluation form.
- Continue evaluation of the Supplemental Instructor Program and the study sessions for the year of 2007-2008.

## National Survey of Student Engagement

In spring 2007, the second administration of the National Survey of Student Engagement (NSSE) was held. In order to focus discussion about the importance of student engagement and guide institutional improvement efforts, NSSE creates five clusters or benchmarks of effective educational practices: 1) level of academic challenge, 2) active and collaborative learning, 3) student-faculty interaction, 5) enriching educational experiences, and 5) supportive campus environment. Questions surrounding these five areas were administered to freshman and senior students via an online format.

Below is a comparison of the 2005 and 2007 survey results with respect to these benchmark areas with TU respondents being compared to our Carnegie Peer designated institutions. Overall the results are quite positive. No institutional preparation or discussion was held prior to the 2005 administration and the 2005 results were not discussed until fall 2006. But it was late enough in the semester so as not to allow for any functional impact or interventions to take place prior to the 2007 administration. Even so, the positive changes are substantial. As you can see, with few exceptions, the 2007 TU response is as positive as or more positive than our Peers for both our freshmen as well as our seniors.





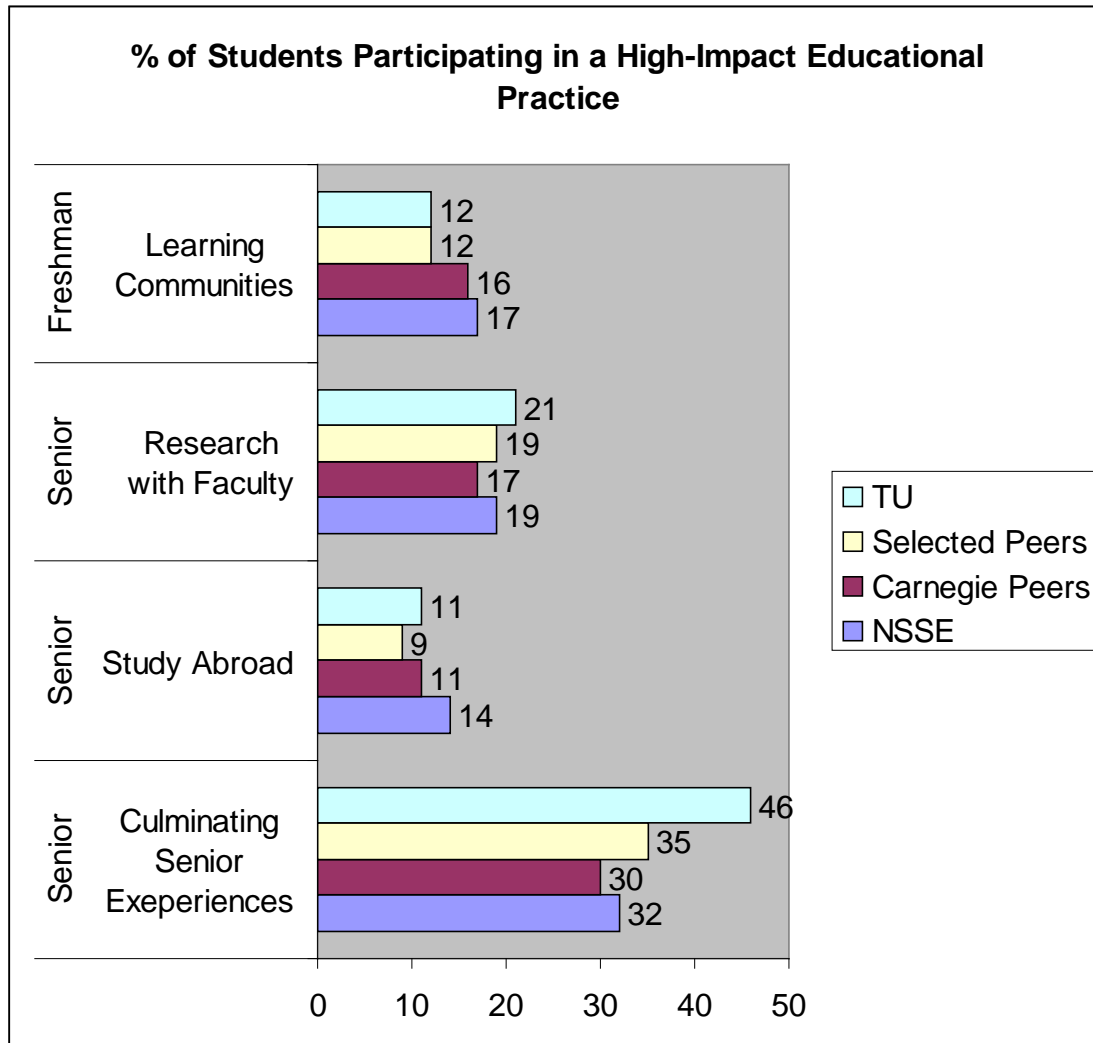
A detailed analysis by item question is located in Appendix: B. After review and consultation with the Academic Deans Council, 15 item questions were pulled out of the instrument as indicators we would like to see improvement in during the next administration in spring 2009 (see Appendix: C). Discussions surrounding these 15 areas of interest will be held throughout the academic year with action plans considered.

In addition to providing annual comparative benchmark data, the creators of NSSE have discovered that taking part in certain activities during college boosts students' performance in the many areas, such as thinking critically, solving real world problems, and working effectively with others. These "high-impact" educational activities include learning communities, undergraduate research, study abroad, internships, and capstone courses.

According to George Kuh, NSSE director, "results of the 2007 NSSE clearly show that colleges and universities should do everything possible to encourage undergraduates to participate in at least two "high-impact" activities, one in the first year and one later in their studies. Such experiences will better prepare students for a productive, satisfying lifetime of continuous learning."

To this end, all TU majors have had capstone courses or experiences and many have required internships or field experiences for a number of years now. Additionally, the F.J. Miller Society, begun in fall 2005, supports a living and learning community in Miller Hall for students in the Honors and Leadership programs. All three academic schools support independent student research as well as collaborative research among students and faculty. Both the SOB and SCJSS have supported students' costs to present at local, regional and national conferences. One example is a paper co-written by Dr. Jonathon Appel, Assistant Professor of Psychology, and senior psychology student, Kelly Hanlon, who presented, "A Comparison of Perceived Stigma and Dangerousness of the

Mentally Ill in the United State and Switzerland” at the International Association of Forensic Mental Health and Services Conferences in Montreal Canada in June of 2007. Below is a comparison of the percentage of students who had some of these “high-impact” experiences at TU compared to students at other institutions participating in the 2007 NSSE. As you can see, TU students compare quite favorably to other students with respect to these “high-impact” educational practices. Efforts will continue to increase the number and types of “high-impact” experiences available to students and to encourage their participation.



To better understand the influence of the institution on student performance, it is important to measure and control for the educational engagement patterns students establish prior to enrolling. It is also important to understand the value students place on various aspects of student engagement common to the first year of college. To this end, it was decided to include the administration of the Beginning College Survey of Student Engagement (BCSSE) for fall 2007. BCSSE measures entering first-year students’ pre-college academic and co-curricular experiences, as well as their interest in and

expectations for participating in educationally purposeful activities during college. It is designed as a companion to NSSE.

It is expected that the BCSSE data will aid our pre-college orientation programs, various student service initiatives, and other programmatic efforts aimed at improving student learning during the first year of college. According to its creators, BCSSE results can be used to shape initiatives that align the first-year experience of students with recognized effective educational practices. When used in combination with NSSE results, BCSSE data can help institutions assess the impact of student programs and services on the entire undergraduate experience and to learn more about their students.

### III. Academic School OA Reports: AY 2006-2007

This portion of the AY 2006-2007 OA Summary Report presents the GARs provided for academic programs. Every attempt was made to assess goals regarding student learning directly within classes where possible.

A summary of direct and indirect measures of learning done in AY 2006-2007 is reported below:

<b>AY-2005-2006 Summary of Academic Majors Outcome Results</b>	
<b>Direct Measures of learning</b>	
Analytical Writing, Research Skills	Met standards on 57% of assessments
Case Study Analysis	Met standards on 50% of assessments
Comparison of skills with other graduates	Met standards on 0% of assessments
Critical Thinking Analysis	Met standards on 71% of assessments
Ethical Case Analysis	Not met standards on 100% of assessments
Final Project Summation Skills	Met standards on 100% of assessments
Presentational Skills	Met standards on 75% of assessments
Problem Solving Skills	Met standards on 100% of assessments
Professionalism/Internship Abilities	Met standards on 100% of assessments
Technical Knowledge in field	Met standards on 83% of assessments
Leadership skills/self appraisal	Met standards on 100% of assessments
Diversity Appreciation	Met standards on 100% of assessments
<b>Indirect Measures</b>	
Employment	Met standards in 100% of assessments
Faculty up to date in their field	Met standards in 50% of assessments
Faculty engagement with students outside of classroom	Met the standards in 100% of the assessments

Satisfaction with career preparation/ability to compete with other graduates	Met standards in 0% of the assessments
Given current career information	Met standards in 100% of assessments

Assessments varied in terms of expected standards. For details see individual major PAPs in Appendix D. Overall, results are positive in many of the areas of concern. Work needs to continue on refining assessment assignments, grading rubrics and other assessment measures. As in past practice, summary data will be discussed with all faculty and TU community members at the fall 2007 faculty workshop and meetings. Individual academic school data will also be discussed at the fall 2007 faculty workshop during their respective school meetings. Action plans are in place to understand these results and to put mechanisms in place to either improve or replace assessment plans for AY 2007-2008.

Each school's representative to the AOAC is responsible for reporting assessment news and activities at their monthly school meetings as well as assisting departments meet assessment objectives. An update report regarding OA action plans is due to the DAA by December 15, 2007.

Individual school reports included in this annual summary report demonstrate the efforts made to date to include OA plans in all current programs. With minor editing, the following reports are verbatim as submitted by each respective academic school dean. Readers are advised that these are summary reports. Complete details and narratives are available upon request to either the school dean or the DAA.

School of Arts and Sciences  
Executive Summary 2006-07  
Prepared by: Miriam Fankhauser, School Dean

This year has been one of change. Arts and Sciences has added four new faculty members, has had a Masters of Humanities and a Masters of Education approved by OBR and is awaiting HLC approval on both and has added an Associate of Arts in General Studies, approved by OBR and awaiting HLC approval. Several majors have also been adjusted. The Communication majors and Law and Society major have undergone vast revision in their curriculums. While English and History majors have had some minor curriculum changes, the Music Concentration of the Arts Administration has revised its Outcome Assessment Plan. The school also added a Creative Writing minor to its offerings.

While the assessment plan for the Arts Administration major core is not the way the department wants it to be and will be put on hold until September 07 when it will be refined, the plan of action for the Musical Arts Concentration of the Arts Administration has been reworked. Assessment for the Music Concentration was run in MUS 327 Music Business. The Visual Arts Concentration assessment plan is appropriate, but the assessment criteria have not been refined yet and will be done in September 07. Visual Arts Concentration Assessment was conducted in ART 310 American Art.

The Communication majors have undergone major revision with course elimination, course consolidation, and new course design. The Digital Media concentration has been an Electronic Media concentration, and the Speech Communication minor has been dropped. The new communication faculty has developed a rubric for speeches, especially for use in COM 130, but this rubric may be used in other majors as well where presentations are evaluated. Communication faculty will have an assessment plan and course content guides in place in the 07-08 assessment year.

The two majors with the least revision this year were the English and history majors. The English major has made minor revisions to the curriculum, but the English faculty has been refining both the Writing Across the Curriculum rubric used in writing intensive courses and the literature rubric used in the English courses. The writing intensive rubric is being used in several of our majors for writing skills proficiency. This year two outcomes were measured for the English major. The history faculty has been working on a rubric and has run its first assessment this year.

The Law and Society major has undergone significant revision in its curriculum, and two of the goals in its assessment plan have been changed. That revised assessment plan was forwarded to the OA committee. We have run assessment for several goals this year.

Finally, the Arts and Science Assessment Plan has been revised as well. Upon careful evaluation, the old goals were seen as “inputs” and have been replaced by five new goals that are more outcome oriented.



Since our Arts and Angles Series is one of the ways SAS tries to enhance student learning and faculty sharing, that series is an important feature of our outcomes. We have seven presentations a year, with usually one faculty member responsible for each presentation, though joint presentations can and do occur. We continually try to improve student attendance which may be used for co-curricular credit or extra credit in particular classes. By choosing topics that are of particular interest centered around a theme or geared in some way to enhance class offerings, we try to promote attendance of both students and colleagues in other schools.

***PLAN OF ACTION FOR COMING YEAR:*** During the coming year, all of the Assessment Plan for the Arts Administration will be put in place satisfactorily. We will develop a critical thinking rubric and a presentation rubric to be used in all of our majors. Plans for the 07-08 Arts and Angles series are under way. Depending upon the funding, we will continue to encourage professional development. We also want to encourage faculty members to communicate more and to exchange ideas about teaching.

**OFFICE OF ASSESSMENT AND ACCREDITATION  
GOAL ASSESSMENT REPORT: AY 06/07  
MAJOR: School of Arts and Sciences**

**Section One:**

Activity Statement:

This year we considered the goals that had been set forth in prior years and determine what was actually outcomes. We ended up completely revising the SAS goals. They are now included in our SAS plan. However, we are able to report on Outcomes # 3 and #5.

**Section Two:**

**Intended Outcomes 1:** SAS graduates will either be attending graduate school or working in jobs related to their major course of study within three years of graduation.

**Assessment Criteria:** 80% of SAS graduates will either be attending graduate school or working in jobs related to their major course of study within three years of graduation.

**Results of Outcomes Activity:**

<u>2006-2007</u>	<u>Met</u>	Class of 2004 has 68% of the graduates working in their field of study and 32% continuing education; Class of 2005 has 70% working in their field of study and 30% continuing education; while Class of 2006 has 80% working in their field of study and 20% continuing education (from C McDannell)
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**Intended Outcomes 3:** SAS faculty will participate in the Arts and Angles program, which is designed to showcase SAS faculty interests and scholarship and promote interdisciplinary dialogue.

**Assessment Criteria:** At least 40% of full time SAS faculty will participate in the Arts and Angles program, which is designed to showcase SAS faculty interests and scholarship and promote interdisciplinary dialogue.

**Results of Outcomes Activity:**

<u>2006-2007</u>	<u>Met</u>	8 of 15 (thus 53 %) full-time faculty participated in the 06-07 Arts and Angles series, plus a retired dean came back to participate in the series.
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**Intended Outcomes 5:** SAS faculty will attend one academic conference per year, contingent on funding.

**Assessment Criteria:** At least 70% of SAS faculty will attend one academic conference per year, contingent on funding.

**Results of Outcomes Activity:**

<u>2006-2007</u>	<u>Not Met</u>	8 of 15 (thus 53.3%) full time faculty traveled to conferences in the 06-07 assessment year.
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**Section Three:**

Analysis and Action Plans:

Outcome #1: We will continue to collect data on this outcome.

Outcome #3: While it is suggested that 40% might be a low percentage of participation, if each program has only one presenter, this has been the minimum amount of faculty able to participate in the 7 presentations a year. Actually with the increase in faculty by one to 16 for the 07-08 year, we can increase this outcome next year to a minimum of 43%. It is possible that more than one member might participate in a presentation, and in that case the percentage may be higher, but if a particular presentation is featuring the work of only one, the percentage will not be higher than 43%. We believe this figure is realistic, but we will work to find ways to encourage joint presentations. We may also revisit this goal.

Outcome #5: While several of our faculty were able to attend conferences this year, and a few attended more than one, a few who had planned to attend decided not to. It may be that our 70% is an unrealistic figure, but we are going to leave it stand and see what happens next year. This is the first time we have actually kept track of the percentage attending conferences, and several new faculty (26%) were overwhelmed by the work expected or were unable for one reason or another to get away. We would like to let the figures stand and see what the figures for this outcome are for next year.

**OFFICE OF ASSESSMENT AND ACCREDITATION**  
**GOAL ASSESSMENT REPORT: AY 06/07**  
**MAJOR: BA-Arts Administration, Music Concentration**

**Section One:** Describe all department activities with respect to improving student learning in the major. This may include new faculty hires, course revisions, assignment creation, rubric revisions, goal evaluations, etc.

Activity Statement:

During 2006-07, the TU Musical Arts Program coordinated the following activities designed to improve student learning in the BA-AA major.

- Identified and hired new adjunct private music instructors who have extensive professional playing experience in a variety of popular and contemporary styles
- Hosted presentations by visiting professional musicians on (1) How to succeed as an entrepreneurial musician, and (2) Songwriting and the music publishing industry
- Identified and established contact with several organizations interested in having TU students serve in internships. These organizations include recording studios, artist management agencies, booking agencies, and arts presenters.
- New rubric designed for use in Outcomes Assessment activities related to MUS 327 Music Business (attached)
- Revised course title and description of MUS 223 from “Survey of Music Performance and Practice” to “Music Appreciation.” The former title and description were created when the course was the only music course offered, and the scope therefore much larger than currently necessary. The new course description more clearly supports the skills necessary for students to be successful within the BA-AA-Music major.
- Established uniform guidelines for private music instruction across styles and instruments, and in support of larger curricular goals.

**Section Two:** Describe which program goal(s) in the Major Program Plan was assessed during the academic year.

Intended Outcome:

To prepare students for music industry careers or graduate study by giving them an understanding of the creative centers and business organization of the domestic and worldwide music and entertainment industries

Assessment Criteria:

Students enrolled in MUS 327 Music Business are assigned a final paper that studies and discusses a current issue in the music recording or publishing industries. The assignment demonstrates the student’s working understanding of the business structures, legal issues, and global nature of the music industry.

Results of Outcomes Activity:

<u>2006-2007</u>	<u>Met</u>	<u>Data Details</u>
		<ul style="list-style-type: none"><li>• 75% of BA-AA majors met the higher standard of 80% or better on the activity, compared with 80% of non-majors who met the lower standard of 75% or better.</li><li>• BA-AA majors received an average grade of 83% on the activity, compared with non-majors receiving an average grade of 81%.</li></ul>

**Section Three:** Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

- The activity successfully addressed both course and major goals, and students were generally successful in meeting these goals. Future assessment should perhaps be done using multiple instruments, such as *both* a final paper, and select questions on midterm and final exams, increasing the accuracy of the assessment. Several majors and non-majors performed at a generally lower level on the final paper than they did on exams and in class. Spreading assessment out over several activities would more accurately measure overall outcomes of the entire course over the entire student population.
- Students who came into the course already having specific music industry-related interest areas performed at a much higher level than those who knew little about the music industry.
- Arts Administration majors perhaps should not be held to a higher standard than non-majors, as many non-majors had as much musical experience and as high a level in the course subject areas as majors.
- In 2007-08 goals related to the understanding of musical styles, history and listening skills will be addressed through activities in MUS 223 Music Appreciation, and MUS 325 Jazz History.

**OFFICE OF ASSESSMENT AND ACCREDITATION**  
**GOAL ASSESSMENT REPORT: AY 06/07**  
**MAJOR: BA-ARTS ADMINISTRATION/Visual Arts concentration**

**Section One:** ART 310/American Art (Spring '07) was the course used for evaluation.

**Activity Statement:** The *Analysis* and *Action Plan* from ART 301/History of Photography was used as the conceptual template for this course, in particular, the final project being the primary source of data for this evaluation (see attached Outcomes and Assessment form Spring 2006). As stated in the O&A form from the Photo History course the average TU student had extreme difficulty discerning and discussing content and context. At the start of the American Art course emphasis was placed on understanding content and context, following the plan set forth in the Photo History Action Plan.

Videos directly relating to the textbook were placed on reserve at the library (the book was written in response to the success of the video series, with text almost identical to the series).

Two handbooks on “writing about art” were also placed on reserve at the library. The handbooks, both less than 100 pages each, gave detailed instructions on methods used in analysis and interpretation of works of art with numerous examples of works written by students, critics, and scholars. The importance of the two handbooks was repeatedly stressed to the students as the major sources for methodologies necessary for the successful completion of the final project. The students had over two months to prepare for the project: the instructor constantly presented short examples as the course progressed.

Additional support materials, generally short essays and critiques, and numerous websites were placed on the TU system for easy student access.

More quizzes were given that stressed reading assignments and understanding content and context.

Four non-comprehensive exams were spread out over the semester: a change from midterm and final exams.

All PowerPoint presentations (slides and text) were made available to the students prior to each class.

**Section Two:** American Art Final Project.

**Intended Outcome:** Competency in the ability to research, analyze, and interpret the work of selected artists; and demonstrate a conceptual and practical understanding of the artists and their works as they relate to the evolution of American art as a distinct international style.

**Activity within course to measure goal:** Project requires students to choose at least two artists from the textbook; and do an 8-10 minute oral/visual presentation, followed by questions from the instructor.

**Assessment Criteria:** **Rubric attached.** 100% of majors will achieve a grade of B or better on project; 60% of non-majors will achieve a grade of C or better.

Results of Outcomes Activity:

<u>2006-2007</u>	<u>Not Met - Majors</u>	Both majors received a D on final project.
	Non-majors: <u>exceeded</u>	Non-majors scored C and above, with most scoring A.

**Section Three:**

**Analysis and Action Plans:** ART 310 American Art Spring 2007 enrollment was low, with six students and one audit (faculty), so this Goal Assessment Report should be viewed as an overview and not substantial enough for hardcore data analysis.

Similar to the analysis of the History of Photography course and final project, I can conclude that the students in the American Art course continued to struggle with **content and context** but not to the extent I encountered in the Photo Hist course. Selecting a number of works and/or artists at the end of each chapter and discussing the content and context clearly benefits the students' understanding of the material, as do the examples of "short presentations" demonstrated by the instructor.

Generally the lack of understanding of the material is clearly rooted in the students not reading the text and not taking advantage of materials placed on reserve in the library and the TU computer system. Quiz grades were poor, exam grades were generally fair to good.

None of the materials placed on reserve at the library were ever checked out. This includes the handbooks specifically chosen to aid in the final project. Four of the six students in the course waited until the last week to begin the final project, one of whom was two days late due to an inability to solve basic data storage and transfer problems. Students had two months to prepare for the final project.

Ironically the performance of the two Arts Admin majors enrolled in the course was the poorest in the class. They attributed this to intensive athletic demands, but I indicated to them in a number of meetings that I felt it was due to lack of interest, discipline, and maturity. No improvement was noticed.

I am continuing to research and solicit suggestions for various textbooks that may be more suited to the type of student at Tiffin University. If a college level textbook that will effectively interface with our students is not found by the next offering of this course I will explore other methods of delivery. Various computer programs, discs, and websites made available to the students by the instructor and the publishers have never been accessed by the students, so I will be focusing on text, lectures, and discussions.

NOTE: In order to accommodate the lack of preparation on the part of the students (based on early quizzes and the first exam) I began to reduce the amount of material being covered in order to devote more time to basic explanations of the material. The result was higher overall grades and a seemingly better understanding of the material by the students. Unfortunately this approach reduced the amount of material covered by almost two thirds, lowering the academic quality of a 300 level art history course to the level of a 100 level survey course. This opinion is based on my teaching and observations of similar courses at three other educational institutions.



**OFFICE OF ASSESSMENT AND ACCREDITATION**  
**GOAL ASSESSMENT REPORT: AY 06/07**  
**MAJOR: BA-COMMUNICATIONS**

**Section One:**

Activity Statement:

This year the new communications faculty revised, consolidated, clarified, and refined the curriculum. As part of the process, new courses, course descriptions and requirements were created, including a revised core. During spring semester, the changes were sent to the curriculum committee and approved by the faculty. This first step was necessary to clarify an unbalanced curriculum that overlooked basic mass media courses.

As a step towards assessment, the faculty standardized the curriculum for COM 130: Introduction to Speech Communication, a required course for most TU students. All sections are now using the same textbook, course outline and speech-grading rubric. By standardizing the rubric used for speeches, the faculty hope to be able to assess student presentation progress during the semester and across different speech sections.

Another major undertaking was the revision of course content guides. All the minimum content guides were found to be inadequate in terms of goals, objectives, course descriptions and content outlines, with most course guidelines containing just one sentence. Working from these guides would have made any attempts at assessment impossible, since the faculty did not have any goals or objectives to assess.

Since minimum course content guides, the goals, and the assessment plan for the Communication majors are being worked on this summer and fall, no Major Program Plan will be put in place until this next year.

**Section Two:** Describe which program goal(s) in the Major Program Plan was assessed during the academic year.

**Section Three:**

Analysis and Action Plans:

The Action Plan for the coming year is to put in place goals for the communication core and the 3 major areas, to complete all minimum course content guides, and to measure one outcome, most likely in COM 130.

**OFFICE OF ASSESSMENT AND ACCREDITATION**  
**GOAL ASSESSMENT REPORT: AY 06/07**  
**MAJOR: BA-English**

**Section One:**

Activity Statement:

This year was a busy one for the English major. A great deal was accomplished with the goal of making a comprehensive English major and ensuring that students within the major are well prepared for successful careers or further study..

The accomplishments of the department were

- Hired Medieval, Renaissance, and Drama specialist, Mary Grennen, Ph.D.
- Faculty members Moore, Truffin, and Landino all attended and presented at conferences in their primary and secondary areas of study
- Added a class to support the English Education major with Lourdes College (ENG 313, Theoretical Approaches to Writing & Reading) and changed ENG 321, Modern Literature, WWII to Present, to CUL321, Modern World Literature
- Relocated ART 351, History of Film, and ART 352, Film Genre and History, to CUL351 and CUL352, respectively
- Created a minor in Creative Writing and opened more Creative Writing courses (ENG 251, 252, 253, & 254)
- Published two issues of the **TU Review**
- Conducted three Senior Seminars
- Created & upgraded WAC Rubric with WAC Committee
- Created Literature Rubric
- Focused Outcomes Assessment on upper level literature courses, using Literature Rubric
- Focused Outcomes Assessment on Senior Seminar students
- Offered summer electives

**Section Two:** Describe which program goal(s) in the Major Program Plan was assessed during the academic year.

Intended Outcome #1:

**Literary Theory:** In addition to the literary theory discussed when analyzing the literary canon, students will learn the basics of critical theory through ENG142 (Introduction to Literature and Criticism) and further their knowledge in ENG462 (Literary Theory). Majors are expected to achieve 80% or better in the application of critical theory in written work for ENG426 (Literary Theory & Critical Theory) according to the departmentally developed grading rubric.

**Intended Outcome:** In addition to the literary theory discussed when analyzing the literary canon, students will learn the basics of critical theory. Students will develop and demonstrate competency in literary analysis.

**Assessment Criteria:** Majors are expected to achieve 80% or better in the application of critical theory in written work according to the departmentally developed grading rubrics in ENG142 & ENG426.

Results of Outcomes Activity:

<u>2006-2007</u>		<u>Data Details</u>
<p>ENG449: 3 English Majors; 3.5 (paper grade—88%), 1 (paper grade—78%), 4 (paper grade—97%)</p>	<p>ENG449: 2 students met, 1 did not meet outcome goals.</p>	
<p>ENG290H: 2 English Majors; 2.5 (paper grade—75.5%), 3 (paper grade—75.5%)</p>	<p>ENG290H: 2 students did not meet outcome goals.</p>	<p>Of 12 English majors evaluated, 8 met outcome goals of 3 (80%) or higher on Literary Theory question of Literature Rubric. 3 did not meet the goals, and 2 did not do the papers that were being graded using the literature rubric.</p>
<p>ENG321: 6 English Majors; 3.5 (paper grade—A), 0 ((paper grade—0 (paper not turned in)), 4 (paper grade—A+), 4 (paper grade—A-), 4 (paper grade—A), 0 (paper grade—0 (paper not turned in).</p>	<p>ENG321: 4 students met, 2 did not meet outcome goals.</p>	<p>66.6% achieved a score of 3 or higher on application of Literary Theory.</p>
<p>ENG292: 1 English Major; 3 (paper grade—A)</p>	<p>ENG292: 1 student met outcome goal.</p>	<p>Of the 12 English majors measured, 7 received grades above 80% on the paper examined, 3 were in the 75-79% range, and 2 students did not complete the assignments.</p>

Intended Outcome #2: Senior Seminar

**Assessment Criteria:** 90% of majors will achieve a score of 90% on their senior seminars for written interpretation and research for the final project in ENG 499. Projects will be cross-graded by a committee of two members of the English faculty. If the score differs by more than one full grade (10%) after the first two readers, the third reader will also grade the paper to ensure consistency.

Results of Outcomes Activity:

<u>2006-2007</u> 2 students achieved C grades 1 student achieved an A	<u>Not Met</u>	33.3% of majors achieved a score of 90% or above on their senior seminar projects.
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**Section Three:** Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

**Literary Theory:**

Students who were English majors were not consistent in their knowledge of literary theory for the tested papers in upper level English courses. If the 2 students who did not do the assignments are omitted, 8 out of 10 met the outcome goals of 3 or better in the literary theory knowledge section of the Literature Rubric, and only 7 out of 10 were above 80% on the overall paper scores.. If those 2 students are counted, then only 8 out of 12 met the outcome goals of a 3 or better in the literary theory knowledge section of the Literature Rubric. If the two students who did not complete the assignments are counted, only 7 of 12 were at or above 80% on the paper scores

The first step in addressing the issue of how well students are learning literary theory is to get feedback from faculty on the Literature Rubric. The rubric was recently developed, and it is likely to be revised.

A second step will be to gather more data in ENG 462, Literary Theory, which will be taught in the Fall of 2007. Performance from students in ENG 462 will be compared with this year's results from higher level English courses.

**Senior Seminar:**

One student out of three exceeded a score 90% in the Senior Seminar. Since that did not come near our expectations, we will have to consider new methods of conducting the Senior Seminars. Currently Senior Seminars have been run as typical independent studies. It is quite possible that seniors, being so concerned with their many senior level classes and final required courses, are not giving the Senior Seminar enough effort. A more structured way of running the course, including more frequent assignments due, will be required in future Senior Seminars. Faculty will plan develop new guidelines by the end of Fall of 2007.

**OFFICE OF ASSESSMENT AND ACCREDITATION  
GOAL ASSESSMENT REPORT: AY 06/07  
MAJOR: BA-History**

**Section One:**

Activity Statement:

The “Dual Revolution” helps explain the interaction between the Industrial Revolution and the parallel spread of Liberalism in Europe beginning in the late 18<sup>th</sup> Century. The dynamics associated with each served to influence the other, altering the economic and political landscape of the Western world thereafter. I asked students to use an in-class essay to: 1) explain the “Dual Revolution”, 2) provide an example, demonstrating how it relates to the concept, and 3) evaluate the long-term ramifications of the concept.

**Section Two:** Describe which program goal(s) in the Major Program Plan was assessed during the academic year.

This exercise was intended to show how well students understood the concepts of historical causality, as well as their ability to show how relevant themes/events connect.

Intended Outcome #:

My expectations for history majors would be a score of 85% or better. Since we have few majors now, and they are not concentrated in one class, I was forced to attempt this assessment in a general 200-level history class. I, therefore, lowered my expectations to 70%.

Assessment Criteria:

Results of Outcomes Activity:

<u>2006-2007</u>	<u>Not Met</u>	29 students - HIS 212 (Western Society from 1500) The class median score was 61.069%. 12 students met or exceeded the threshold of 70.
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**Section Three:** Describe analysis of assessment data and action plans for upcoming academic year.

Analysis and Action Plans:

I spent almost two entire class periods discussing the “Dual Revolution” with the class. In addition, I asked repeatedly during succeeding class periods if anyone had any questions regarding this topic. Finally, breaking from my tradition—in view of the fact that these were not history majors, I told them that this question would be on their coming exam. Nearly 20% received an A for their efforts. On the other hand, nearly 33% failed the exam. While I can attribute some of these failures to a woeful writing style or unrefined critical thinking skills, I believe a contributing factor for this dismal

showing was a profound disinterest in the subject, manifested in a refusal to read the material or to become actively engaged in class activities like note-taking or discussion.

**OFFICE OF ASSESSMENT AND ACCREDITATION  
GOAL ASSESSMENT REPORT: AY 06/07  
MAJOR: BA-Law and Society**

**Section One:**

Activity Statement:

Goals have been revised to coincide with a revised curriculum in this major. More intensive writing classes and more philosophy classes have been added to the curriculum.

The WIC rubric has been used this year to measure Outcome #3.

It has been decided that the pretest in the Ethics evaluation for Outcome #5 be done away with.

Outcome #4 will be measured using the Communications Presentation rubric the next time COM 320 or 324 run.

**Section Two:**

Intended Outcome #3: Students will demonstrate analytical writing skills.

Assessment Criteria: 80% of Law and Society students will demonstrate 80% competency in Analytical writing skills.

Results of Outcomes Activity:

<u>2006-2007</u>	<u>Not Met</u>	The WIC rubric was used in CUL 449: Minority Literature: Black Literature, which qualifies as a 400 level ENG course and in ENG 332 Modern Literature. Of the two L & S majors taking these classes, one received an A (90% or above) and one received a 62%. Only 50% demonstrated above 80%.
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Intended Outcome #: #5 Students will demonstrate competency in ethical decision making.

Assessment Criteria: 80% of the Law and Society students will demonstrate 80% competency in ethical decision making on the case study.

Results of Outcomes Activity:

<u>2006-2007</u>	<u>Met</u>	The case studies that accompanied the report last year were run in PHI 305 Fall 2006. Seven students completed the case study. One of those students was a Law and Society major. The results were that six of seven students (85.7%) had a 70% competency or above. The only Law and Society student had above an 85% competency.
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Intended Outcome #: #8 Graduates will compare favorably to other graduates in “law like” majors.

Assessment Criteria: At least 75% of graduates will score at least a 156 on the LSAT and graduate with at least a 3.3 GPA.

Results of Outcomes Activity:

<u>2006-2007</u>	<u>Not Met</u>	Neither of the two graduating seniors plan to pursue law school, so neither has taken the LSAT. Only 50% of the graduating L & S students have met the GPA requirement. The GPA for one of the seniors is 3.57. The other senior is still completing classes this summer, so a GPA is not yet available, but it is not 3.3 or above.
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**Section Three:**

Analysis and Action Plans:

Because we have not had significant numbers to know exactly whether our assessment is working effectively or our results are significant, we are going to continue using the rubrics in place to see how our students continue to perform.

We will continue to measure Outcomes #3 and #5.

We hope to have a critical thinking rubric in place in 07-08 which will be used to measure Outcome #1.

We are developing a logical reasoning rubric for Outcomes #2 to be used in PHI 202 in the class when it runs in 07-08.

Outcomes #4 and #6 will not be run until Fall 08 when the classes are run. We will need to develop a way to measure #6 by that time.



In the meantime, we will be working with Dr. Appel to borrow and/or adapt a rubric pertaining to cultural diversity he has for one of his classes. This rubric will be used to measure Outcome #7.

We will continue collecting data for Outcome #8.

School of Business  
Executive Summary 2006-2007  
Prepared by: Dr. Perry Haan, School Dean

The School of Business made significant progress in assessing outcomes during the 2006-2007 school year. Many of the majors submitted Program Assessment Plans (PAPs) and most of those submitted their Goal Assessment Reports (GARs). One of the major tasks for the coming year will be to make sure to complete the PAPs and GARs from those that did not submit them this year and update the PAPs and GARs for all of the majors and programs.

One of the more disappointing results of the undergraduate School of Business level assessment was that both goals that were measured were not met. Just less than the hoped for number of students successfully completed the case study that measures many of their academic skills. Also, less than the targeted number of students believes their education prepared them as well as they had hoped for in preparing for life after undergraduate school.

One of the areas for future work is to clarify the types of goals the faculty want to achieve in each major. Some of the goals stated in this year's reports were very specific and subsequently relatively easy for the faculty to measure. Other goals were much more ambiguous and the faculty members struggled to measure whether or not the goals were achieved and struggled even more to determine the meaning of the goals. One of the things the School might consider is some type of national testing as was used to assess the Hospitality Management students.

Finally, as the School of Business moves on to 2007-2008 it needs to determine what other specific skills students will need to succeed in the business world. And faculty need to determine how to better integrate the goals it wants to measure into the classroom. Faculty need to determine what tools they are already using in the classroom that will serve to help measure the outcomes the School determines are critical for students to achieve during their experience at Tiffin University.

**OFFICE OF ASSESSMENT AND ACCREDITATION  
GOAL ASSESSMENT REPORT: AY 06/07  
SCHOOL OF BUSINESS: Preparation Satisfaction**

**Section One:**

Activity Statement:

Most good organizations today make some attempt at measuring customer satisfaction. While the components of customer satisfaction can be complex, especially in a service business like education, it is important to make some attempt at measuring how customers assess their experience. Customers (students) of education are no different. The School of Business (SOB) at Tiffin University attempts to measure the satisfaction level of its students as they near graduation and prepare to move into the world of work or graduate school.

One of the significant measures the SOB uses to determine student satisfaction with their education is a senior questionnaire of students approximately one month before they graduate. One of the questions on the senior questionnaire asks students to rate how well they believe their education has prepared them for employment or graduate school. The specific question asks, "On a scale of 1 (Poor) to 5 (Outstanding), how do you rate your business degree in terms of preparation for a career?" The assessment below explores the results of the responses to this question.

**Section Two:**

Intended Outcome 2: To increase graduating students' confidence level in their education as it contributes to their ability to compete for jobs and positions in graduate school.

Assessment Criteria: At least 90% of graduates will rate their preparation for a career as a rating of at least 4. This information is retrieved from SOB seniors answering the Senior Questionnaire Exit Item # 12.

Results of Outcomes Activity:

<u>2006-2007</u>	<u>Not Met</u>	90/126 or 72% of SOB graduates rated their preparation for a career as a rating of at least 4 on a scale of 5. The mean for this question was 3.8 with a standard deviation of .78; the data was skewed (-.664) towards the upper end (5) of the scale.
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### **Section Three:**

#### Analysis and Action Plans:

As noted in the Results of Outcomes Activity above less than the targeted 90% of students rated their education as a 4 or better per the criteria described above. SOB needs to determine what specific areas need to be improved to increase the percentage of those who see their education as doing a good job of preparing them for work and/or graduate school.

Future analysis of other parts of the same senior questionnaire could lead to answers as to why more of the students do not believe they are better prepared. One of the goals of the SOB for the 2007-2008 academic year is to increase the number of internships made available and engaged in by students. SOB will discuss the possibility of requiring internships for the majors that currently make internships available but do not require them. Analysis of future senior questionnaires will attempt to determine if an increase in internships and other more career oriented initiatives improve the satisfaction level of students as they prepare to engage in their post-undergraduate careers.

**OFFICE OF ASSESSMENT AND ACCREDITATION  
GOAL ASSESSMENT REPORT: AY 06/07  
SCHOOL OF BUSINESS: Case Analysis**

**Section One:**

Activity Statement:

For the past several years, management students have had their communication, critical thinking and business content skills assessed in the capstone Management (MGT 495) course. Starting in 2006-2007, MGT 495 became a graduation requirement for all business undergraduate students and thus will have these skills assessed.

For the assessment each student is writing a business case study that requires the student to analyze the situation the business has found itself in, compare and contrast different alternatives for dealing with the situation, choosing one of those alternatives and then explaining how to implement the chosen solution. In addition to the writing and critical thinking skills used, students apply principles from their core business skills to the situation presented in the case.

**Section Two:**

Intended Outcome 3: Graduates will demonstrate their ability to analyze, critically review and communicate their thoughts using the technical skills and other learning from previous courses.

Assessment Criterion: Of the students completing MGT 495, 90% will earn a minimum standard to earn a grade of B (80%) on the Capstone Project preparation as judged by the School Faculty using the approved rubric in MGT 495. A committee will determine the number that meets the minimum standard of a B. This information is retrieved from the faculty evaluating the Management 495 paper with a deadline of May 15.

Results of Outcomes Activity:

<u>2006-2007</u>	<u>Not Met</u>	30/35 or 86% or of SOB students who completed the case study in MGT 495 scored 80% or better on the Capstone Project. The mean for the papers was 3.12 with a standard deviation of .31.
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### **Section Three:**

#### Analysis and Action Plans:

As noted in the Results of Outcomes Activity above less than the targeted 90% of students earned the 80% or “B” goal. Based on a qualitative analysis of the results it appears that students’ writing skills and analysis of the problems presented in the case appeared to be the major problems.

Next year the School of Business Faculty will emphasize writing skills in the classroom. Two years ago writing across the curriculum was implemented across the University, including in the School of Business. Taking more writing classes in and out of the School of Business will over time improve the writing skills of the students.

Another point of emphasis next year will be analytical skills. A concerted effort is being made by the faculty is to add more case studies and other analytical thinking exercises to the classroom to shore up this deficiency.

**OFFICE OF ASSESSMENT AND ACCREDITATION**  
**GOAL ASSESSMENT REPORT: AY 06/07**  
**MAJOR: MBA-LEADERSHIP**

**Section One:**

Activity Statement:

The leadership concentration is a new specialization that has far surpassed growth potential goals (measured by students admitted and actually registered for classes). Since a leadership and influence course has been a foundational class for all MBA students, measurement of student learning outcomes are readily available. It is vital to report learning outcomes related to program objectives using this and other courses on an annual basis to reflect improvements or deficiencies in the concentration. The concentration aims to promote development opportunities for students to improve dimensions of their personal leadership potential. Using two courses to evaluate the same criteria allows for the practitioner/program director to review the development of student learning between a foundational course taken early in the program and a concentrated course taken near the end of the program. The MBA leadership program also emphasizes the value of a practical experience in leading the development of an idea or program intended to improve an aspect of an organization's goals. Using an independent external resource and a model assessment tool for evaluative purposes adds credibility to the learning outcomes of the students enrolled in the leadership concentration. This second activity will be vital to the program once the course requirements are developed and taught.

**Section Two:**

Intended Outcome #1:

Students will recognize their strengths and development areas related to leadership potential.

Assessment Criteria:

A minimum of 90% of students in MGT 531 will achieve an average grade of A or better on individual analyses requirements. (In the future when additional leadership concentration courses are offered, 90% of students in MGT620 will also be expected to also achieve an A or better on individual analyses requirements.

90-100 (A/A-) Analysis demonstrates a thorough understanding of the elements of the assessment tool and uses theoretical knowledge and practical examples to validate interpretations. A justified self-improvement plan is clear and representative of the interpreted results.

80-89 (B+/B) Analysis demonstrates familiarity with the elements of the assessment tool but is below the level one would expect to see in the individual analysis and self-

improvement reporting. The analysis may lack either theoretical or practical implications.

70-79 (C+-C) Analysis demonstrates familiarity with the assessment tool but does not present a clearly articulated self-improvement plan. The analysis may lack either theoretical or practical implications.

69-Below (D+-F) Analysis does not demonstrate familiarity with the assessment tool or may lack both theoretical and practical implications.

Results of Outcomes Activity:

2006-2007 MGT531 (90-sections 1 & 2 taught fall 06)	<u>Met/Not Met</u> <b>No</b>	22 out of 33 students (66%) enrolled in MGT 531 received an A or higher on elf development exercise.
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Intended Outcome #2:

Students will demonstrate the ability to articulate a vision for an idea or program to improve an aspect of an organization’s goals.

Assessment Criteria:

A minimum of 90% of students in MGT620 will achieve an average a 3 or higher rating on the Kentucky Leadership Rubric from an independent evaluator.

<b>Kentucky Leadership Rubric</b>		
<b>Rating</b>	<b>Vision</b>	<b>Communication</b>
4	<ul style="list-style-type: none"> <li>• Sees that a shared vision drives the implementation of the plan.</li> <li>• Aligns vision/mission with that of the organization</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures that all audiences are targeted</li> <li>• Seeks out opportunities to communicate to all audiences</li> </ul>
3	<ul style="list-style-type: none"> <li>• Sees that the transformation plan is based on a shared vision</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures that most audiences are targeted</li> <li>• Willing to articulate plan upon request</li> </ul>
2	<ul style="list-style-type: none"> <li>• Sees that a vision/mission is developed</li> </ul>	<ul style="list-style-type: none"> <li>• Sees that limited audiences are targeted</li> <li>• Willing to articulate plan in</li> </ul>



		limited settings
1	<ul style="list-style-type: none"> <li>Does not ensure the development of a vision/mission</li> </ul>	<ul style="list-style-type: none"> <li>Not concerned with targeting audiences</li> <li>Not willing to articulate plan</li> </ul>

Results of Outcomes Activity:

<u>2006-2007</u>	<u>Not Met</u>	Course not taught in 06-07
MGT620		

**Section Three:**

Analysis and Action Plans:

Intended Outcome # 1 – Not met

Only 66% of students enrolled in MGT531 achieved a grade of A or higher on the self development exercise. The students expressed understanding of the assessment tool but did not articulate a clear vision of their development plan by documenting their description of the leadership styles they possess or being specific regarding action plans to reach goals. For the future, a sample of appropriate action plans or documentation will be provided in the description of the assignment. There was also a concern documented in student course evaluations regarding the extraordinary amount of workload requirements. Students expressed that the amount of assignments in a limited timeframe lead to meritocracy. The primary instructor has reviewed the expected workload and revised / streamlined course assignments in anticipation that future students will devote greater emphasis to the primary assignments. The streamlining of assignments do not delineate the objectives or expected outcomes of the course.

**OFFICE OF ASSESSMENT AND ACCREDITATION**  
**GOAL ASSESSMENT REPORT: AY 06/07**  
**MAJOR: BBA-ACCOUNTING**

**Section One:**

Activity Statement:

Our students need to be able to attain a level of technical proficiency in the primary accounting areas. These consist of financial accounting, cost accounting, tax accounting and accounting information systems. And, because accounting is a dynamic field, we also need to prepare our students to function in an ever-changing environment. We need to take our students to the next level and improve their ability to communicate both written and orally. It is also important for students to be cognizant of opportunities after graduation.

Accounting department meetings were held where accounting faculty revised the rubric that is used to assess student presentations in Accounting 404. We also discussed the appropriateness of the current cut-off criteria that is being used in assessing Accounting 313 and 314. Part of the discussion included the unintended consequence of grade inflation that can be a result of setting outcomes too high. We decided to revise the outcome in Accounting 313/314.

**Section Two:**

Intended Outcome #1: Accounting graduates can complete an unstructured research project and present their findings both orally and in a written paper.

Assessment Criteria: A minimum of 85% of students in ACC 404 will achieve an 80% on class presentations. A rubric will be used to evaluate presentation skills.

Intended Outcome #2: Accounting graduates can complete a comprehensive accounting information system project.

Assessment Criteria: A minimum of 85% of students in ACC 300 will achieve an 80% on an accounting system simulation. A computer generated exception report that lists the percentage correct on the simulation will be used to evaluate the results.

Intended Outcome #3: Accounting graduates can complete a comprehensive individual income tax return.

Assessment Criteria: A minimum of 85% of students in Acc 304 will achieve an 80% on an income tax return that includes a Schedule A, B, and D. A manual grading process will compare the student answer with the correct answer and allocate points throughout the solution process as indicated on the answer key.

Intended Outcome #4: Accounting graduates can demonstrate knowledge of costing systems and decision-making techniques.

Assessment Criteria: A minimum of 85% of students in Acc 313 and Acc 314 will achieve at least an 80% average on exams given in each course. A manual grading process will compare the student answer with the correct answer and allocate points throughout the solution process as indicated on the answer key.

Intended Outcome #5: Accounting graduates have been exposed to a variety of post-graduate options.

Assessment Criteria: Accounting students will be invited to hear an expert speak about opportunities after graduation for accounting majors.

Results of Outcomes Activity:

<u>2006-2007</u>		
Outcome 1	Met	87% of the students earned an 80% or better
Outcome 2	Met	95% of the students earned an 80% or better
Outcome 3	Met	92% of the students earned an 80% or better
Outcome 4	Not met	73% of the student in ACC 313 earned an 80% or better and 56% of student in ACC 314 earned an 80% or better.
Outcome 5	Met	Joe Harris, former auditor, city of Detroit, Alan Lord from BGSU, Carol Bintz from Toledo Museum of Art, and representatives from Becker Review spoke. An attendance record was maintained.

**Section Three:**

Analysis and Action Plans:

The accounting faculty will continue discussions that focus on the appropriate cut-off level for outcome assessment purposes, particularly in regard to Outcome 4. We will also try to bring more speakers to campus so students have a better understanding of careers in accounting. Another area for our study is incorporating more practical assignments into upper division courses.

**OFFICE OF ASSESSMENT AND ACCREDITATION  
GOAL ASSESSMENT REPORT: AY 06/07  
MAJOR: BBA-Computer Information Technology**

**Section One:**

Activity Statement:

**Section Two:**

**Intended Outcomes/Assessment Criteria**

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

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

***Results of Outcomes Activity:***

2006-2007	<b>Met</b>	According to the information that was received from the Office of Career Services all MIS/IT graduates from Spring 2006 who had responded were working within the IS/IT field. 25% were continuing their education.
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***Intended Outcomes 2:*** CIT graduates will compare favorably with other IT professionals in academic preparation.

***Assessment Criteria:*** Students will sit for standardized tests made available by Microsoft Press or other publishers and score in the upper 60% range.

***Results of Outcomes Activity:***

2006-2007	<b>Met</b>	95% of the students scored 60 or better on the exam. The mean was 79.1, median 80 and standard deviation was 11.16.
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***Intended Outcomes 3:*** Graduates will have access to information about various career opportunities in the CIT field.

***Assessment Criteria:*** Students will be involved in student user groups/clubs and/or will have opportunities to hear IT guest speakers, take field trips and network with future employers.

**Results of Outcomes Activity:**

2006-2007	<b>Met</b>	100% of CIT majors were given the opportunity to meet with IT and HR representatives who spoke about IT career paths and opportunities in their organization. The most attended guest speaker was the Director of IT at the CIA. Students were allowed to give presentations to three senior CIA administrators in the IT field. Additionally, all majors were offered the opportunity to tour Marathon Petroleum Corporation, llc in Findlay, Ohio, Cooper Tire and Rubber Corp. and meet with IT managers and the HR department.
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**Intended Outcomes 4:** IT 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:**

2006-2007:		See: Scholarly and Professional Activities. On file at the School of Business and in VPAA office.
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**Intended Outcomes 5:** Make the students think critically by giving students tools to understand and analyze “problems”. Incorporate skills and knowledge students have learned from a variety of courses that they have taken across the curriculum during CIT 355.

Situations that force the student to determine the actual problem, analyze the scenario(s) presented, develop alternative courses of actions to “solve” the problem, create an appropriate spreadsheet model for the scenario and solution, and create a professional report to present the findings. These cases incorporate many areas of business (ex. Marketing, finance, economics, production etc.), and students are required to use knowledge from these areas in the “solving” of the scenario problem.

**Assessment Criteria:** Case studies: Appropriate analysis (25%), Correct “answers” (20%). Decisions based on the answers obtained (If “answers” are not exact, then did the student make the correct decision assuming the “answer” was correct. (30%) Creating a professional report to convey the results of their analysis and “solutions” (This includes proper terminology, grammar, spelling etc.) (25%) Students are generally required to create a preliminary “solution” that can be reviewed by the professor to make sure the students are headed in the right direction.

Expect students to score a grade of B or better in these case studies.

**Results of Outcomes Activity:**

2006-2007	<b>Met</b>	All 17 students completed the case studies with a B or better during the Spring 2007 semester. The mean score was an 88%.
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**Intended Outcomes 6:**

Develop student ability to assess needs, define problems and research the appropriate information systems solutions based being sensitive to organizational structure, users, ethics, culture, and inherent system constraints.

**Assessment Criteria:** 80% of CIT 312 final research projects should earn an 80% or better.

**Results of Outcomes Activity:**

2006-2007	<b>Met</b>	81.7 % of 60 students scored an 80% or better with a mean score of 88%.
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**Section Three:**

Analysis and Action Plans:

**Plan of Action – Intended Outcomes # 5:** Keep up with the (CIT 355) case study approach as this has been deemed to be a very appropriate and effective way to make the students think analytically, formulate the scenario in a way that can be “programmed” and report the results in a professional format.

**Plan of Action – Intended Outcomes # 6:** Continue using assessment in CIT 312.

**OFFICE OF ASSESSMENT AND ACCREDITATION  
GOAL ASSESSMENT REPORT: AY 06/07  
MAJOR: BBA-Finance**

**Section One:**

Activity Statement:

The Finance department met as a group in the spring and reviewed all goals, rubrics and goals. We are in agreement that our approach is sound and we intend to have a mini review after mid terms in the fall to run through our performance assessments on a “to date” basis. All of us are becoming more comfortable with the approach although we recognize that more work and better communications are required with our adjuncts. We will have the lead professor for each course ensure that his/her adjuncts are on track for at least one teaching assignment in the fall mid term review. Finally, we will have a meeting early in the spring break to collectively review our results for the fall. We intend to provide results for all courses taught by full time faculty members and on from each adjunct.

**Section Two:**

Intended Outcome #: Ensure all Finance majors can demonstrate the requisite analytical skills required by course

Assessment Criteria: Require that at least 50% all Finance courses exams and term papers require use of financial analysis quantitative techniques.

Result of Outcomes Activity NOTE: these criteria, which was met, ensures that students are rigorously examined on quantitative methods; the results of these examination points are shown on a course by course basis.

Results of Outcomes Activity:

<p><u>2006-2007</u> Analytical skills measured in the Risk and Risk Management Course</p>	<p><u>Met</u></p>	<p>Both the mid term and final examinations consisted of four multi part problems. The problems were presented verbally, and where needed data tables were provided. Students had to show all work and provide supporting data for all calculations made. While students had to explain the results they received, the examination was 100% driven by the student’s ability to apply theory to real world applications and demonstrate with problem solving. One student received an F; all others received either a B (80% correct) or an A (90% correct.)</p>
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### **Section Three:**

#### Analysis and Action Plans:

As discussed above, as a department we intend to pursue three paths:

All courses taught by full time faculty members will be assessed.

At least one course taught by an adjunct will be assessed.

A “mid term” review meeting will be used to discuss progress to date

A “final” meeting will be held early in the semester to discuss results prior to submission.



**OFFICE OF ASSESSMENT AND ACCREDITATION  
GOAL ASSESSMENT REPORT: AY 06/07  
MAJOR: BBA-MANAGEMENT  
CONCENTRATION: HOSPITALITY AND TOURISM MANAGEMENT**

**Section One:**

**Activity Statement:**

This school year merged the HOS 430 Hospitality Senior Seminar Class and the 400 working hours into the MGT 475 Internship and Professional Development Seminar. MGT 475 is a required class for Hospitality and Tourism students to take Fall of their Senior year. They are required to complete a 400 hour internship and take a class in the Fall that prepares them for getting the career of their choice. The class requires them to complete: a resume, cover letter, personal and professional goals, mock interview, dining etiquette seminar, career portfolio and an internship paper.

Also, this academic school year we improved the curriculum by changing MKT 360 Services Marketing to MKT 360 Event Marketing and Management. By making this change the Hospitality students will be getting more of a foundation of managerial knowledge in the context of hospitality and tourism management. The students complete an event plan for a real world organization in the Tiffin Community.

**Section Two:** Describe which program goal(s) in the Major Program Plan was assessed during the academic year.

Intended Outcome #1 Graduates will meet the strategic objectives and directions of the Tiffin University School of Business by providing foundational managerial knowledge in the context of hospitality and tourism management.

Assessment Criteria: A minimum of 90% of hospitality students in HOS 215 will pass and receive their Servsafe Certification from the National Restaurant Association.

Results of Outcomes Activity:

<u>2006-2007</u>	<u>Met</u>	<p>100% of the hospitality students passed the Servsafe Exam.</p> <p>There were 7 hospitality students who took HOS 215 in the Fall, 2006 and all 7 passed the Servsafe Exam.</p>
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Intended Outcome # 2 Graduates will demonstrate the broadened knowledge of career opportunities and qualifications for employment in the hospitality and tourism industry.

Assessment Criteria: 100% of hospitality students in MGT 475 will receive a B or higher on their individual portfolio assignment.

Results of Outcomes Activity:

<u>2006-2007</u>	<u>Not Met</u>	89% of the hospitality students received a B or better on the individual portfolio assignment.  There were 9 hospitality students who took MGT 475 in the Fall, 2006 and 8 received a B or better.
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Intended Outcome # 3 Graduates will demonstrate application of enhanced oral and/or written presentation skills integrating technology for instructional purposes.

Assessment Criteria: A minimum of 90% of hospitality students in HOS 330 will receive a grade of B or higher on their final research project presentation.

Results of Outcomes Activity:

<u>2006-2007</u>	<u>Met</u>	100% of the hospitality students received a grade of B or higher on their group final research project presentation.  There were 14 hospitality students who took HOS 330 in the Spring, 2007 and all 14 received a B or better.
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Intended Outcome # 4 Graduates will successfully integrate theoretical information in practical situations associated with segments of the hospitality and tourism industry.

Assessment Criteria: A minimum of 90% of hospitality students in MGT 475 will achieve an above average or outstanding rating from an outside evaluator on question number 6 (Please rate the student intern's overall performance.) of the School of Business Intern Evaluation form.

Results of Outcomes Activity:

<u>2006-2007</u>	<u>Met</u>	100% of the hospitality students passed the Servsafe Exam.  There were 9 hospitality students who took MGT 475 in the Fall, 2006 and 7 completed their internship hours. All 7 students had an above average or outstanding rating from their internship advisor.
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### **Section Three:**

#### Analysis and Action Plans:

Both of the new classes, MGT 475 and MKT 360, that were added to the Hospitality and Tourism Management proved to be challenging to the students and the instructors. The individual portfolio that is required for the MGT 475 class may need to be given more direction and clearer guidelines on the requirements in order for the students to meet the requirements and to use it in their career pursuit.

**OFFICE OF ASSESSMENT AND ACCREDITATION**  
**GOAL ASSESSMENT REPORT: AY 06/07**  
**MAJOR: BBA-Management**  
**CONCENTRATION: Human Resources Management**

**Section One:**

Activity Statement:

Goals for the concentration were refined and intended outcomes/assessment criteria were revised. In addition, a rubric was created to accompany the “Case Analysis Guidelines” that have been used for student case analyses in MGT351: Managing Diversity in the Workplace. The rubric was derived directly from the “Guidelines.”

**Section Two:**

Intended Outcome #2: Students will demonstrate the ability to manage problems and opportunities related to diverse workforces.

Assessment Criteria: Student performance on case study assignments in MGT 351. 80% of the final case assignments will achieve a grade of “B” or higher.

Results of Outcomes Activity:

<u>2006-2007</u>	<u>Not Met</u>	Only 56% of 63 students in MGT351 earned a B or higher on the final case assignment.
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**Section Three:**

Analysis and Action Plans:

The “Case Analysis Guidelines” are included in the MGT351 syllabus. The new rubric was posted on the TU Portal for the course and was introduced to students on the first day of class. They were also reminded to review the guidelines and the rubric two class periods before the first case analysis was due. However, it appeared that a number of students neglected to review the guidelines and/or the rubric before writing either of the case analyses. In addition, the rubric was too rigid and didn’t allow the instructor the necessary flexibility in analyzing and grading some of the case papers.

*Action Plan:* The instructors of MGT351 will review and revise the grading rubric, building in some flexibility. In addition, the grading rubric will be included with the syllabus and will be more carefully reviewed, along with the case analysis guidelines, before each assignment is due.

**OFFICE OF ASSESSMENT AND ACCREDITATION  
GOAL ASSESSMENT REPORT: AY 06/07  
MAJOR: BBA-MARKETING MANAGEMENT**

**Section One:**

Activity Statement:

One of the skills marketing management majors should be able to master is the ability to create an integrated marketing communication (IMC) plan for an organization. This is also often referred to as a promotional plan. One of the ways to demonstrate this skill is to have students create their own integrated marketing communication plan for an organization they select. One of the key skills acquired is for them to be able to create advertising, public relations materials, sales promotional ideas and sales presentations that work together to promote an organization. They need to make sure the different pieces of the plan fit together to present a consistent message concerning the organization. These are skills discussed and applied in the MKT 253: Marketing Communications class.

**Section Two:**

Intended Outcome #1: Marketing management graduates will explain how the different marketing communication tools are used by organizations to create their integrated marketing (IMC) plan.

Assessment Criteria: At least 90 percent of Marketing graduates will earn an overall score of 4.0 or better (on a scale of 5.0) on the rubric created to evaluate the students' IMC plan for an organization. This assignment is created in the MKT 253: Marketing Communications class.

Results of Outcomes Activity:

<u>2006-2007</u>	<u>Met</u>	In the Summer 2007 online class, 92% (12/13) students did score a 4.0/5.0 or better on the rubric created to evaluate their IMC plan for an organization. The mean score for the class was 4.11, with a standard deviation of .40.
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**Section Three:**

Analysis and Action Plan:

Students did a very nice job of creating IMC plans for the class. They were creative in designing each piece of the IMC plan and appeared to understand how the different pieces of the plan needed to work together to present a consistent message to the

organization's audiences. This may be one of the easier assignments for students to do and the instructor to assess as it has been the observational experience of the instructor of this class and writer of this report that marketing communication is one of the areas marketing students show the most interest in. When assessing this class in the future possibly the expectations could be raised to help the students in the class to achieve even higher goals. In the future it may also make sense to have the students assigned an organization to create a plan instead of choosing their own. Students tend to choose organizations with which they are familiar and/or already know about their communication plans. Assigning an organization may create more of a challenge.

**OFFICE OF ASSESSMENT AND ACCREDITATION  
GOAL ASSESSMENT REPORT: AY 06/07  
MAJOR: BBA-Organizational Management**

**Section One:**

Activity Statement:

This was the first year for this course’s outcomes to be assessed. Current assignment appears to be achieving our goals.

**Section Two:**

Intended Outcome #1:

*Adult learners will demonstrate the ability to critically analyze current business situations and strategically solve problems.*

Assessment Criteria:

*CIT 312: 70% of the students will receive a “B” or better on the summary paper.*

Results of Outcomes Activity:

<u>2006-2007</u> 91.5%	<u>Met</u>	91% of the students met the criteria of a B or better on the summary paper.
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**Section Three:**

Analysis and Action Plans:

We will continue to assess course outcomes each time it is taught at each location. Yearly we receive evaluations of the course from the instructors. These evaluations will be reviewed for revisions and edits to the course’s content as necessary.

We plan to develop a method to share the rubrics with adult students on an on-going basis. Therefore, students will know how they assessed assignments are being evaluated.

We plan to develop a written document for instructors on how to use the rubrics and calculate point value.

**OFFICE OF ASSESSMENT AND ACCREDITATION**  
**GOAL ASSESSMENT REPORT: AY 06/07**  
**MAJOR: BBA-Organizational Management**

**Section One:**

Activity Statement:

This was the first year for assessing outcomes for the ARP Oral Presentation. Current assignment appears to be achieving our goals.

**Section Two:**

Intended Outcome #2:

Oral Presentation

- *Adult learners will demonstrate the ability to communicate in the written form through application of business writing.*

Assessment Criteria:

*MGT 467: 70% of the students will receive a “B” or better on the presentation.*

Results of Outcomes Activity:

<u>2006-2007</u> 79%	<u>Met</u>	79% of the students obtain a B or better on their oral presentation.
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**Section Three:**

Analysis and Action Plans:

The outcome for the ARP Oral Presentation will continue to be assessed in future groups. The rubric provides effective assessment. In the hope to increase the assessment score, during the Degree Completion Program Adjunct Workshop this year, we will provide guidance to ARP advisors on the components of a good presentation. Advisors will be instructed to review these components with ARP students during the final weeks of the project.

We will continue to assess course outcomes each time it is taught at each location. Yearly we receive evaluations of the course from the instructors. These evaluations will be reviewed for revisions and edits to the course’s content as necessary.

We plan to develop a method to share the rubrics with adult students on an on-going basis. Therefore, students will know how they assessed assignments are being evaluated.

We plan to develop a written document for instructors on how to use the rubrics and calculate point value.



**OFFICE OF ASSESSMENT AND ACCREDITATION  
GOAL ASSESSMENT REPORT: AY 06/07  
MAJOR: BBA-Organizational Management**

**Section One:**

Activity Statement:

Current assignment appears to be achieving our goals.

**Section Two:**

Intended Outcome #1, 2, & 6:

Final Project Report

- # 1 - *Adult learners will demonstrate the ability to critically analyze current business situations and strategically solve problems.*
- # 2 - *Adult learners will demonstrate the ability to effectively communicate ideas and information in a group environment.*
- # 6 - *Adult learners will demonstrate the ability to think strategically.*

Assessment Criteria:

*MGT 467: 70% of the students will receive a “B” or better on the final project report.*

Results of Outcomes Activity:

<u>2006-2007</u> 84.62%	<u>Met</u>	84.62% of students met the criteria of achieving a B or better on their final ARP Report. This is an increase over last year’s percentage which was 81%
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**Section Three:**

Analysis and Action Plans:

We will continue to assess course outcomes each time it is taught at each location. Yearly we receive evaluations of the course from the instructors. These evaluations will be reviewed for revisions and edits to the course’s content as necessary.

We plan to develop a method to share the rubrics with adult students on an on-going basis. Therefore, students will know how they assessed assignments are being evaluated.

We plan to develop a written document for instructors on how to use the rubrics and calculate point value.

**OFFICE OF ASSESSMENT AND ACCREDITATION  
GOAL ASSESSMENT REPORT: AY 06/07  
MAJOR: BBA-Sports & Recreation Management**

**Section One:**

Activity Statement:

**Section Two:**

***Intended Outcomes 1:*** Graduates will meet the strategic objectives and directions of the Tiffin University School of Business by demonstrating foundational managerial knowledge in the context of sport.

***Assessment Criteria:*** A minimum of 70% of students in MGT 160, 70% of students in LAW 260, and 80% of students in MGT 360 will receive an average grade of “B” or higher on assignments dealing with a foundational management topic as applied to sport such as budgeting, fundraising, risk assessment, decision making, governance, marketing, or sponsorship.

***Results of Outcomes Activity:***

<u>2006-2007</u>	<u>Met</u>	MGT 160: 70% of students (Spring 07 - Tiell) LAW 260: Not taught in AY. MGT 360: 80% of students (Fall 06 – Millar)
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***Intended Outcomes 2:*** Graduates will demonstrate competency in effectively resolving unstructured problems and critically analyzing cases in the context of sport and recreation management.

***Assessment Criteria:*** A minimum of 80 % of students in LAW 260 and 90% of the students in MGT 360 will achieve an average grade of “B” or better on the case analyses requirement.

***Results of Outcomes Activity:***

<u>2006-2007</u>	<u>Met</u>	LAW 260: Not Taught in AY. MGT 360: 90% of students (Fall 06 - Millar)
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***Intended Outcomes 3:*** Graduates will demonstrate comprehension of requirements for planning, designing, and operating sport facilities.

***Assessment Criteria:*** A minimum of 85% of the students in MGT 325 will achieve a grade of “B” or better on their facilities project.

**Results of Outcomes Activity:**

<u>2006-2007</u>	<u>Met</u>	MGT 325: 85% of students (Fall 06 – Allen)
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**Intended Outcomes 4:** Graduates will demonstrate a broadened knowledge of career opportunities and qualifications for employment in the sport and recreation field.

**Assessment Criteria:** A minimum of 80% of the students in MGT 160 will receive a grade of “B” or higher on a career exploration project and 100% of the students in MGT 475 will receive a grade of “B” or higher on the portfolio assignment.

**Results of Outcomes Activity:**

<u>2006-2007</u>	<u>Met</u>	MGT 160: 80% of students (Spring 07 – Tiell) MGT 475: 100% of students (Fall 06 – Miller)
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**Intended Outcomes 5:** Graduates will demonstrate application of enhanced oral and written presentation skills integrating technology for instructional purposes.

**Assessment Criteria:** A minimum of 85% of students in COM 235 will achieve a grade of “B” or better on an assigned presentation and 85% of the students in MKT 360 will achieve an overall above average or higher rating from an independent evaluator using a form similar to the School of Business Intern Evaluation form.

**Results of Outcomes Activity:**

<u>2006-2007</u>	<u>Met</u>	COM 325: Not taught in AY. MKT 360: 85% of students (Spring 07 – Miller)
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**Intended Outcomes 6:** Graduates will successfully integrate theoretical information in practical situations associated with segments of the sport & recreation industry.

**Assessment Criteria:**

- A minimum of 90% of students in MGT 475 will achieve an above average or outstanding rating from an outside evaluator on question number 6 of the School of Business Intern Evaluation form.
- A minimum of 90% of students in MGT 325 will achieve an above average or higher rating from an outside evaluator on a form accessing the participation in a field trip to a selected sport organization.

***Results of Outcomes Activity:***

<u>2006-2007</u>	<u>Met</u>	MGT 475: 90% of students (FL 06 – Miller) MGT 325: 90% of students (FL 06 – Allen)
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**Section Three:**

Analysis and Action Plans:

**Intended Outcomes 1 - Action Plan:** This will be taken out of the assessment criteria for 2007-2008 because the course is structured around cases and tests, not applied sport assignments.

**Intended Outcomes 6 – Action Plan:** A form will be created to assess participation in a field trip for 2007-2008.

School of Criminal Justice and Social Sciences  
Executive Summary 2007-2008  
Prepared by: Dr. Charles Christensen, School Dean

The current year represents a significant step forward in our goal of creating a viable outcomes program for the School of Criminal Justice and Social Sciences. Working with the Dean of Assessments and Accreditation, we have completed outcomes plans for nearly all of our majors and have begun to do individual Goal Assessment Reports for each major and graduate concentration on a yearly basis. While we still have some ways to go with the overall process, this year marks the acceptance by faculty that outcomes assessment is an important and necessary part of measuring student learning.

However, in reviewing our GAR's for 2006/2007, there is still a pro forma feeling to the way that the annual reports are done. Some of the reports are verbose and lack clarity. In others, I see no real thought given to the vehicle for measurement, the outcome(s) itself, or the analysis of what it means to student learning. Having said that, we now have both a process and structure for assessments in place that was absent until last year. I have no doubt that as we move forward all of these issues will be overcome.

Some of our goals for 2007-2008 will include discussions about how rubrics are chosen, which rubrics work best, and how the individual outcomes for each major relate to school outcomes and ultimately university wide student outcomes. The questions we need to debate are: "What kinds of knowledge, do we, as educators, want our students to graduate with? What can we tell an incoming freshman about why they should come to Tiffin University? How do the individual outcomes for each class relate to the overall outcomes of the university?" Only when we are satisfied that we have come to some agreement about these issues can we truly say that we have a good outcomes assessment plan.

**OFFICE OF ASSESSMENT AND ACCREDITATION  
GOAL ASSESSMENT REPORT: AY 06/07  
MAJOR: School of Criminal Justice and Social Sciences: Professional Performance**

**Section One:**

Activity Statement: As a follow up to our 2005/ 2006 Goal Activity Report on Internships, we continued to collect data to refine the intended outcomes from this goal. While the overall relationship between supervisor ratings and final grade was within the stated parameters, there was a tendency for student grades to be marginally higher than supervisor ratings. This may be due to the quality of the paper required in addition to the supervisor rating. However, our sample size from the 2005/2006 report was not of sufficient size to make a valid assessment of whether the grades were inflated. We therefore have decided to evaluate our Internship program again this year.

**Section Two:**

Intended Outcome #2: The benefits for students of the SCJSS Internship program.

Assessment Criteria: Survey of students measuring the benefit of experiential learning through Internships. Grades for the Internship program consist of an on the job supervisor rating and a paper written by the student detailing their experience. The criterion states that: “90% of all interns will be rated above average or better by site supervisor and receive an 85% or better on their final grade.” Copies of the rubrics for the supervisor evaluation and paper rubric are available in the SCJSS office.

Results of Outcomes Activity:

<u>2006-2007</u>	<u>Met</u>	A total of 57 Internships were evaluated for AY 2006/2007. Of that total 55 (95%), received a grade of above average (A or B) from site supervisors.
93% of all internship grades were rated 90% or better by site supervisors.	Met.	A total of 53 students or 90% received A or B on their final grade for the Internship. Both outcomes were within the parameters of the standard. Data is available in the SCJSS Office.
90% of students received a grade of 85% or better on their final grade.	Met.	

### **Section Three:**

Analysis and Action Plans: While the overall ratings of students and grade scale fall within the limits of the criterion, we had trouble collecting the supervisor data from faculty members. Therefore a complete assessment of Internship program for this year is not possible. As a remedy, I have created a file for supervisor reports and Internship papers within the School. This file will be kept for each student until they graduate. The supervisors report can be used by student for graduate school application or job application.

**OFFICE OF ASSESSMENT AND ACCREDITATION**  
**GOAL ASSESSMENT REPORT: AY 06/07**  
**MAJOR: MSCJ-Crime Analysis**

**Section One:**

Activity Statement:

This year's Outcomes Assessment in the Crime Analysis major focused on faculty development as it relates to the discovery of new and updated knowledge and its transfer to classroom learning units and other learning activity to ensure that both students and faculty are kept current on emerging trends and new knowledge found in the literature. In addition, four faculty members have been assigned specific classes so that they can concentrate on improving the quality and current state of the material being taught. Each of these faculty members have looked for the most current textbooks as well as online resources. This material has been added to the respective classes.

The faculty in the Crime Analysis major has worked hard to interact with both the students and practitioners in the field to be sure to continue to develop the most useful and well balanced classroom environment. The faculty interacts regularly with over 1,400 current crime analysts through several professional based list servers. The goal of the faculty is to blend research and practical learning techniques together to help to balance the student.

In the Geographic Information Systems (ENF 622), faculty member Christina Schaub introduced a new textbook GIS and Crime Mapping by Channey and Ratcliffe. In addition, she dissected the book into a number of units to integrate the material with other online material. Ms. Schaub constantly searches for current websites to enhance the value of the class.

**Section Two:**

Intended Outcome #: The Crime Analyst major learns how computer software that is required to become an effective crime analyst can help them in becoming a better analyst. The Geographic Information Systems class (ENF 622) teaches the student to analyze information through the use of spatial software (Geographic Information Systems).

Assessment Criteria: Over ninety percent of the students complete the required exercises with an excellent understanding of the technical aspects of how the software can help them to become more effective. They actually complete assignments that immitate the type of assignment that a crime analyst would receive. Their grade reflected this understanding.



Results of Outcomes Activity:

<u>2006-2007</u> Assessed Fall of 2006 and Spring of 2007.	<u>Met</u> More than 90% of the students in online and they demonstrated a clear comprehension in the updated uses geographic information systems (GIS).	The Geographic Information Systems class is online and the comprehension result in discussion threads was over 95%.
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**Section Three:**

Analysis and Action Plan

It is almost universally accepted that faculty members upgrade their courses with the latest and most relevant content and not wait for textbook writers to periodically do that for them. In more research oriented universities, the nature of the requirements to gain tenure promote continuous renewal of expert knowledge as faculty pursue research and publication in their field. In the smaller teaching universities and professional schools this discovery and renewal of knowledge is no less desirable but often difficult to sustain because of heavy teaching and advising loads.

By linking the outcomes assessment process with some faculty motivation to pursue the latest knowledge in their field or even to discover new knowledge by means of research, students, faculty, and the practitioners in their chosen professions all have the potential to benefit. While most faculty members are curious by nature concerning developments in their respective field, some are not, but are still effective classroom teachers. By getting them to read a new book or five recent articles in their field they are able to use this information to better educate their students.

Concerning the Intended Outcome # 1, the Crime Analysis faculty members are tasked with finding two new articles and sharing them with their fellow instructors. These articles are examined to determine if they would be helpful for students through further research or expanding online discussion threads. This process should help to keep the faculty members more current in the field.

In next year's outcomes assessment process, it is recommended that more than a classroom or online discussion be used as standard for assessing comprehension of the knowledge of a students need to use current software in dealing with better data analysis. An in-depth student paper on the subject is recommended.

**OFFICE OF ASSESSMENT AND ACCREDITATION  
GOAL ASSESSMENT REPORT: AY 06/07  
MAJOR: BA-Government and National Security**

**Section One:**

Activity Statement:

The Department selected the spring offering of POL 411 to assess intended outcome 3. POL 411, American National Security Policy, reviews national security policies, crises, and decision-making since the end of Second World War. Students learned the policies, the political context, and the applicability of the various instruments of national power in the decision-making during each of the post-War Administrations. For each Administration, students were also to solve problems, both collaboratively and individually, consistent with that Administration’s policies, their political context, and the instruments of national power as they were available at the time.

To apply their learning, both for this assessment and for a larger educational purpose, students divided into national security advising groups for the presidential campaigns of Senators Obama, Clinton, and McCain and were asked to solve national security policy problems collaboratively and individually, orally and in writing. Attached in that regard are Problem 10, a collaborative exercise; Quiz 10, an individual examination; and Problem 11, a collaborative exercise requiring interaction among the three groups. In addition, students briefed, and submitted in writing, their specific recommendations to their candidates on the policies, political context, and appropriate instruments of national power to be used against current problems and crises in national security.

**Section Two:**

Intended Outcome 3: Graduates will understand the historical context for current international security threats that face the United States at home and abroad, and how the United States uses the tools of state power to protect the vital interests of America at home and abroad.

Assessment Criteria: 85 percent of all students will receive a grade of 80 percent or better on the final test or exercise.

Results of Outcomes Activity:

<p><u>2006-2007</u>  Assessed Spring 2007</p>	<p><u>Met</u> All thirteen of the students in POL 411 received 80 percent or better overall.</p>	<p>On Problem 10, 84 percent received 80 percent or better; on Quiz 10 and Problem 11, 92 Percent received 80 percent or Better; on the briefing and paper, 100 percent scored 80 or more.</p>
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### **Section Three:**

#### Analysis and Action Plans:

Because POL 411 was a small, senior-level class of highly motivated students, the percentages posted above reflected excused absences for athletic events and so is not a particularly useful measure of success and failure in the exercise outlined above. Over the course of a semester, and especially in the collaborative exercises where stronger students helped those who were struggling at least initially with the concepts, all students grew to perform in the *A* to low *B* range in their weekly problems and quizzes.

Arguably an assessment of Intended Outcome 3 in a larger, lower-level course would present challenges not found in POL 411. Intended Outcome 3, however, requires an understanding and use of the concepts of policy, politics, and state power beyond the reach of lower-level courses and students.

**OFFICE OF ASSESSMENT AND ACCREDITATION**  
**GOAL ASSESSMENT REPORT: AY 06/07**  
**MAJOR: BA-Psychology-Human Services**

**Section One:**

Activity Statement:

Student learning, which was assessed in AY 2005-06 resulted in some trends and targeted plans of actions. Ethical content related to the “Duty to Warn” in potentially violent client situations-- was identified as a learning area that should be strengthened. Other areas requiring plans of actions and follow-up are listed below.

***Plan of Actions Established in AY 2005-2006 with Follow-up from AY 2006-07:***

***Plan of Action:*** By April 30, 2007, DBSS faculty will:

1. Determine an appropriate strategy to improve student understanding of ethics relating to the duty to warn.
2. Determine an appropriate strategy to improve student understanding of ethics overall such that ratings improve to at least the stated standard of achievement.
3. Conduct a PSY360 follow-up assessment in Spring Semester of 2007 with special emphasis on examining student grasp of the duty to warn.
4. Examine the overall OA process used to generate the results in this report as well as the content of the case used. The latter should lead to a decision to either keep the method as is or to make revisions.

***Follow-up:*** At departmental meetings, faculty discussed strategies to achieve increased student learning of “the Duty to Warn” concept. It was decided to increase the coverage of the concept in the PSY 201 Professional Practices course. PSY360 will continue to cover this concept as well. A follow-up assessment occurred as planned in PSY 360 with a revised ethics assessment instrument. Student performance in the Duty to Warn area was improved. It was decided to keep the method of assessment, with a revision and/or elimination of a test item, which showed poor validity.

***Plan of Action:*** Review the curriculum for where and how the weaker assessed psychological concepts are taught. Faculty will discuss strategies for improved conceptual transmission. Further review and further assessment of these areas are indicated. Weaker concept development in AY 2005-06 included: Transference, Locus of Control and Social Attraction. Staff also felt very strongly that a cultural awareness goal should be added to the plan. A goal related to cultural competence was added to the plan for AY 2006-07.

***Follow-up:*** At departmental meetings, Faculty discussed strategies to achieve increased student learning of related concepts. It was decided to measure these concepts again in 2006-07 via the Paired Concepts instrument to assess if this was a sample specific artifact or an ongoing trend. A follow-up assessment occurred as planned and is discussed in this report. Also discussed in this report is the new goal related to cultural competence. A culture related class is now also required for all psychology majors.

**Plan of Action:** Quality improvement goal is for staff to review undergraduate psychology and human services curriculum in 2007-2008, and make recommendations in regards to integration and/or elimination of the human services major.

**Follow-up:** Faculty at the departmental and school level reviewed and made revisions of the undergraduate psychology curriculum. Changes were made to: (1) utilize existing course contents, and specialties areas in the department, and (2) focus on professional and student needs. Program revisions were reviewed and approved by the Department of Behavioral and Social Sciences, the School of Criminal Justice and Social Sciences, the Tiffin University Curriculum Committee, TU Faculty Governance, and the Tiffin University Board of Trustees. The program changes represent a first step for later revisions to occur based on a “Core” and “Specialty Concentration” framework. A “Core” Psychology curriculum was established with specialty areas of Experimental, Addictions, and Applied-Human Services. Human Service was eliminated as its own major. Future revisions will be based on needs assessments, professional standards, and outcome assessment.

**Section Two:**

**Intended Outcome # 1: Broadly based knowledge of modern**

- e. ethical issues and practices

**Assessment Criteria:**

**Assessment Criteria for Outcome A1e:**

**Method 1:** PSY360, SCS201, and SCS300 each include assessment of case studies involving ethical issues and practices, and each requires student analyses of these case studies.

**Target:** At least 80% of students in each of these courses will score 70% or higher in their analyses of ethical issues and practices.

**Method 2:** Students will receive a rating of 3 or better on ethical practices criteria as rated on a 0-5 scale using the *Outcomes Assessment Internship Rubric*.

**Results of Outcomes Activity:**

<u>2006-2007</u>	<u>Met/Not Met</u>	<u>Data Details</u>
Method 1	Goal was met	PSY360 students responded to an 8-item multiple-choice survey focused on ethics. Average score was 77.27% adjusted to 85.06% after exclusion of question 3 due to poor validity. 82% of respondents scored at or above 70% before eliminating item #3.

Method 2	Goal was met	As of this writing (5/14/07) Two completed forms from site supervisors for AY 06-07 internships have been received with consistency of ratings between student and site supervisors. Students had the tendency to rate themselves lower than the site supervisor. Student were rated 100% of the time 3 or better on ethical practices criteria.
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**Intended Outcome #2: (Psychology and Human Services Majors) Increasingly coherent understanding of concepts central to the discipline.**

***Assessment Criteria:***

**Method 1:** A testing of students' cognitive structures, using departmentally standardized lists of critical concepts, composed for assessment of increasingly coherent understanding of general psychological concepts, presented via a concept-similarity rating task in a Likert-scaled survey format. Units of analysis are individual and mean differences between student and ideal structure schemas. Surveys will be conducted in human services and psychology upper and lower numbered course sections. Aggregated student responses are not expected to correlate with faculty responses in the freshman and sophomore years. However, junior and senior responses will correlate positively and significantly with faculty responses @  $p = <.05$ .

Target: Student responses will be measured for a sample of students taking Psychology courses in 2006-2007 and across class standing were compared to prior faculty ratings. 100% of Junior and Senior rating samples will correlate with faculty ratings

**Results of Outcomes Activity:**

<u>2006-2007 Outcome# 1</u> Method 1	<u>Met</u>	For 2006-7 –All class rank responses correlated to faculty responses. There was consistent and dramatic increase in linear correlation between mean student and mean faculty ratings of concept from freshman to senior year. ( $r = .374$ for freshman; $r = .689$ seniors). The stepwise increase in correlation supports the validity of the instrument. Both junior and senior responses on the survey were significantly correlated with faculty responses ( <i>thus this target was met—100%</i> ). <i>The Transference concept is still noted as a weak concept for student understanding.</i>  Table 1 in <i>Appendix</i> presents graph of mean comparisons based on class rank. All correlation results for 2006-07 Paired Concepts are presented in Table 2 in <i>Appendix</i> .
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**Intended Outcome 4: Multicultural awareness, tolerance, and competence.**

***Assessment Criteria:***

**Method 1:**

A satisfactory result on the BA-PSY-HUS Cultural Competence Measure (baseline measurement). Students in Psychology-Human Services courses across class rank will take the California Brief Multicultural Competence Scale (CBMC).

Target: Outcome performance threshold: 90% of the students will score in identified normed ranges of cultural competency.

**Results of Outcomes Activity:**

<u>2006-2007 Outcome #4</u> Method 1	<u>Met</u>	Students across level of program took the test measure of the California Brief Multicultural Competence Scale (CBMC) (Gamst, Dana, Der-Karabetian, Aragon, Arellano, Morrow & Martenson, 1994).  <i>Target was met for 2006-07, with 100% of the students taking the CBMC being normed for comparison scores. Overall the student sample scored in the 55<sup>th</sup> percentile, indicating a moderate level of cultural competence as compared to established professionals. The lowest scores occurred on the <i>Awareness of Cultural Barriers</i> subscale, 2006-07 represented a baseline measurement year and comparison to establish norming groups, and future performance targets. Data for the CBMC means by class standing are reported in Table 3 in <i>Appendix</i>. Differences by gender are also reported in Table 4.</i>
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**Section Three:**

**Analysis and Action Plans:**

Although it appears most targeted goals for outcomes were achieved in AY 06-07, a few weaknesses were noted. Although student measurement of cultural competence was within moderate ranges, improvement in this area is warranted. Increases in overall student percentile scores should be a goal. Also since the lowest scores occurred on the *Awareness of Cultural Barriers* subscale—this is indicated as an area to target for future educational emphasis. Overall the California Brief Multicultural Competence Scale (CBMC) proved to be a useful instrument. The psychological concept of *Transference* remains a weak concept for student understanding. This is consistent with AY 05-06, and appears to represent a consistent curriculum weakness. Faculty will need to address how

and when this concept is being taught--with an assessment of strategies for learning improvement.

Although AY 05-06 ethical competence goals were met in general, weakness was noted in student grasp of items related to the ethical issue of duty to warn. The item (#1) in the AY 06-07 survey related to the issue of duty to warn scored at a rate of 95% correct responses, a satisfactory rate of improvement. The overall AY 06-07 score was 77.27%, and was 85.06% after removal of scores from item 3 due to poor validity. It is recommended that in AY07-08, DBSS review and focus on other goals and/or alternative methods of measurement since current ethical competence seems to be measured as effective. It is uncertain as to whether this is actually true (it may be), or is a result of the measurement methods. Future methods in the measurement of ethical competence may need to be considered and informed by the research.

As a result of the program curriculum change, the current Psychology Major Outcomes Assessment Plan as written needs to be reviewed and revised. Usefulness of certain goals and measurement methods need to be evaluated (e.g. the usefulness of the Paired Concepts Survey). A draft revised plan with goals to be measured in AY 07-08 will need to be in place by the beginning of Fall 2008. Future revisions and a solidifying of the plan will need to occur with faculty input during the fall of 2007.



**OFFICE OF ASSESSMENT AND ACCREDITATION**  
**GOAL ASSESSMENT REPORT: AY 06/07**  
**MAJOR: BCJ-Forensic Science**

**Section One:**

Activity Statement: Our Forensic Science major is a new one. We have just finished the second year of the program. It is a partnership major with Heidelberg College. The Criminal Justice courses are taught at Tiffin University and the science/lab courses are taught at Heidelberg. The partnership with Heidelberg makes assessment of the overall outcomes of the program somewhat difficult, but not impossible. However, we did experience a significant number of failures (50% D or F) in both Biology and Chemistry for our freshmen students that required a closer analysis. While this number is not inconsistent with the numbers for Heidelberg students, we felt that some type of remedial action was needed. As part of our research, we identified three areas for remediation. First, many of our students were having a difficult time with the math in Chemistry 101. Second, students in the major needed an advisor/mentor to identify student academic problems before they became terminal. Third, we found that our forensic science majors were in the upper level biology course competing with biology majors.

We have therefore instituted a series of changes that should help our students be more successful in the program. First, incoming freshmen students must pass MAT 174 to be allowed to enter the Chemistry 101 at Heidelberg. This should provide our students with the math skills to be successful in college chemistry. Second, we have assigned a faculty mentor from our math department to oversee the academic progress of forensic science majors. Third, we have changed the forensic science intro biology course requirement from the biology for biology majors to the biology for non-biology majors. We will evaluate the success rate for our 2007/2008 freshman class to see how these changes have improved student success rates.

**Section Two:**

N/A

**Section Three:**

Analysis and Action Plans: In AY 2007/2008, we will develop a set of outcomes for the Forensic Science majors in partnership with Heidelberg College.

**OFFICE OF ASSESSMENT AND ACCREDITATION  
GOAL ASSESSMENT REPORT: AY 06/07  
MAJOR: BCJ-Corrections**

**Section One:**

Activity Statement:

COR220 (Correctional Thought & Practice) curriculum was revised to emphasize the foundational theories of corrections. The revision included a series of four papers that measured the students' understanding of these foundational theories. A rubric was added for all oral presentations in COR220 and COR230 that outlined the instructor's expectations and student performance.

**Section Two:**

Intended Outcome # 1: Graduates will understand the four main theories of corrections. (COR 220)

Assessment Criteria: Students will complete a paper on the four theories and score an 80% or higher based on the rubric.

Results of Outcomes Activity:

<u>2006-2007</u>	<u>Met</u>	100% scored 80% or higher... 92% average score.
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Intended Outcome # 2: Graduates will understand the major constitutional issues of offender supervision. (COR 436)

Assessment Criteria: Students will outline five land-mark cases in corrections and receive an 80% or higher based on the rubric.

Results of Outcomes Activity:

<u>2006-2007</u>	<u>Met</u>	All students received 80% or higher. Average was 95%.
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Intended Outcome # 3: Students will demonstrate effective written and oral communication skills. (COR 220 & COR 230)

Assessment Criteria: : Students will receive an 80% or greater on written and oral presentations, based on the rubric.

Results of Outcomes Activity:

<u>2006-2007</u>	<u>Met</u>	95% of students received an 80% or higher on written and oral presentations.
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**Section Three:**

Analysis and Action Plans:

The written assignment change in COR220 (Correctional Thought & Practice) that incorporated the four main correctional theories was successful. It allowed students to see the foundations upon which governments base their correctional policy. Class discussions confirmed the value of these papers, as students expressed an increased familiarity with the theories and a favorable reaction to the assignment. Thus, this assignment change will remain in effect for future courses. As a result of the successful implementation of foundational aspects in COR220, issues such as mission, culture, organization, legal foundation, and systemic overviews will be incorporated into COR230 (Agency Management) to enhance students' knowledge of organizational and systemic issues relating to the management of organizations in a correctional environment.

**OFFICE OF ASSESSMENT AND ACCREDITATION**  
**GOAL ASSESSMENT REPORT: AY 06/07**  
**MAJOR: BCJ-Law Enforcement**

**Section One:**

Activity Statement:

This year's Outcomes Assessment in the Law Enforcement major focused on faculty development as it relates to the discovery of new and updated knowledge and its transfer to classroom leaning units and other learning activity to ensure that both students and faculty are kept current on emerging trends and new knowledge found in the law enforcement and criminal justice literature.

While most faculty do, and others should, continue learning in their field beyond what is found in updated editions of textbooks in the classes they teach, it is not always demonstrated that this new learning takes place nor that it is transferred to the classroom or to online courses where students can benefit in having the most up-to-date knowledge about the field they are majoring in. The half-life of standard introductory books in most fields is 2-4 years since new knowledge is always emerging and there is a delay of two years on average to get a textbook written, produced, and distributed.

The 2006-2007 Outcome Assessment for the Law Enforcement Major in the Bachelor of Criminal Justice degree program will focus on closely linked faculty development and student learning activity about the critical and emerging new roles for law enforcement agencies and their personnel and in particular the new and controversial responsibilities police officers have in dealing with illegal immigrants in the United States and in protecting the nation's borders.

A faculty member who teaches JUS 110 Introduction to Criminal Justice had the option of reading 1 new book or 5 professional practice journal articles on a specific developing content area relating to current law enforcement practice as it relates to illegal immigration. The faculty member (Keith Haley) read Patrick Buchanan's book *State of Emergency: The Third World Invasion and Conquest of America*, Regnery Publishing 2006. In order to share that information with other faculty, he wrote and published a book review of this literary work in the June edition of *Conservative Justice Digest*, an online professional practice criminal justice journal. Other criminal justice faculty and students may access and read the book review.

The new learning content that the faculty member gleaned from the book *Invasion* was also shared in several other ways: (1) Used in an online UNIT 8 discussion thread entitled "Civilian Monitors on the U.S. Border: The Minutemen" and in a UNIT 9 discussion thread entitled "Citizens Watch Texas Borders in JUS 110 Introduction to Criminal Justice online, Fall 2006 semester; (2) Used in a UNIT 4 discussion thread entitled "Citizen Volunteers on the Border" and in UNIT 13 Illegal Immigration and Border

Security in JUS 510 Contemporary Criminal Justice Issues and Trends online, Fall 2006 and Spring 2007 and; (3) Used in the IN THE NEWS segment class update in JUS 110 Introduction to Criminal Justice seated during the Spring 2007 semester.; (4) Used in UNIT 1 discussion thread entitled “Sheriff Arpaio’s Posse to Stop Illegal Immigration” in JUS 515 Research Design and Analysis online during the Spring 2007 semester.

**Section Two:**

Intended Outcome # 1: Law Enforcement graduates will be able to describe the four major features of the law enforcement officer role in American society: law enforcement; order maintenance; service; information gathering.

Assessment Criteria: Eighty percent of students in JUS 110 seated (Spring 2007) and online (Fall 2006) taught by Keith Haley will demonstrate clear comprehension of the new responsibilities and issues related to local law enforcement and illegal immigration by participating in an in-class Socratic type of discussion and in online discussions of the aforementioned responsibilities and issues. The instructor (Haley) applied a modified Flanders Interaction Analysis tool to assess the quantity of discussion comments, questions, student-to-student conversation, and acknowledgements of student understanding of the new illegal immigration content for both the seated and online classes in JUS 110 Introduction to Criminal Justice.

Results of Outcomes Activity:

<p><u>2006-2007</u> Assessed Fall of 2006 and Spring of 2007.</p>	<p><u>Met</u> More than 90% of the students in both the JUS 110 online and seated classes demonstrated clear comprehension of the law enforcement officer’s role in dealing with illegal immigration.  The instructor completed and posted an online book review of <u>Invasion</u> by Patrick Buchanan.</p>	<p>In JUS 110 seated, 90 % of the students demonstrated in a discussion clear comprehension of the police/illegal immigration responsibilities. In JUS 110 online the comprehension result in discussion threads was 100%.</p>
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**Section Three:**

Analysis and Action Plans:

It is almost universally accepted that faculty members upgrade their courses with the latest and most relevant content and not wait for textbook writers to periodically do that for them. In more research oriented universities, the nature of the requirements to gain tenure promote continuous renewal of expert knowledge as faculty pursue research and publication in their field. In the smaller teaching universities and professional schools this

discovery and renewal of knowledge is no less desirable but often difficult to sustain because of heavy teaching and advising loads.

By linking the outcomes assessment process with some faculty motivation to pursue the latest knowledge in their field or even to discover new knowledge by means of research, students, faculty, and the practitioners in their chosen professions all have the potential to benefit. While most faculty members are curious by nature concerning developments in their respective field, some are not, but are still effective classroom teachers. By getting them to read a new book or five recent articles in their field they are able to use this information to better educate their students.

Concerning the Intended Outcome # 1, it would be useful to pursue one more round of work with the local, state, and federal law enforcement officers' responsibilities in dealing with illegal immigration since it seems to be developing into the issue of the day in the upcoming presidential election and many of our graduates will be confronting the issue almost immediately upon gaining employment in a law enforcement agency.

In next year's outcomes assessment process, it is recommended that more than a classroom or online discussion be used as standard for assessing comprehension of the knowledge of the law enforcement officer's role in dealing with illegal immigration. An in-depth student paper on the subject is recommended.

**OFFICE OF ASSESSMENT AND ACCREDITATION**  
**GOAL ASSESSMENT REPORT: AY 06/07**  
**MAJOR: BCJ-Forensic Psychology**

**Section One:**

Activity Statement:

During the 2006-2007 academic year, many things were done to encourage and improve students' ability to conduct empirical research (Criteria # 1). The grading rubric for research papers was revised to make the requirements more explicit for students (see attachment). During the Spring '07 Research Design class, a group assignment was given to class where students had to design a research project for a product that "would benefit mankind." This was to be done through power point slides that were presented in class. This assignment was also a competition where students were told that their slide shows were sent to three other faculty members to judge. The winner received extra points on their grade for the assignment. This was enthusiastically received by the class. Research skills can also be improved by exposing students to research that others are doing. As such, undergraduate students in SCS 300 and FOR 460 were encouraged to attend and participate in master's theses proposal and final defenses by Forensic Psychology graduate students in the MSCJ. Finally, students were encouraged to present their research at conferences. During the 2006-07 academic year, two undergraduate Forensic Psychology students presented the research they had done in SCS 300 at the Midwest Criminal Justice Association Meeting. Several undergraduate students presented research they did in SCS 300 and FOR 460 at the Ohio Council of Criminal Justice Education Research conference held on the TU campus. This opportunity gave them experience communicating research findings to a diverse audience. Further, it afforded them the opportunity to critically evaluate other research projects from different disciplines.

**Section Two:**

Intended Outcome #1: Graduates will demonstrate an ability to apply psychological theories and research to legal issues.

Assessment Criteria: Students will be able to construct research (design) that would empirically answer a current legal issue (prepare a research proposal based on a legal question, to empirically answer this question). 80% of students to do this for their final research project in SCS 300, and FOR 460, and earn a "B" or better on this project.

Results of Outcomes Activity:

<u>2006-2007</u> FOR 460	<u>Met</u> Met	96% met objective (all earned A on final project)
SCS 300 F06	Not Met	63% met objective
SCS_300 S07	Not Met	71% met objective

**Section Three:**

Analysis and Action Plans:

There were different results obtained from the FOR 460 (Psychology and Law) data compared to the outcomes attained for SCS 300 (Research Design). Student research projects from Psychology and Law were overwhelmingly superior to those in the Research Design class. One explanation for this is that SCS 300 is a prerequisite for FOR 460. Consequently, students in Psychology and Law have previous experience conducting research and writing up reports. Every year there are some exceptions to this with students who take the two courses concurrently. Research concepts and skills are difficult for students to master. This report clearly shows that students benefit from increased exposure to and experience with this material. It also needs to be noted that SCS 300 is a requirement for several majors throughout the University for B.C. J. as well as B.A. degrees. As such, it is not an accurate measure as currently used to gauge this specific learning objective for Forensic Psychology students. Based on this analysis, the following recommendations are made.

- (1) When examining this outcome measure, only the data for Forensic Psychology students should be used rather than the class as a whole.
- (2) Reinforce SCS 300 as a prerequisite to FOR 460. Advisors need to stress to their advisees that SCS 300 needs to be taken during the junior year. Since this course is now offered during both the fall and spring semesters, this should be easier for students to accomplish.
- (3) Consider revising this specific objective with more of an emphasis on measuring improvement between the SCS 300 and FOR 460 classes.



**OFFICE OF ASSESSMENT AND ACCREDITATION**  
**GOAL ASSESSMENT REPORT: AY 06/07**  
**MAJOR: BCJ-Justice Administration**

**Section One:**

Activity Statement:

This was the first year this course's outcomes to be assessed.  
Current assignment appears to be achieving our goals.

**Section Two:**

SOC 350: Social Psychology

Intended Outcome #3:

Adult students will demonstrate a detailed understanding of the relationships between society, justice systems, and crime/terrorism.

Assessment Criteria:

*Seventy percent of adult learners will obtain "B" or higher on the final project/paper.*

Results of Outcomes Activity:

<u>2006-2007</u>	<u>Met</u>	91.8% of the students achieved a B or higher on the final project/paper.
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**Section Three:**

Analysis and Action Plans:

We will continue to assess course outcomes each time it is taught at each location. Yearly we receive evaluations of the course from the instructors. These evaluations will be reviewed for revisions and edits to the course's content as necessary.

We plan to develop a method to share the rubrics with adult students on an on-going basis. Therefore, students will know how they assessed assignments are being evaluated.

We plan to develop a written document for instructors on how to use the rubrics and calculate point value.

**OFFICE OF ASSESSMENT AND ACCREDITATION  
GOAL ASSESSMENT REPORT: AY 06/07  
MAJOR: BCJ-Justice Administration**

**Section One:**

Activity Statement:

This was the first year for this course's outcomes to be assessed. Current assignment appears to be achieving our goals.

**Section Two:**

NSS 312: History of Terrorism

Intended Outcome #4:

Adult learners will understand and appreciate historical influences on terrorism.

Assessment Criteria:

*NSS 312: Seventy percent of adult learners will obtain a "B" or higher on the case analysis due in week 5.*

Results of Outcomes Activity:

2006-2007 93.3%	<u>Met</u>	92.3% of the students achieved a B or better on the case analysis.
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**Section Three:**

Analysis and Action Plans:

We will continue to assess course outcomes each time it is taught at each location. Yearly we receive evaluations of the course from the instructors. These evaluations will be reviewed for revisions and edits to the course's content as necessary.

We plan to develop a method to share the rubrics with adult students on an on-going basis. Therefore, students will know how they assessed assignments are being evaluated.

We plan to develop a written document for instructors on how to use the rubrics and calculate point value.

**OFFICE OF ASSESSMENT AND ACCREDITATION  
GOAL ASSESSMENT REPORT: AY 06/07  
MAJOR: BCJ Terrorism and Homeland Security**

**Section One:**

Activity Statement:

The Department selected the spring offering of ENF 343 to assess intended outcome #3. In lieu of using a traditional exam-based assessment tool, we opted to pursue a practical application of the learning objectives for ENF 343, ENF 345, and JUS 215. Students were divided into planning teams and they were given a fictitious albeit realistic scenario dealing with a potential terrorist event in Seneca County. Using course materials, problem-solving models, Seneca County planning documents and their imaginations, students were expected to analyze the situation, identify the problem(s), generate alternatives, and evaluate their incident action plan. Students presented their findings and recommendations in a PowerPoint briefing to the instructor and members of the Seneca County EMA (Dan Stahl and Mike Klaiss). We chose this assessment tool because it allowed students to apply what they had learned in all three courses. Our goal was to evaluate the students at the application level of Bloom’s taxonomy where students would use their acquired knowledge to solve problems. We felt this was an appropriate level for these types of courses given the limited real-world experiences of most of the students. The EMA presence during the presentations added a touch of realism to the assessment process and offered the students an opportunity to get timely feedback on their planning efforts and to interact with local practitioners.

**Section Two:**

Intended Outcome #3: Students will apply accepted principles of homeland security by constructing an appropriate crisis action and response plan in accordance with current planning guidance and standards.

Assessment Criteria: Seventy-five percent of students will score an “80%” or better grade on a final product that requires students to produce an acceptable incident action plan in response to a hypothetical scenario: JUS 215/JUS 343/JUS 345.

Results of Outcomes Activity:

<p><u>2006-2007</u> Assessed Spring 2007</p>	<p><u>Met</u> All four (100%) of the assessed planning teams scored above 80%.</p>	<p>The average score for the end-of-course exercise was 91.175%. The lowest score was 87%.</p>
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### **Section Three:**

#### Analysis and Action Plans:

While the assessment proved successful in meeting our original criteria, there were some mitigating circumstances that warrant consideration for future courses. There were only eight students in the course, so I divided the class into four sections of two. This was not an optimal number for achieving some of the team building objectives associated with emergency planning. Given our assessment criteria, this lent itself to this arrangement. The results were still effective, but I believe the planning experience would have been better with more students per team.

The student's academic background was another concern. Only three of the eight students had taken ENF 345. Moreover, only three students had JUS 215 and they were taking it concurrently with ENF 343. This circumstance did not impact the quality of the student briefings, but I believe the presentations would have been even better had all (or most) students taken ENF 345 and JUS 215 prior to taking ENF 343. We must allow for students to take the course as an elective, but for those majoring in Homeland Security/Terrorism, it would seem to be advantageous to take the prerequisites. This circumstance may be corrected with the stabilization of the new curriculum sheets.

Another challenge that could be an anomaly concerned baseball team members. Twenty-five percent of the class (2 of 8) was on the team. After spring break, they were rarely in class due to the Tuesday afternoon scheduling. We were able to work around this circumstance, but it was not ideal.

This last major concern was the timing of the exercise preparation. I needed to start at least one or two weeks earlier than I did. Even with the condensed time, the students performed at or above expectations. This is an easy fix for the next ENF 343 offering.

Based on one of the EMA comments, the assessment could be enhanced by placing a greater emphasis on public information concerns. I plan to add a lesson or a portion of a lesson on how to deal with the media in emergency situations. I'm not sure if any other part of the curriculum addresses this real world concern.

The Department also needs to ensure ENF 345, ENF 343, and JUS 215 course and learning objectives are properly de-conflicted and integrated. This will take some time, but it is necessary to ensure we are not excessively duplicative in our course work and that we are stressing the right objectives in the right course. We plan to use the Homeland Security/Defense Education Consortium core competencies as a guide to further develop and refine our own curriculum.

### III. Academic Support Services

#### Pfeiffer Library

Efforts to extend assessment activities throughout the Academic Affairs Division began in earnest within The Pfeiffer Library. The staff continues to refine its assessment plan and will provide a final copy by the end of AY 07/08. Other areas within the division will also work on assessment plans during the academic year. The results of the library's efforts are as follows. A faculty survey can be found in Appendix E.

**OFFICE OF ASSESSMENT AND ACCREDITATION GOAL ASSESSMENT  
REPORT: AY 06/07  
Pfeiffer Library**

**Section One:**

Activity Statement:

As its initial foray into Outcomes Assessment, Pfeiffer Library surveyed the full-time faculty. The primary purpose was to determine satisfaction levels with resource availability and library services.

**Section Two:**

Intended Outcome #: 1

Increase faculty/library collaboration and communication.

Assessment Criteria: 1

Administer a survey to determine current levels and then determine what resources will need to be added

Results of Outcomes Activity:

<u>2006-2007</u> Faculty Survey	<u>Met/Not Met</u> Met	66% (39/50) of the full-time faculty responded to at least part of the survey. The survey showed a very high level of support for and satisfaction with OPAL/Ohiolink services. Also there is a strong willingness to serve on the newly formed Library Committee. See attached for further details.
Library Committee Formation	Met	

**Section Three:**

Analysis and Action Plans:

The overall goal is to increase faculty/library collaboration and communication.

Actions:

1. continue to expand the role of the Pfeiffer Library Committee
2. Update the website to better inform and serve faculty, students and staff
3. Encourage more classroom presentations so as to improve information literacy.

## Athletic Division

### **Athletic Department Philosophy of Inspiring Professional Excellence:**

#### **Dragon Excellence**

The Tiffin University athletic department inspires professional excellence by complementing and supplementing the overall mission of the college through a program of commitment. It is committed to education, student-athlete welfare, compliance, athletic excellence and all stakeholders including faculty, staff, students, alumni and the community.

Tiffin University's Athletic Department's mission of inspiring professional excellence through emphasizing the total development of the student athlete. This development occurs through the pursuit of excellence in academics, athletics and in character building; ultimately preparing the student athlete to achieve significance by providing them with the knowledge needed to impact their world through a lifetime relationship with Tiffin University.

The fundamental premise for the Tiffin University Athletic Department's vision and mission is:

<p><b>COMING together is a BEGINNING</b> <b>WORKING together is PROGRESS</b> <b>THINKING together is SUCCESS</b> <b>BELIEVING together is SIGNIFICANCE</b></p>
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For any group to develop as a team and prosper, they must first come together, and then work together. The hopeful result is that they will begin to enjoy success because everyone develops an accountability level to think together. However, the ultimate objective is to reach significance and this is only accomplished when ownership is established and all are engaged to believe together.

An organizational pyramid with Dragon Excellence as the base details the levels of commitment necessary to reach significance:

**SIGNIFICANCE**  
TEAM PERSPECTIVE  
PROFESSIONALLY ENGAGED  
LEADERSHIP  
**PURSUING EXCELLENCE**  
ACADEMIC  
ATHLETIC

CHARACTER BUILDING  
**ADMINISTRATIVE FOUNDATION**  
DIRECTION  
FINANCIAL STABILITY  
GOVERNANCE

Dragon Excellence is established when each member of the athletic department can put their own personal signature on every thing they do, with the athletic staff and coaches creating an environment through a solid administrative foundation and each student athlete pursuing excellence. If this is achieved, then significance is established. Significance is when your primary focus is met by achieving your objectives and the outcome of success occurs with your values intact.

The ultimate goal is for our student athletes to have a collegiate experience that will establish a team perspective, an opportunity to be professionally engaged in a career of their choice, and the ability to become a leader.

Our student-athletes come to Tiffin University to share our commitment to the pursuit of excellence in all things as a life-long endeavor. They come to join a community whose members - faculty, staff, students, trustees, alumni and friends alike - believe that education must encompass the whole person: spiritual and moral as well as intellectual, the heart as well as the mind. And they come seeking the educational, professional and cultural advantages of a university that cares about its students. We, in turn, take seriously our responsibility to foster and support excellence in teaching and coaching, to keep a Tiffin University education accessible to a diverse population of students, and to offer personal attention and care to each member of the Tiffin community.

The Tiffin University Athletic Department is committed to enhancing the lives of student-athletes through a program of excellence in the area of character, achievement, scholarship, leadership, and integrity that other universities will seek to emulate.

The intercollegiate athletic program parallels other Tiffin University departments and programs in promoting Professional Excellence through the development of character, scholarship, and leadership. It performs a unique role in enhancing the world changing philosophy through success in athletic competition.

This philosophy of Professional Excellence becomes a reality as the program is conducted in accordance with the following objectives:

1. To develop the individual student-athlete to their fullest potential, athletically, academically, spiritually, and socially;



2. To encourage athletic participation which enhances the team and educational goals of the university;
3. To develop personal discipline through athletics which is useful as a lifelong experience;
4. To provide the student-athlete with the opportunity to develop character and have life changing experiences through athletics;
5. To develop loyalty and "esprit de corps" within the university culture through athletics;
6. To compliment the educational process through providing the valuable experience of competition for each student-athlete;
7. To recruit and remain world changing students who desire athletic participation in the NCAA II university setting;
8. To partner with the university in developing a renowned reputation for excellence in character, scholarship, and leadership.

### **Question #5 for Outcomes Assessment**

What do we do to impact student learning?

#### **Athletic Department Policies and Procedures for Academic Support**

Each student-athlete we recruit to come to Tiffin University will have an understanding that our number one priority is his or her education. Nothing is more important for a student-athlete than to receive an education. Therefore, our first team goal will always be that every student-athlete earns a degree.

Student-athletes that play for Tiffin University will understand that they are a student first, and an athlete second. Thus, if they do not take care of their academics as their first priority, then the university will not give them the privilege of being an athlete on our sports team.

The Athletic Department will not allow its student-athletes to simply strive to stay eligible. Mediocrity is totally unacceptable. Doing the minimum is a losing mentality, and the Athletic Department will not accept that effort. Standards and expectations will be clearly defined.

Academic Support and Monitoring –

- Coaches will do random class attendance checks.
- Mandatory and voluntary study tables will be conducted.
- Periodic grade checks will be taken.

- Each Head Coach or Assistant Coach will have periodic contact with his student-athlete's professors.
- Each Head Coach will arrange for tutors and help sessions for student-athletes needing assistance and provide academic counseling.
- Each Head Coach will keep an academic file on each student-athlete on their team and chart progress toward graduation and be update on all academic activities that take place in the student-athlete's academic career.

#### Academic Recognition –

- Players will receive as much recognition and praise for their academic performance as they do for their performance on the field play.
- Each team will have semester awards for the most improved student, highest GPA, Academic Top Ten, etc.
- Academic All-League awards
- Academic All-American awards

#### Student-athlete Expectations –

- Go to class (missing is unacceptable).
- Sit in the front of the class.
- Dress neatly.
- Be respectful.
- Make eye contact with the professor, show your interest.
- If you do not understand something, just ask.
- Actively participate.
- Get to know your professors.
- Simply do what is asked of you in every class.
- Remember that how you conduct yourself in class is a direct reflection of the team you are a part of; make your teammates and coaches proud.

## Appendix A

### Outcomes Assessment

#### Rational

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 constantly evaluate what they purport to do, assess whether or not they actually accomplish what they say they do, and improve 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, North Central Association of Colleges and Schools (NCA) and the Higher Learning Commission (HLC) head the list of external agencies requiring demonstration of the quality of what TU claims to provide. The ACBSP has recognized the SOB 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.

#### Assessment History

The history of OA efforts at TU has been one of starts and stops as the university has weathered a number of substantial changes to its administrative team and academic offerings. In 1996 the institution took a more formal approach to OA by appointing a part-time Director of Outcomes Assessment (DOA). This person worked diligently to get the campus up to speed in terms of assessment expectations by our outside accrediting

bodies. His main role was to review assessment efforts, construct assessment standards, and coordinate the development of a cohesive, institutional-wide OA program. His efforts in this arena, while substantial, were in addition to his full-time faculty and department chair duties. He received an administrative stipend for his OA responsibilities. Given this structure, it was difficult to establish and maintain progress as well as garner the necessary support to make the required changes.

In AY 2000-2001, the university administration once again demonstrated its commitment to the OA process by appointing a DOA with only a half-time teaching load. This allowed the DOA to spend more time and effort on what the university viewed as an important and vital part of the educational process. Professional development was provided in terms of support to national and regional conferences.

This structure proved useful, but again efforts were met with resistance from both faculty and students in terms of participation in data collection and analysis. A number of strategies were attempted but most were met with limited success as well as limited budgets. Student participation was the main problem as too many single digit samples were used to assess the GEC. During this time faculty efforts to assess baccalaureate and graduate majors were haphazard at best. Part of this was due to administrative changes both at the presidential and vice presidential levels as well as the dean and department chair levels. It was also during this time that the mission of the institution was changed as it became more focused on providing professional education.

In January of 2005, the current DOA returned to the faculty and a new Dean of Outcomes Assessment (DOA) began. The position was elevated to the Dean level to improve exposure and access for the position. A separate budget for the office was established. The position is a half-time staff, half-time faculty position reporting directly to the VPAA. Duties of this position also changed focus. The position is still the key person responsible for developing assessment strategies as well as collecting and analyzing data on the GEC. It also continues to assist the academic dean and department heads in understanding and implementing OA expectations as put forth by various outside accreditation bodies. And new to the job description is the explicit expectation to assist non-academic units to integrate OA strategies into their operations. (For further historical information, please refer to prior OA Summary Reports or contact the current DOA.)

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 changes in majors, programs, and degrees being proposed, the assessment effort for all these areas remains an integral part of the planning and implementation process.

Prior to AY 2004-2005, for the last four years student learning outcomes associated with this area have been assessed using a focus group methodology and in-depth interviews. The interview schedule used was prepared with substantial input from faculty teaching in the curriculum. Questions surrounded four basic areas: Communications, Humanities, Sciences, and Art & Literature. Respondents were asked content questions as well as where they believed they acquired this knowledge. Analysis involved assessing the mean scores for content strength of responses and strength of relationships to the GEC in place during those years.

Table 1 below shows that the Strength of Response (SR) has not significantly changed over the four years of the focus group interviews. The most variation over the years was in the Humanities area within the first two years, since then it stayed steady.

**Table 1**  
**Mean SR Scores AY 2000-2001, AY 2001-2002, AY 2002-2003**  
**Compared to AY 2003-2004**  
**Grouped by GEC Interview Sections:**  
**Communications, Humanities, Sciences, Art and Literature**

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

Table 2 below shows that the Strength of Relationship to the GEC was down in three of the four areas in AY 2003-2004. Although looking at the trend over four years the results seem mixed. The scores improved slightly for two areas and declined for two areas. There was no consistent upward or downward trend apparent.

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

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

This strategy proved less than satisfactory and a nationally standardized examination was

recommended for implementation in AY 2004-2005. A number of potential instruments were evaluated by the old and new DOA and the Collegiate Assessment of Academic Proficiency (CAAP) examination provided by ACT was selected. The CAAP is an academic test designed to measure the general education foundational skills typically attained in the first two years of college. Scores for the multiple-choice, objective test are reported on a scale that ranges from 40 (low) to 80 (high) for the total test score.

The CAAP exam in critical thinking was administered by the DOA and members of the AOAC to four courses in April, 2005. The courses selected were JUS: 361, MGT: 495, CUL: 249 and MKT: 347. The table below provides the results of the examination.

	<b>Tiffin University</b>	<b>National</b>
Subjects	N=109	N=12,905
	Transfer=17	
Gender	Males=44	
	Females=65	
Mean Score	62.6	62.4
Major: Business	60.5	
Major: Social Sciences	64.8	

It was satisfying to realize our students tested slightly above the national average on critical thinking skills. While participation rates certainly improved, concerns still exist regarding students' motivation to take the examination seriously and budgetary support.

### AY 2005-2006

In an effort to get more direct measures of student learning a strategy of embedded class assessments was instituted. To this end the Faculty Curriculum Committee decided to assess the following goals within the GEC

- To be able to write and speak with clarity and precision
- To acquire skills in both verbal and quantitative arenas given the complexity of modern information technologies and the necessity of logical thinking and critical analysis.

***Intended Outcomes 1:*** Students will write with clarity and precision

***Assessment Criteria:*** All Writing Across the Curriculum faculty will institute at least one writing assignment and use the approved grading rubric to assess the students writing abilities. A mean score of 3.0 is expected. (For a copy of the rubric see the DOA)

***Results of Outcomes Activity:***

2005-2006:	<b>Met</b>	Seventeen classes involving 11 faculty were involved in Spring 2006: 4.14 on Structure and Organization 3.57 on Citation 4.08 on Formal/Professional Language 4.05 on Grammar 4.05 on Punctuation
<b>Action Plans:</b> Rubric will be redesigned per faculty comments. All WAC classes in AY 2006-2007 will use the instrument. A workshop will be held to make sure all faculty involved are comfortable with the assessment tools. A new goal of 3.5 will be implemented.		

**Intended Outcomes 2:** To acquire skills in quantitative arenas.

**Assessment Criteria:** Students in MAT 100, 173, 174 will take a pre-test and post-test to assess current skills and needed areas for program improvement. No standard is set given the trial nature of this assessment. (For copies of the Pre and Post Tests see the DOA)

**Results of Outcomes Activity:**

2005-2006:	<b>Met</b>	<p>MAT 100: Pre-test 20% Post-test 72% +52% change Areas of concern: consecutive odd integers word problems and simplification of grouping symbols problem.</p> <p>MAT 173-Day Pre-test 30.4% Post-Test 53% +22.6% MAT 173-Night Pre-Test 45.5% Post-Test 52.6% +7.1% Areas of concern slope-intercept form and equation of a line, the simplification of expressions using the law of exponents, solving systems of equations, slope of a line given two points, word problem involving systems of equations and finding the product of two binomials</p> <p>MAT 174-Day 1 Pre-Test 17% Post- Test 66% +49.0% MAT 174-Day 2 Pre-Test 26.5% Post-Test 71.1% +44.6% MAT 174-Night Pre-Test 15% Post-Test 64.7% +49.7% Areas of concern are probability, graphs of linear equations and counting permutations.</p>
<p><b>Action Plans:</b> To repeat this assessment in AY 2006-2007 to see if there are improvements now that there is a baseline. Also plan to extend the process to include MAT 273.</p>		



**Intended Outcomes 3:** Students will acquire skills in modern information technologies and the necessity of logical thinking and critical analysis.

**Assessment Criteria:** Students in INS 105 and INS 111 will take standardized tests made available by Microsoft Press or other publishers and score in the upper 60% range. (To see copies of the examinations see the DOA)

**Results of Outcomes Activity:**

2005-2006:	<b>Met</b>	Over 90% of the students successfully completed the examinations.
<b>Action Plans:</b> The faculty in the department is changing with only one member returning for AY 2006-2007. Given the changes in the department expertise, adjustments to the software and the instruments will be made or an entirely new assessment will be developed.		

Appendix: B – pages 114-131 –

See document: AY 2006-2007 NSSE Appendix B

Appendix: C – pages 132-135 –

See document: AY 2006-2007 NSSE Appendix

Appendix: C  
School of Arts & Science Program Assessment Plans

**School of Arts & Sciences – Assessment Plan**  
**School Assessment**

**School of Arts & Sciences Mission Statement**

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

**Program Rationale/Purpose Statement**

The School of Arts and Sciences plays a vital role at Tiffin University. We are responsible for most of the General Education Core, which is meant to help build social and ethical responsibility and awareness both of and for oneself and others. We provide the opportunity to acquire skills and knowledge expected of every university graduate.

The Arts and Sciences curriculum offers the opportunity to pursue majors in Musical and Visual Arts Administration, in various areas of Communication, in English, in History, and in Law and Society. We also house two education majors: Integrated Language Arts and Integrated Social Sciences.

**Marketing / Recruitment Target Statement**

We market to students who are interested in refining their critical thinking, analytical writing, and communication skills. All of our majors have their share of intensive writing courses and promote intellectual growth of the individual. Those who especially want to continue in graduate school in any area of the Humanities will find our majors useful; however, our majors also prepare students for the real world of social service, work in the arts, teaching, public relations and other service oriented careers.

**Goals of the Program/Corresponding Classes**

SAS graduates will either be attending graduate school or working in jobs related to their major course of study within three years of graduation.	Career Services Office
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SAS will increase its focus on preparing students for careers by bringing to campus one professional speaker each year who is working or has worked in a field related to one or more of the majors offered by SAS.	
SAS faculty will participate in the Arts and Angles program, which is designed to showcase SAS faculty interests and scholarship and promote interdisciplinary dialogue.	Faculty Activity Report
SAS will increase regular attendance at Arts and Angles presentations.	
SAS faculty will attend one academic conference per year, contingent on funding.	Faculty Activity Report

### **Intended Outcomes/Assessment Criteria**

***Intended Outcomes 1:*** SAS graduates will either be attending graduate school or working in jobs related to their major course of study within three years of graduation.

***Assessment Criteria:*** 80% of SAS graduates will either be attending graduate school or working in jobs related to their major course of study within three years of graduation.

***Intended Outcomes 2:*** SAS will increase its focus on preparing students for careers by bringing to campus one professional speaker each year who is working or has worked in a field related to one or more of the majors offered by SAS.

***Assessment Criteria:*** SAS will bring at least one professional speaker each year who is working or has worked in a field related to one or more of the majors offered.

***Intended Outcomes 3:*** SAS faculty will participate in the Arts and Angles program, which is designed to showcase SAS faculty interests and scholarship and promote interdisciplinary dialogue.

***Assessment Criteria:*** At least 40% of full time SAS faculty will participate in the Arts and Angles program, which is designed to showcase SAS faculty interests and scholarship and promote interdisciplinary dialogue.

***Intended Outcomes 4:*** SAS will increase regular attendance at Arts and Angles presentations.

***Assessment Criteria:*** We will keep records of attendance at each of the next year's A & A series in hopes of increasing attendance from an average of 30 to an average of 40 people in attendance.

***Intended Outcomes 5:*** SAS faculty will attend one academic conference per year, contingent on funding.

***Assessment Criteria:*** At least 70% of SAS faculty will attend one academic conference per year, contingent on funding.

**School of Arts & Sciences - Assessment Plan**  
**BA – Arts Administration Major**  
**Musical Arts Concentration**

**Program Rationale/Purpose Statement**

The interdisciplinary nature of the major and the curriculum incorporates areas of study from the Arts, Communications, and Business. The presence of the various specialized music groups on campus allow students experience traveling and performing in various settings. This experience only enhances the students preparation for the musical world in which they might be working.

**Marketing/Recruitment Target Statement**

See “Marketing/Recruitment Target Statement” at the beginning of this section. Students with artistic and creative skills, but sensitive to the economic reality of today’s society, can work towards a degree that is flexible enough in content and focus to incorporate personal creativity with sound business skills and practices.

**Goals of the Program/Corresponding Classes**

To develop a foundation in the language and practice of music that will allow students to function intelligently and knowledgeably among musicians and others in the industry	MUS 321 – Music Theory & Application
To prepare students for music industry careers or graduate study by giving them an understanding of the creative centers and business organization of the domestic and worldwide music and entertainment industries	MUS 325 – Music Business
To prepare students for music industry careers or graduate study by giving them an understanding and appreciation of diverse musical styles and music from diverse cultures	MUS 223 – Music Appreciation
To prepare students for music industry careers by giving them working proficiency in their principal instrument	MUS 315/317 – Private Instruction
To prepare students for music industry careers by giving them performing experience as part of musical ensembles	MUS 310/312 – Performing Ensembles

**Intended Outcomes/Assessment Criteria**

***Intended Outcomes 1:*** To develop a foundation in the language and practice of music that will allow students to function intelligently and knowledgeably among musicians and others in the industry

**Assessment Criteria:** 75% of Arts Administration majors to receive a project grade of 80% or better in MUS 321 – Music Theory & Application.

**Intended Outcomes 2:** To prepare students for music industry careers or graduate study by giving them an understanding of the creative centers and business organization of the domestic and worldwide music and entertainment industries

**Assessment Criteria:** 75% of Arts Administration majors to receive a project grade of 80% or better in MUS 325 – Music Business.

**Intended Outcomes 3:** To prepare students for music industry careers or graduate study by giving them an understanding and appreciation of diverse musical styles and music from diverse cultures.

**Assessment Criteria:** Arts Administration majors to receive a project grade of 80% or better in MUS 327 – Jazz History.

**Intended Outcomes 4:** To prepare students for music industry careers by giving them working proficiency in their principal instrument.

**Assessment Criteria:** 75% of majors to receive a final project grade of 80% or better in MUS 315/317 – Private Music Instruction.

**Intended Outcomes 5:** To prepare students for music industry careers by giving them performing experience as part of musical ensembles.

**Assessment Criteria:** 75% of majors to receive a final project grade of 80% or better in MUS 310/312 – Performing Ensembles.

*Updated: June 2007*

## **School of Arts & Sciences – Assessment Plan BA – English Major**

### **School Of Arts and Sciences Mission Statement**

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

### **Program Rationale/Purpose Statement**

The study of literature is to develop the students' analytical and critical thinking skills when interacting with literature from three areas: The Literary Canon; Composition and Writing; and Literary Theory. As a discipline, the study of literature allows students to explore and to synthesize a diverse range of cultural, experiential, and linguistic sources. This is to deepen the students' perceptions of literature and language as significant cultural phenomena that shape and are shaped by the particular contexts in which they appear. Fluency in writing is emphasized to develop the students' abilities to explore, organize, and articulate their ideas through written composition. The BA in English seeks to give students the essential skills for gaining and maintaining successful and lifelong careers as productive citizens and creative professionals of the global community.

### **Marketing/Recruitment Target Statement**

The English major at Tiffin University prepares students for careers in teaching, writing, or other areas that require critical thinking. Students study literature, composition, and literary theory to be well-rounded in English studies. Our faculty members specialize in areas of literature such as Renaissance Literature, Romantic Literature and Poetry, Modern Literature, Gothic Fiction, Contemporary Literature, Women's, and International Literature. Other areas of expertise are Creative Writing, Literary Theory, Film, and Drama. Students who major in English at Tiffin University become well prepared to teach, for graduate study, and for understanding the world's literary canon.



**Goals of the Program/Corresponding Classes**

<p>Students will demonstrate familiarity with and knowledge of the literary canon.</p>	<p>ART 222 - Introduction to Theatre  ENG 242 – Short Story Interpretation  ENG 346 – The Novel  ENG 347 – American Novel  ENG 360 – American Poetry  ENG 361 – English Poetry  ENG 460 – Modern Poetics</p> <p style="text-align: center;">Literary Periods</p> <p>Renaissance and Medieval Literature  ENG 291 – British Literature I  ENG 380 – Shakespeare</p> <p style="text-align: center;">Romantic &amp; Victorian Period</p> <p>ENG 292 – British Literature II  ENG 361 – English Poetry</p> <p style="text-align: center;">American Literature</p> <p>ART 351 – History of Film in Society  ART 352 – Film Genre &amp; History</p> <p style="text-align: center;">Cultural Specializations</p> <p>CUL 280 – World Literature  CUL 448 – Women &amp; Literature  CUL 449 - Minority Experience in American Literature  CUL 443 – Comparative Mythology  ENG 293 – American Literature I  ENG 294 – American Literature II</p>
<p>Students will understand and apply critical theory.</p>	<p>ENG 142 – Introduction to Literature &amp;  ENG 462 – Literary Theory</p>
<p>Students will demonstrate acceptable composition skills.</p>	<p>ENG 141 – Expos. &amp; Research Writing  ENG 221 – History of the English Language  ENG 223 – Advanced Grammar  ENG 241 – Creative Writing  ENG 321 – Modern Literature (WWII to Present)  ENG 346 – The Novel  ENG 347 – American Novel  ENG 360 – American Poetry  ENG 361 – English Poetry  ENG 380 - Shakespeare  ENG 460 – Modern Poetics  COM 329 – Writing for Electronic Media  COM 330 – Video Production</p>

Students will demonstrate acceptable grammar skills.	ENG 223 – Advanced Grammar
Students will create and research an original project.	ENG 499 – Senior Seminar

**Intended Outcome 1:** Students will demonstrate familiarity with and knowledge of the literary canon.

**Assessment Criteria:** English majors will take the English Subject GRE exam, and English Education majors will take the Praxis Exam, Test #0041. 80% of English majors will score at least 640 on the English Subject GRE exam. 80% of English Education majors will score at least 167 on the Praxis Exam, Test #0041.

**Intended Outcome 2:** Students will understand and apply critical theory.

**Assessment Criteria:** 80% of English majors will achieve scores of 3 or higher on the “literary theory” component of the department rubric in upper-level literature courses and ENG 462.

**Intended Outcome 3:** Students will demonstrate acceptable composition skills.

**Assessment Criteria:** 80% of English majors will achieve scores of 3 or higher on the “clarity,” “grammar,” and “punctuation” components of the Writing Intensive Course rubric in ENG 251, 252, 253, 254, or 262 (Creative Writing workshops and Editing).

**Intended Outcome 4:** Students will demonstrate acceptable grammar skills.

**Assessment Criteria--Grammar:** 85% of English and English Education majors will achieve a score of 80% or higher on the final exam. The final exam will contain various types of testing (multiple choice, short answer, matching, etc.).

**Intended Outcome 5:** Students will create and research an original project.

**Assessment Criteria:** 90% of majors will achieve 90% on their senior seminars for written interpretation and research for the final project in ENG 499. Projects will be cross-graded by a committee of three members of the English faculty. If the score differs by more than one full grade (10%) after the first two readers, the third reader will also grade the paper to ensure consistency.

*Updated: June 2007*

## **School of Arts and Sciences – Assessment Plan BA – History Major**

### **School Of Arts and Sciences Mission Statement**

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

### **Program Rationale/Purpose Statement**

The BA-HIS Program within the School of Arts and Sciences (SAS) is designed to provide students with a comprehensive foundation that will make them well-informed citizens fully prepared to take an active role in their communities' political and civic life. In addition, each will be prepared to succeed in their chosen occupation or excel in graduate-level education. Students will become familiar with a broad range of issues and theories common to the field of history. They will likewise acquire cognitive skills appropriate both to entry-level employment in various historical positions and to the successful pursuit of a graduate degree. The SAS offers this major as part of a continuing effort to:

- 1) attract new students to campus;
- 2) offer existing students additional options in career study, which, in turn, contributes to student retention;
- 3) establish a course of study that will provide students with the tools to enrich their lives and the lives of those around them;
- 4) teach students to express themselves clearly and logically.

### **Market/Recruitment Target Statement**

The goal of the BA-HIS Program with the SAS is to attract students who seek post-baccalaureate employment in the history field or in editing and research. It is also appropriate for students whose career path is uncertain and seek a liberal arts degree. Finally, it should appeal to students interested in pursuing graduate degrees in history or law.

**Goals of the Program/Corresponding Classes**

Students will demonstrate the ability to trace historical causation.	HIS 212 – Western Society since 1500 SAS 499 – Senior Seminar
Students will demonstrate the ability to trace the evolution of historical thought.	HIS 425 - Historiography SAS 499 – Senior Seminar
Students will demonstrate an awareness of multicultural issues.	HIS 312 – History of the Middle East HIS 313 – History of East Asia CUL 312 – Middle Eastern Cultures CUL 313 – East Asian Cultures SOC 360 – Multicultural Issues in Society SOC 361 – Sociology of Gender
Students will demonstrate competence in historical research.	HIS 312 - History of the Middle East HIS 313 - History of East Asia CUL 312 - Middle Eastern Cultures CUL 313 – East Asian Cultures SAS 499 – Senior Seminar
Students will provide evidence that they possess the research and communications skills expected of a practitioner in the history profession.	SAS 499 – Senior Seminar

**Intended Outcomes/Assessment Criteria**

***Intended Outcomes 1:*** Students will demonstrate the ability to trace historical causation.

***Assessment Criteria:*** All students will write an essay test on a common question in HIS 212. Eighty percent of the students will achieve 33 (out of a possible 40) or better on #3 of the Essay Test Critique (see attached).

***Intended Outcomes 2:*** Students will demonstrate the ability to trace the evolution of historical thought.

***Assessment Criteria:*** Each student in HIS 425 will select a published historian and explain where and how that historian fits into the evolving study of history in a fully developed written exercise. Eighty percent of the students in HIS 425 will receive a score of 80 or better on their essay based on their ability to achieve the standards listed on Research Paper—Skills Evaluated (see attached).

***Intended Outcomes 3:*** Students will demonstrate an awareness of multicultural issues.

***Assessment Criteria:*** The department will work on this area as a priority for next year.

***Intended Outcomes 4:*** Students will demonstrate competence in historical research.

***Assessment Criteria:*** Students will select, research, and present in writing a topic of their own choosing that demonstrates competence in historical research. They will choose their topic and initiate their research during the HIS phase (312 or 313) and complete it during the CUL phase (312 or 313). Both instructors will evaluate the final project. Eighty percent of the students in the HIS-312/CUL-312 or HIS-313/CUL-313 sequences will achieve a score of 80 or better on their project based on their ability to achieve the standards listed on Research Paper—Skills Evaluated.

***Intended Outcomes 5:*** Students will provide evidence that they possess the research and communications skills expected of a practitioner in the history profession.

***Assessment Criteria:*** SAS 499 students will select a topic in their area of interest and prepare written (20-page minimum) and oral (20-minute minimum) presentations of their findings. Both should demonstrate the ability to incorporate the skills associated with professional historical research and communication. 85% of the students should score at least a B or better on both the paper and the oral presentation.

*Updated: June 2007*

**School of Arts & Sciences – Assessment Plan  
BA – Law & Society Major**

**School Of Arts and Sciences Mission**

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

**Program Rationale/Purpose Statement**

This program provides an interdisciplinary, liberal arts approach to the study of legal and law-like relationships and institutions, combining perspectives of various disciplines in the humanities and social sciences. It introduces students to multiple perspectives on law, including but not limited to philosophical, political, and social perspectives. Finally, it develops critical and analytical thinking skills, especially using philosophy and literature courses, but not limited within these courses.

**Marketing/Recruitment Target Statement**

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

**Goals of the Program/Corresponding Classes**

Students will demonstrate effective critical thinking skills.	The 300-400 ENG literature courses, SAS 470 - Internship or SAS 499 – Senior Seminar
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Students will demonstrate logical reasoning skills.	PHI 202 – Symbolic Logic
Students will demonstrate analytical writing skills:	The 300-400 ENG literature courses: SOC 360 – Multicultural Issues in Society SAS 470 - Internship or SAS 499 – Senior Seminar
Students will demonstrate proficient presentational skills.	COM 320 – Argumentative, Persuasion, & Practice COM 324 - Communicating Across Cultures SAS 470 - Internship SAS 499 – Senior Seminar
Students will demonstrate competency in ethical decision making.	PHI 305 – Applied Ethics
Students will demonstrate competency in knowledge of legal and law-like relationships and institutions.	LAW 211 – Business Law I LAW 212 – Business Law II COM 340 – Law and Communication SAS 470 - Internship SAS 499 – Senior Seminar
Students will demonstrate cultural competency.	The 300-400 ENG literature courses: COM 320 – Argumentative, Persuasion, & Practice COM 324 – Argumentation Theory and Practice SAS 470 - Internship or SAS 499 – Senior Seminar
Graduates will compare favorably with other graduates seeking admission to law school.	LSAT scores: 3.3 GPA

**Intended Outcomes / Assessment Criteria**

***Intended Outcomes 1:*** Students will demonstrate effective critical thinking skills.

***Assessment Criteria:*** A designated assignment in the 300-400 literature courses and in either SAS 470 or SAS 499, when appropriate, will use the critical thinking rubric that is being developed. 80% of the Law and Society students will demonstrate 80% competency in critical thinking skills as measured using the department rubric.

***Intended Outcomes 2:*** Students will demonstrate strong logical reasoning skills.

**Assessment Criteria:** A designated assignment in PHI 202 will use the logical reasoning rubric that is being developed. 80% of the Law and Society students will demonstrate 80% competency in logical reasoning skills.

**Intended Outcomes 3:** Students will demonstrate analytical writing skills.

**Assessment Criteria:** A designated assignment in ENG 300-400 courses will use the WIC rubric. 80% of the Law and Society students will demonstrate 80% competency in analytical writing skills.

**Intended Outcomes 4:** Students will demonstrate proficiency in presentational skills.

**Assessment Criteria:** A designated assignment in COM 320 or COM 324 and either SAS 470 or SAS 499, when appropriate, will use the presentational rubric developed by the communications department. 80% of the Law and Society students will demonstrate 80% competency in presentational skills.

**Intended Outcomes 5:** Students will demonstrate competency in ethical decision making.

**Assessment Criteria:** A case study will be used in PHI 305. 80% of the Law and Society students will demonstrate 80% competency in ethical decision making on the case study.

**Intended Outcomes 6:** Students will demonstrate competency in knowledge of legal and law-like relationships and institutions

**Assessment Criteria:** A designated assignment in COM 324 will be used. 80% of Law and Society students will demonstrate 80% competency in knowledge of legal and law-like relationships and institutions.

**Intended Outcomes 7:** Students will demonstrate cultural competency.

**Assessment Criteria:** A designated assignment will be used and a rubric applied. 80% of Law and Society students will demonstrate 80% competency in knowledge of multicultural and/or global perspective.

**Intended Outcomes 8:** Graduates will compare favorably to other graduates in “law like” majors.

**Assessment Criteria:** At least 75% of graduates will score at least a 156 on the LSAT and graduate with at least a 3.3 GPA.

*Updated: June 2007*



## School of Business Program Assessment Plans

### **School of Business School Assessment Plan**

#### **School of Business Mission Statement**

Mission: Preparing men and women for professional, managerial, and leadership positions  
Student Outcomes: Faculty and career connections

#### **Program Rationale/Purpose Statement**

Given the professional focus of the School of Business mission, the rationale behind every program must be to improve the students' skills in areas that lead to enhancement of their ability to gain professional employment. The purpose of the core curriculum of the School of Business undergraduate programs is to begin the process of developing the high-level skills that our faculty members have developed in conjunction with stakeholders: resourceful, articulate, and analytical abilities. Plus, our underlying small school educational philosophy indicates we should be building community through faculty and career connections.

#### **Marketing/Recruitment Target Statement**

The marketing outcome and recruitment statement that the School of Business uses is that we enhance the ability of incoming students to get a professional level job in a field they desire. The courses of the core curriculum are introductory content in each area, designed to expose students to the various skill areas for the first time. Thus, the courses have no (or very limited) pre-requisites and for students are the stepping stones into their specific major and concentration courses.

#### **Goals of the Program/Corresponding Classes**

<p>Student Satisfaction Goals:</p> <p>Enable graduates to find employment in an area related to their academic program within six months after commencement.</p> <p>Increase students' confidence level in their education as they complete for jobs and positions in graduate school.</p>	
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<p>Program Goals:</p> <p>To prepare for success in upper level classes, students who have completed the School of Business core curriculum will achieve a baseline of requisite knowledge.</p> <p>Graduates will demonstrate their ability to analyze, critically review and communicate their thought using technical skills and other learning from previous courses.</p>	<p>ACC 210 – Survey of Accounting  ECO 222 – Principles of Microeconomics  LAW 211 – Business Law I  FIN 301 – Business Finance  MKT 151 – Introduction to Marketing  MGT 495 – Organizational Strategy</p>
<p>Faculty Development Goals:</p> <p>Faculty members will commit to continue developing competence in their academic/professional discipline areas of instruction. These professional/academic connections allow faculty members to be able to link students to their careers.</p> <p>Faculty members will work diligently with students in co-curricular and extra-curricular activities. These serve to build relationships with students and allow students to engage faculty in venues outside the classroom.</p>	

**Intended Outcomes/Assessment Criteria**

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

***Assessment Criterion:*** 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.

***Intended Outcomes 2:*** To increase graduating students’ confidence level in their education as it contributes to their ability to compete for jobs and positions in graduate school.

***Assessment Criteria:*** At least 90% of graduates will rate their preparation for a career as a rating of at least 4. This information is retrieved from SOB seniors answering the Senior Questionnaire Exit Item # 12.

***Intended Outcome 3:*** To prepare for success in upper level classes, students who have completed the School of Business core curriculum will achieve a baseline of requisite knowledge.

**Assessment Criteria:** After completing 60 total hours of credit and all five of the School of Business core curriculum courses, 90% of all students will score at least 80% on a multiple choice exam measuring the knowledge gained from each of the five core curriculum courses. Students who have completed the five Business Core courses will complete the exam as a requirement of successfully completing FIN 301.

**Intended Outcome 4:** Graduates will demonstrate their ability to analyze, critically review and communicate their thoughts using the technical skills and other learning from previous courses.

**Assessment Criterion:** Graduates will exceed a 90% minimum standard to earn a grade of B (80%) on Capstone Project in MGT 495 preparation as judged by the School Faculty using the approved rubric. A committee will determine the number that meets the minimum standard of a “B”.

**Intended Outcome 5:** Faculty will commit to continued development in their academic/professional discipline areas of instruction. These professional/academic connections allow faculty members to be able to link students to their careers.

**Assessment Criterion:** Each faculty member will prepare a written report that will demonstrate an involvement in professional/academic activities. Each year 50% of the faculty members will engage in professional activities as defined by the ACBSP criteria in this area.

**Intended Outcome 6:** Faculty will be working diligently with students in their various co-curricular and extra-curricular activities. This serves to build relationships with students and allow students to engage faculty in venues outside the classroom.

**Assessment Criterion:** Each faculty member will prepare a written report that will demonstrate an involvement in student activities outside the classroom. Each year 90% of the faculty members will activities designed to engage faculty with students outside of the classroom as defined by the ACBSP criteria in this area.

*Updated: June 2007*

**School of Business – Assessment Plan  
BBA – Accounting Major**

**School of Business Mission Statement**

The mission of the Tiffin University School of Business is to prepare men and women for professional, managerial, and leadership positions in both public sector and private sector profit and not-for-profit organizations. Emphasis is placed on development of the communication, technical, analytical, and critical thinking skills needed by successful organizations competing in a global environment. Above all else, we strive to instill in students a lifelong and irrepressible desire to continue to learn and grow in wisdom, knowledge, and ethical practices anchored by integrity.

**Program Rationale/Purpose Statement**

The objective of the Tiffin University Accounting major is to prepare students to enter the profession of accounting as knowledgeable participants who are able to make meaningful contributions to an organization. This objective will be accomplished by providing a course of study that includes financial accounting, cost accounting, accounting information systems, taxation, and auditing. The classroom experience will blend theory and practical applications.

**Marketing/Recruitment Target Statement**

Tiffin University encourages students who are interested in any aspect of the accounting profession to enroll in the major. The accounting major will provide the required coursework to sit for the CPA exam, to attend graduate school, or to work in an entry-level position. By combining the accounting major with a minor from another discipline, it is possible to gain a focus that will significantly widen the career field. A list of “bundled” minors and potential career paths is presented in Admissions recruitment literature.

**Outcomes of the Program/Corresponding Classes**

Enhance student presentation skills.	ACC 300 – Acc. Information Systems ACC 304 – Federal Income Tax ACC 404 – Auditing
Broaden and deepen student knowledge in preparing and using financial accounting information.	ACC 210 – Analysis of Acct Process ACC 300 – Acc. Information Systems ACC 301/302 – Intermediate Fin Acct
Broaden and deepen student knowledge of the federal individual income tax system.	ACC 304 – Federal Income Tax

Broaden and deepen student knowledge of various costing systems and their use in financial reporting and decision making	ACC 313 – Cost Accounting I ACC 314 – Cost Accounting II
Introduce students to potential career paths in accounting	ACC 201 – Survey of Accounting ACC 300 – Acct Information Systems ACC 301 - Intermediate Financial Acct I ACC 313 – Cost Accounting I ACC 404 – Auditing Accounting Club

**Intended Outcomes/Assessment Criteria**

***Intended Outcomes 1:*** Graduates will demonstrate professional written/oral presentation skills.

***Assessment Criteria:*** A minimum of 85% of students in ACC 404 will achieve an 80% on class presentations.

***Measurement Method:*** A rubric will be used to evaluate presentations skills. (See Attachment A).

***Intended Outcomes 2:*** Graduates will demonstrate knowledge of an accounting information system.

***Assessment Criteria:*** A minimum of 85% of students in Acc 300 will achieve an 80% on an accounting system simulation.

***Measurement Method:*** A computer generated exception report that lists the percentage correct on the simulation will be used.

***Intended Outcomes 3:*** Graduates will demonstrate knowledge of individual federal income tax.

***Assessment Criteria:*** A minimum of 85% of students in Acc 304 will achieve an 80% on an income tax return that includes a Schedule A, B, and D.

***Measurement:*** A manual grading process will compare the student answer with the correct answer and allocate points throughout the solution process as indicated on the answer key.

***Intended Outcomes 4:*** Graduates will demonstrate knowledge of costing systems and decision-making techniques.

***Assessment Criteria:*** A minimum of 85% of students in Acc 313 and Acc 314 will achieve at least an 80% average on exams given in each course.

*Measurement Method:* A manual grading process will compare the student answer with the correct answer and allocate points throughout the solution process as indicated on the answer key.

*Intended Outcomes 5:* Graduates will be exposed to a variety of career options.

*Assessment Criteria:* Students will be invited to hear accounting professionals speak about their careers. Three professionals will be invited to the campus to speak over the academic year and students will be required to attend at least two out of the three engagements. We expect a minimum of 80% attendance, where attendance is defined by a student attending two of the three offerings.

*Measurement Method:* A “Speaker’s Report” will be completed. (See Attachment B).

*Updated: June 2007*

**School of Business – Assessment Plan**  
**BBA – Computer and Information Technology Major**

**Program Rationale/Purpose Statement**

The Computer and Information Technology (CIT) degree is designed with two intentions. The first (1) is to prepare students with the technical skills necessary to plan, install, manage and support information and communication technologies. The second (2) is to provide the student with the management skills necessary to create, share, use, and store information within business organizations.

Additionally this degree prepares students to use and support users of integrated business applications including database development and administration, and provides the set of understandings and competencies necessary to understand business management. Graduates, who so desire, will be able to assume technical support roles in organizations in areas such as web, database and network administration.

Furthermore, the degree requires the development of sound work habits, the ability to think analytically and critically, the development of planning practices and communication skills. This graduate should be able to distinguish the types, forms and usage of information in the various functions and levels of business.

Finally, graduates should be able to determine appropriate software usage, the professional codes of conduct and ethical issues surrounding the development and use of information technology.

**Marketing/Recruitment Target Statement**

This major is intended for students who wish to achieve a business degree and the general understandings necessary for a graduate of a business program, as well as, the set of practical, hands-on skills and understandings necessary to successfully utilize information systems in business operations. This degree is intended to provide students with skills flexible enough to allow for positions in business organizations that require software, data and information intensive interactions or for positions in business organizations that require network, hardware, operations, application, and diagnostic skills.

**Outcomes of the Program/Corresponding Classes**

Business Application Software Proficiency (Assessment 2)	CIT 315 - Database Design and Application I CIT 355 - Spreadsheet Applications for Decision Making
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<p>Critical Thinking Skills (Assessment 5)</p>	<p>CIT 212 - Systems Analysis and Design CIT 201 - Programming CIT 320 - Computer Arch. &amp; Diagnostics CIT 355 - Spreadsheet Applications for Decision Making</p>
<p>Planning Practices and Professional Work Habits Including professional conduct, ethical awareness, ability to work independently and self manage, and time management, business communication. (Assessment 1 and 3)</p>	<p>CIT 255 - Internet and Web Site Development CIT 480 - Senior Seminar or CIT 470 - Internship CIT 212 - Systems Analysis and Design COM 441 - Organizational Communication CIT 495 - Cyber Ethics</p>
<p>Technical Skills Including hardware, operations and programming skills (Planned Assessment 7)</p>	<p>CIT 155 - Operating Systems CIT 201 - Programming CIT 255 - Internet and Website Development CIT 315 - Database Design and Application CIT 361 - Network Management and Administration CIT 320 - Computer Architecture and Diagnostics</p>
<p>Business Management Skills (Assessment 6)</p>	<p>CIT 312 - Information Systems for Managers CIT 470 - Internship or CIT 480 - Senior Seminar MGT 301 - Organizational Behavior</p>

**Intended Outcomes/Assessment Criteria**

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

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

***Intended Outcomes 2:*** CIT graduates will compare favorably with other IT professionals in academic preparation.

***Assessment Criteria:*** Students will sit for standardized tests made available by Microsoft Press or other publishers and score in the upper 60% range.



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

**Assessment Criteria:** Students will be involved in student user groups/clubs and/or will have opportunities to hear IT guest speakers, take field trips and network with future employers.

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

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

**Intended Outcomes 5:** Make the students think critically by giving students tools to understand and analyze “problems”. Incorporate skills and knowledge students have learned from a variety of courses that they have taken across the curriculum during CIT 355.

Situations that force the student to determine the actual problem, analyze the scenario(s) presented, develop alternative courses of actions to “solve” the problem, create an appropriate spreadsheet model for the scenario and solution, and create a professional report to present the findings. These cases incorporate many areas of business (ex. Marketing, finance, economics, production etc.), and students are required to use knowledge from these areas in the “solving” of the scenario problem.

**Assessment Criteria:** Case studies: Appropriate analysis (25%), Correct “answers” (20%). Decisions based on the answers obtained (If “answers” are not exact, then did the student make the correct decision assuming the “answer” was correct. (30%) Creating a professional report to convey the results of their analysis and “solutions” (This includes proper terminology, grammar, spelling etc.) (25%) Students are generally required to create a preliminary “solution” that can be reviewed by the professor to make sure the students are headed in the right direction.

Expect students to score a grade of B or better in these case studies.

**Intended Outcomes 6:** Develop student ability to assess needs, define problems and research the appropriate information systems solutions based being sensitive to organizational structure, users, ethics, culture, and inherent system constraints.

**Assessment Criteria:** 80% of CIT312 final research projects should earn an 80% or better.

**Intended Outcomes 7:**

Develop student ability to engineer, program, populate, integrate, manage and support a database when given a typical business application for databases.

***Assessment Criteria:*** Using exercises that force the student to determine and analyze the problem, develop alternative courses of actions to “solve” the problem, create an appropriate database model for the project, populate, and demonstrate the functionality of the database. These projects incorporate many areas of business (ex. marketing, finance, economics, production etc.), and students are required to use knowledge from these areas in the creation of the database. 80% of CIT315 final research projects should earn an 80% or better.

## **School of Business – Assessment Plan BBA – Finance Major**

### **School of Business Mission Statement**

The mission of the Tiffin University School of Business is to prepare men and women for professional, managerial, and leadership positions in both public sector and private sector profit and not-for-profit organizations. Emphasis is placed on development of the communication, technical, analytical, and critical thinking skills needed by successful organizations competing in a global environment. Above all else, we strive to instill in students a lifelong and irrepressible desire to continue to learn and grow in wisdom, knowledge, and ethical practices anchored by integrity.

### **Program Rationale/Purpose Statement**

The Finance Major of Tiffin University strives to achieve three objectives. The first is to make students aware of the role of Finance in the modern non-financial corporation, the banking sector and the investment community. The second objective is to broaden student horizons with respect to what a finance major prepares the student for and to enlighten students as to the many and varied careers available to the finance professional. Finally, the third objective is to ensure that students are well grounded in the basic tools and concepts that are universally employed by the finance professional.

### **Marketing/Recruitment Target Statement**

The Finance faculty understands that the typical entering freshmen are not aware of how finance relates to the other business disciplines. A part of the recruiting effort relates to ensuring that potential Finance majors understand how the concepts we teach are utilized throughout the firm. We strongly support the non Finance major who chooses to minor in Finance and/or opt for finance electives and strive to ensure that our programs support their majors. We strongly encourage Finance majors and minors to seek internships and support their efforts in obtaining them through networking with the business community. And finally, we maintain contact with our graduates and ensure that our students are aware of their successes, either as interns, or as they begin to pursue their professional careers.

**Outcomes of the Program/Corresponding Classes**

Ensure that students are exposed to coursework that requires analytical skills.	FIN 314 - Risk and Risk Management FIN 421 - Investments, ECO 322 - Intermediate Microeconomics ECO 422 - Money and Banking, FIN 426 - International Finance
Ensure that students develop understanding of how financial markets work	FIN 314 - Risk and Risk Management FIN 421 - Investments, ECO 422 - Money and Banking
Ensure that students develop an understanding of how business and investors measures and manages the tradeoff between risk and return.	FIN 314 - Risk and Risk Management FIN 421 - Investments
Ensure that students develop an understanding of negotiable instruments and the role these instruments play in facilitating transactions in the market place.	LAW 212 - Business Law II
Ensure that students understand how markets function and apply this theory to real world decision making.	ECO 321 - Intermediate Microeconomics
Develop an in depth understanding of the basic characteristics of the US monetary system and financial markets and develop a general understanding of the international financial system economy.	ECO 420 - Money and Banking
Ensure students develop an understanding of constrained optimization, marginal analysis, and statistical techniques used in the management profession.	ECO 422 - Managerial Economics

***Intended Outcome 1:*** Ensure that all Finance majors are exposed to coursework that require analytical skills.

***Assessment Criteria:*** At least 50% all Finance course exams and term papers will require the use of financial analysis quantitative techniques.

***Intended Outcome 2:*** Student will develop an understanding of how financial markets work.

***Assessment Criteria:*** 80% of students will have “B” or better on the final examination involving computation of market equilibrium solution questions.

***Intended Outcome 3:*** Student will develop an understanding of how business and investors measures and manages the tradeoff between risk and return

**Assessment Criteria:** 80% or more students in FIN 314 will achieve a score of “B” or better on the final examination. 80% of students in FIN 421 will achieve a “B” or better on their managed portfolio paper.

**Intended Outcome 4:** Students will develop an understanding of negotiable instruments and the role these instruments play in facilitating transactions in the market place.

**Assessment Criteria:** 80% of the students in LAW 212 will achieve a grade of “C” or better on the final exam.

**Intended Outcome 5:** Students will develop an understanding of how markets function and apply this theory to real world business decision-making

**Assessment Criteria:** 65% of the students in ECO 321 will achieve a score of “B” or better on the identification questions relating to Production, Costs, Profit Maximization and the Competitive model and its applications on the final exam.

**Intended Outcome 6:** Students will develop an in-depth understanding of the basic characteristics of the US monetary system and financial markets and develop a general understanding of the international financial system.

**Assessment Criteria:** 65% of the students in ECO: 420 will achieve a score of “B” or better on the identification questions relating to interest rates, the conduct of monetary policy, the financial markets and the International Financial system on the final exam.

**Intended Outcome 7:** Students will develop an understanding of constrained optimization, marginal analysis, and statistical techniques used in the management profession.

**Assessment Criteria:** 65% of the students in ECO: 422 will achieve a score of “B” or better on the identification questions relating to economic optimization, demand and supply, equilibrium, production and cost decisions, perfect competition and competitive strategy on the final exam.

*Updated: June 2007*

**School of Business - Assessment Plan**  
**BBA – Management Major**  
**Hospitality and Tourism Management Concentration**

**Program Rationale/Purpose Statement**

The purpose of the Tiffin University Hospitality and Tourism Management concentration is to promote, stimulate, and guide study, and professional career development in the area of hospitality and tourism management. Students enrolled in the concentration support the educational mission of professional excellence through the theoretical and applied aspects of management theory and practice specifically related to hospitality and tourism enterprises.

**Marketing/Recruitment Target Statement**

Tiffin University encourages students interested in pursuing a career in the lodging, attractions, gaming entertainment, food and beverage, cruises, events, or other travel related service sectors to enroll in the hospitality and tourism management concentration. Students will focus on the management and marketing of hospitality organizations while also meeting curriculum requirements designed to provide practical work experience. Opportunities for students to network with industry specialists at local/regional/state conference/conventions as well as international conventions (i.e. The 2006 Las Vegas International Hotel and Restaurant Show) have highlighted the program’s outreach. In addition to the Hospitality and Tourism Management concentration curriculum, the program includes a strong business management component, providing students with the skills necessary to succeed in the corporate and service areas of this industry. Also, the General Studies core courses, required of all Tiffin University undergraduate students, provide a well-rounded academic foundation.

**Goals of the Program/Corresponding Classes**

Support the strategic objectives and directions of the Tiffin University School of Business by providing foundational managerial knowledge in the context of hospitality and tourism management.	HOS 104 - Intro. to Hospitality and Tour. HOS 215 - Food Service and Safety Mgt. HOS 280 - Hospitality Facilities Mgt. HOS 330 - Travel and Tourism Mgt.
Broaden the knowledge of career opportunities and qualifications for employment in the hospitality and tourism industry.	HOS 104 - Intro. to Hospitality and Tour. HOS 475 - Internship and Professional Development Seminar
Demonstrated application of enhanced oral and/or written presentation skills integrating technology for instructional purposes.	HOS 104 - Intro. to Hospitality & Tourism HOS 215 - Food Service Safety Mgt. HOS 330 - Travel and Tourism Mgt. MKT 360 - Event Marketing and Mgt.

Integrate theoretical information in practical situations associated with segments of the hospitality and tourism industry.	HOS 280 - Facilities Management MGT 475 - Internship and Professional Development Seminar
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**Intended Outcomes/Assessment Criteria**

***Intended Outcomes 1:*** Graduates will meet the strategic objectives and directions of the Tiffin University School of Business by providing foundational managerial knowledge in the context of hospitality and tourism management.

***Assessment Criteria:*** A minimum of 90% of hospitality students in HOS 215 will pass and receive their Servesafe Certification from the National Restaurant Association.

***Intended Outcomes 2:*** Graduates will demonstrate the broadened knowledge of career opportunities and qualifications for employment in the hospitality and tourism industry.

***Assessment Criteria:*** 100% of students in MGT 475 will receive a B or higher on their individual portfolio assignment.

***Intended Outcomes 3:*** Graduates will demonstrate application of enhanced oral and/or written presentation skills integrating technology for instructional purposes.

***Assessment Criteria:*** A minimum of 90% of students in HOS 330 will receive a grade of B or higher on their final research project presentation.

***Intended Outcomes 4:*** Graduates will successfully integrate theoretical information in practical situations associated with segments of the hospitality and tourism industry.

***Assessment Criteria:*** A minimum of 90% of students in MGT 475 will achieve an above average or outstanding rating from an outside evaluator on question number 6 of the School of Business Intern Evaluation form.

A minimum of 50% of the hospitality and tourism students enrolled in the concentration will attend either a hospitality conference, field trip, or seminar.

*Updated: June 2007*

**School of Business – Assessment Plan**  
**BBA – Management Major**  
**Human Resources Management Concentration**

**Program Rationale/Purpose Statement**

The purpose of the Human Resources Management Concentration is to prepare the student for a successful career as a Human Resources Professional. The concentration emphasizes the skills and theories necessary to allow the graduate to become proficient in the technical and theoretical aspects of HRM and to work productively with employees at all levels of an organization. The concentration supports the educational mission of professional excellence by preparing the graduate to obtain the PHR (Professional in Human Resources) certification and by requiring an internship to give the student practical work experience.

**Marketing/Recruitment Target Statement**

Tiffin University encourages students interested in the human aspects of an organization to enroll in the Human Resources Management concentration. The courses in the concentration prepare students to sit for the PHR (Professional in Human Resources) certification examination. In addition, the required internship allows students to gain practical experience before graduation, encouraging them to apply what they have learned in the classroom to real-world situations. All of this combines to prepare the graduate for a successful career as a Human Resources Professional.

**Goals of the Program/Corresponding Classes**

Provide students with the technical knowledge required of the Human Resources Management profession	LAW320 – Employment Law MGT317 – Human Resources Management MGT319 – Labor Relations MGT367 – Advanced Topics in HRM
Prepare students to manage problems and opportunities inherent in a diverse workforce	MGT317 - Human Resources Management MGT319 - Labor Relations MGT351 – Managing Diversity in Workplace MGT404 – Organization Theory
Develop students’ analytical skills in the context of human resources management	MGT317 - Human Resources Management MGT319 - Labor Relations MGT351 – Managing Diversity in Workplace MGT404 – Organization Theory
Give students practical experience in the human resources management profession	MGT470 - Internship



## **Intended Outcomes/Assessment Criteria**

***Intended Outcomes 1:*** Students will demonstrate proficiency with technical knowledge of the Human Resources Management profession.

***Assessment Criteria:*** Student performance on homework assignments in MGT 319 and student performance on homework assignments and simulation in MGT 367. The standard is that 80% of the final homework assignments in MGT 319, 80% of the final homework assignments in MGT 367, and 90% of the simulations in MGT 367 will achieve a grade of “B” or higher.

***Intended Outcomes 2:*** Students will demonstrate the ability to manage problems and opportunities related to diverse workforces.

***Assessment Criteria:*** Student performance on case study assignments in MGT 351. 80% of the final case assignments will achieve a grade of “B” or higher.

***Intended Outcomes 3:*** Students will demonstrate the ability to critically analyze current issues in Human Resources Management.

***Assessment Criteria:*** Student performance on case analysis assignments in MGT 317. 80% of the final case analyses will achieve a grade of “B” or higher.

***Intended Outcomes 4:*** Students will gain practical experience and conduct themselves professionally in a human resources management-related internship.

***Assessment Criteria:*** Onsite supervisor ratings of student performance during the internship. The standard is that at least 80% of internship students will receive an overall performance evaluation of “above average” or “outstanding” from their onsite supervisor.

*Updated: June 2007*

**School of Business – Assessment Plan  
BBA - Management Major  
International Business Concentration**

**Program Rationale/Purpose Statement**

The International Business Concentration seeks to train students to be managers in an enterprise involved in international business. Accordingly, the Concentration seeks to give the student a broad background in the knowledge and management, economics, marketing, and finance skills useful in working in or running a transnational/global organization. In addition, the program seeks to broaden the cultural understanding and sensitivity of the student regarding other national cultures and histories, and cultural diversity.

**Marketing/Recruitment Target Statement**

The International Business Concentration is targeted to students who intend to work or are currently working in an organization involved in international trade. It is also suitable for persons who plan to become an international entrepreneur, such as an exporter or importer, among other career possibilities.

**Goals of the Program/Corresponding Classes**

Demonstrate knowledge of the impact of cultural difference on managerial structures and decision making.	MGT 411 - International Management MKT 404 - Global Marketing
Develop analytical and decision-making skills in cross-cultural settings.	FIN 426 - International Finance ECO 424 - Global Trade
Understand one's own cultural biases in the decision-making process for cross-border problems and situations	MGT 351 – Managing Diversity in the Workplace Cultural sequence choice: either CUL 312 – Middle Eastern Cultures & HIS 312 – History of the Middle East or CUL 313 – East Asian Cultures & HIS 313 – History of East Asia

**Intended Outcomes/Assessment Criteria**

*Intended Outcomes 1:* Demonstrate knowledge of the impact of cultural differences on managerial structures and decision processes.

***Assessment Criteria:*** MGT411 - 85% of the majors completing the case analysis requirements involving cultural differences and managerial decisions will receive an average grade of “B” or better for the requirements.

***Intended Outcomes 2:*** Develop analytical and decision-making skills in cross-cultural settings.

***Assessment Criteria:*** Will be completed in AY 07/08

***Intended Outcomes 3:*** Understanding one’s own cultural biases in the decision process for cross-border problems and situations.

***Assessment Criteria:*** MGT351 - 80% of the majors will demonstrate an above-average [“B” or better] level of understanding of personal cultural references and preferences in one or more oral presentations of a cultural based assignment

*Updated: June 2007*

**School of Business - Assessment Plan**  
**BBA – Marketing Management Major**

**Program Rationale/Purpose Statement**

The purpose of the Tiffin University Marketing Management concentration is to promote, stimulate, and guide study, research, and professional career development in the area of marketing management. Students enrolled in the concentration support the educational mission of professional excellence through the theoretical and applied aspects of marketing theory and practice specifically related to the planning, implementation, and control of marketing strategies and plans.

**Marketing/Recruitment Target Statement**

Tiffin University encourages students interested in pursuing a career in a wide variety of marketing management positions in large and small business and nonprofit organizations to enroll in the Marketing Management concentration. Students will focus on the managerial decision making processes required for the successful execution of marketing initiatives and programs. Opportunities for students to study the application of theory to experiential endeavor have highlighted the program’s practitioner effectiveness.

**Outcomes of the Program/Corresponding Classes**

Explain how the different marketing communication tools are used by organizations to create their Integrated Marketing Communication (IMC) plan.	MKT 253 – Marketing Research
Enhance students’ knowledge of the techniques and practices used in retail operations and develop an awareness of the social and cultural environment in which retailers operate.	MKT 350 – Retailing Management
Demonstrate the ability to practice the skills used by salespeople.	MKT 354 – Personal Selling
Differentiate between the strategies and tactics of business-to-business marketers and business-to-consumers marketers.	MKT 357 – Business Marketing
Describe the major concepts on which global marketing is based and the planning for global marketing.	MKT 404 – Global Marketing
Students will preview the environment of marketing management at monthly meetings.	Marketing Club

**Intended Outcomes/Assessment Criteria**

***Intended Outcomes 1:*** Marketing Management concentration graduates will explain how the different marketing communication tools are used by organizations to create their Integrated Marketing Communication (IMC) plan.

**Assessment Criteria:** At least 90 percent of Marketing graduates will earn an overall score of 4.0 or better on the rubric created to evaluate students' IMC plan for an organization.

**Intended Outcomes 2:** Marketing Management concentration graduates will explain how the techniques and practices are used in retail operations and develop an awareness of the social and cultural environment in which retailers operate.

**Assessment Criteria:** At least 90 percent of Marketing graduates will earn an overall score of 4.0 or better on the rubric created to evaluate students' responses to an essay question on the final exam that explains how the techniques and practices are used in retail operations and develop an awareness of the social and cultural environment in which retailers operate.

**Intended Outcomes 3:** Marketing Management concentration graduates will demonstrate the ability to practice the skills used by salespeople.

**Assessment Criteria:** At least 90 percent of Marketing graduates will earn an overall score of 80 or better on a scoring form created to evaluate the sales presentations make at the end of the class.

**Intended Outcomes 4:** Marketing Management concentration graduates will differentiate between the strategies and tactics of business-to-business marketers and business-to-consumers marketers.

**Assessment Criteria:** At least 90 percent of Marketing graduates will earn an overall score of 4.0 or better on the rubric created to evaluate students' responses to an essay questions on the final exam that assess their ability to differentiate between the strategies and tactics of business-to-business marketers and business-to-consumers marketers.

**Intended Outcomes 5:** Marketing Management concentration graduates will describe the major concepts on which global marketing is based and the planning for global marketing.

**Assessment Criteria:** At least 90 percent of Marketing graduates will earn an overall score of 4.0 or better on the rubric created to evaluate students' description of the major concepts on which global marketing is based and the planning for global marketing.

**Intended Outcomes 6:** Marketing Management students will preview the environments of marketing management prior to graduation.

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

## **School of Business – Assessment Plan**

### **BA - Sports and Recreation Management Major**

#### **School Mission Statement**

The mission of the Tiffin University School of Business is to prepare men and women for professional, managerial, and leadership positions in both public sector and private sector profit and not-for-profit organizations. Emphasis is placed on development of the communication, technical, analytical, and critical thinking skills needed by successful organizations competing in a global environment. Above all else, we strive to instill in students a lifelong and irrepressible desire to continue to learn and grow in wisdom, knowledge, and ethical practices anchored by integrity.

#### **Program Rational/Purpose Statement**

The purpose of the Tiffin University Sport and Recreation Management major is to promote, stimulate, and guide study, research, and professional career development in the area of sport and recreation management (broadly interpreted). A primary component of the program is an integration of theory with practical requirements. Upon completion of the program, students will be able to seek employment in a variety of careers with organizations including: professional sports organizations, intercollegiate sports, business, retail and specialty stores, resorts, golf courses, non-profit organizations, marketing agencies, municipalities, and fitness centers.

#### **Marketing/Recruitment Target Statement**

Tiffin University encourages students interested in pursuing a career as a sport manager at the professional or amateur level to enroll in the sport and recreation management major. Students will focus on the management and finance of private and public athletic organizations while also meeting curriculum requirements designed to provide practical experience in a diverse sports industry. Students receive a broad-based, personalized education in sports management. The program, which integrates theory with practical requirements, develops students for the diverse career opportunities available in sports management. Opportunities for students to network with industry specialists and to gain practical experience in event operations at international sporting competitions (i.e. Olympic Games; Continental Cup; Sport Tours) has highlighted the program's global reach and service efforts. In addition to the sport and recreation management curriculum, the program includes a strong business management component, providing students with the skills necessary to succeed in the corporate and service areas of this field. Also, the General Studies core courses; required of all Tiffin University undergraduates, provide a well-rounded academic foundation.

**Goals of the Programs/Corresponding Classes**

Support of the strategic objectives and directions of the Tiffin University School of Business by providing foundational managerial knowledge in the context of sport.	MGT 160 - Introduction to Sport & Recreation Management MGT 360 - Business of Sport LAW 260 – Sport and Entertainment Law
Demonstrated competency in effectively resolving unstructured problems in the context of sport and recreation management.	LAW 260 – Sport and Entertainment Law MGT 360 - Business of Sport
Comprehension of requirements for planning, designing, and operating sport facilities.	MGT 325 - Facilities Design & Mgt
Broadened knowledge of career opportunities and qualifications for employment in the sport and recreation field.	MGT 160 - Introduction to Sport & Recreation Management MGT 475 - Internship & Professional Development Seminar
Demonstrated application of enhanced oral and/or written presentation skills integrating technology for instructional purposes.	COM 235 - Sport Writing for Marketing and Promotion MGT 360 - Business of Sport MKT 360 - Event Mkt & Mgt
Integrate theoretical information in practical situations associated with segments of the sport & recreation industry.	MGT 325 - Facilities Design & Mgt MGT 475 - Internship & Professional Development Seminar

**Intended Outcomes/Assessment Criteria**

***Intended Outcomes 1:*** Graduates will meet the strategic objectives and directions of the Tiffin University School of Business by demonstrating foundational managerial knowledge in the context of sport.

***Assessment Criteria:*** A minimum of 70% of students in MGT 160, 70% of students in LAW 260, and 80% of students in MGT 360 will receive an average grade of “B” or higher on assignments dealing with a foundational management topic as applied to sport such as budgeting, fundraising, risk assessment, decision making, governance, marketing, or sponsorship.

***Intended Outcomes 2:*** Graduates will demonstrate competency in effectively resolving unstructured problems and critically analyzing cases in the context of sport and recreation management.

**Assessment Criteria:** A minimum of 80 % of students in LAW 260 and 90% of the students in MGT 360 will achieve an average grade of “B” or better on the case analyses requirement.

**Intended Outcomes 3:** Graduates will demonstrate comprehension of requirements for planning, designing, and operating sport facilities.

**Assessment Criteria:** A minimum of 85% of the students in MGT 325 will achieve a grade of “B” or better on their facilities project.

**Intended Outcomes 4:** Graduates will demonstrate a broadened knowledge of career opportunities and qualifications for employment in the sport and recreation field.

**Assessment Criteria:** A minimum of 80% of the students in MGT 160 will receive a grade of “B” or higher on a career exploration project and 100% of the students in MGT 475 will receive a grade of “B” or higher on the portfolio assignment.

**Intended Outcomes 5:** Graduates will demonstrate application of enhanced oral and written presentation skills integrating technology for instructional purposes.

**Assessment Criteria:** A minimum of 85% of students in COM 235 will achieve a grade of “B” or better on an assigned presentation and 85% of the students in MKT 360 will achieve an overall above average or higher rating from an independent evaluator using a form similar to the School of Business Intern Evaluation form.

**Intended Outcomes 6:** Graduates will successfully integrate theoretical information in practical situations associated with segments of the sport & recreation industry.

**Assessment Criteria:**

- A minimum of 90% of students in MGT 475 will achieve an above average or outstanding rating from an outside evaluator on question number 6 of the School of Business Intern Evaluation form.
- A minimum of 90% of students in MGT 325 will achieve an above average or higher rating from an outside evaluator on a form accessing the participation in a field trip to a selected sport organization.

*Updated: June 2007*



School of Criminal Justice & Social Sciences Program Assessment Plans

**School of Criminal Justice & Social Sciences – Assessment Plan  
School Assessment**

**School of Criminal Justice and Social Sciences Mission Statement**

The School of Criminal Justice and Social Sciences educates our graduates for life and for work. Its undergraduate programs provide comprehensive preparation both for post-baccalaureate employment and for entry into graduate-level education in Law Enforcement, Corrections, Intelligence and International Security, Homeland Security/Terrorism, Human Services, General Psychology, Forensic Psychology, and Forensic Science. Its graduate programs provide additional professional development for successful careers in Justice Administration, Crime Analysis, Homeland Security Administration, and Forensic Psychology. The School of Criminal Justice and Social Sciences also is committed to developing and offering educational programs of the highest quality in other domains of criminal justice, national security, forensics, and the social and behavioral sciences as the need arises.

**Program Rationale/Purpose Statement**

The Criminal Justice curricula are designed to help students grasp the fundamental values and purposes of criminal justice in American society. These programs prepare students for entry-level administrative and advocacy positions in criminal justice. The social science majors within the school emphasis the generalist orientation to the fields of psychology, human services, and government and national security. Students are required to take foundational courses so as to be prepared for both entry-level positions as well as graduate studies.

**Marketing/Recruitment Target Statement**

With the growth in federal, state and local law enforcement agencies, the criminal justice program positions students to assume these careers upon graduation. Graduates of government and national security major are also poised to join the many agencies fighting the “war on terrorism.” The psychology and human services degree graduates are prepared for entry-level non-practitioner careers as well as for entry into graduate studies.

**Goals of the Program/Corresponding Classes**

Prepare students for professional expectations within their chosen fields	SCS 470 – Internship I
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CJ students will comprehend and critically analyze the complexity of the criminal justice field	JUS 110 – Introduction to Criminal Justice JUS 201 – Criminal Law JUS 202 – Criminal Procedures
CJ students will understand and practice ethical decision making skills	JUS 361- Ethical Issues in Criminal Justice
CJ students’ will be able to generate, obtain, analyze and disseminate research data.	SCS 300 – Research Design
Increase students’ opportunities to network with working professionals in their chosen fields of study.	Workshops/seminars/extracurricular activities
Students will understand what careers are available within their chosen fields of study	Advising Process
Graduates will find employment within their chosen field of study or obtain admissions to a graduate studies program.	Career Services Survey
SCJSS faculty will be current with the latest trends in their academic discipline and in the activities of organizations related to their academic disciplines	Faculty Activities Form

**Intended Outcomes/Assessment Criteria**

***Intended Outcomes 1:*** Prepare students for the professional expectations of their chosen fields

***Assessment Criteria:*** Using the Internship Evaluation form as our rubric 90% of all interns will be rated above average or better by site supervisor and receive a “85%” or better for their final grade. The grade and the Internship form reside in the Dean’s office and the grade is recorded in the registrar’s office as SCS470 “Internship.”

***Intended Outcomes 2:*** Students will comprehend the complexity of the criminal justice field.

***Assessment Criteria:*** *To be determined in AY 07/08*

***Intended Outcomes 3:*** CJ students will understand and practice ethical decision making

***Assessment Criteria:*** *To be determined in AY 07/08*

***Intended Outcomes 4:*** CJ students will be able to generate, obtain, analyze and disseminate research data.

***Assessment Criteria:*** 80% of CJ students in SCS: 300 will receive at least an 80% on their original research project.

***Intended Outcomes 5:*** Increase students' opportunities to network with working professional in their chosen fields of study.

***Assessment Criteria:*** SCJSS will support at least two working professionals to visit campus and present to students/classrooms each semester during the academic year. At least 50% of the school's majors will attend at least one of the presentations during the academic year.

***Intended Outcomes 6:*** SCJSS students will understand what careers are available within their chosen fields of study.

***Assessment Criteria:*** 100% of SCJSS students will be advised by faculty familiar with their areas of study. At least once between the sophomore and junior years, advisors will complete a degree audit and inform students of possible career opportunities for all their advisees.

***Intended Outcomes 7:*** SCJSS graduates will find employment in their chosen field of study or obtain admission to a graduate studies program.

***Assessment Criteria:*** 80% of SCJSS students will either be employed or attending graduate school within 12 months following graduation.

***Intended Outcomes 8:*** SCJSS faculty will be current with the latest trends in their academic discipline and in the activities of organizations related to their academic disciplines.

***Assessment Criteria:*** 100% of the SCJSS faculty will have participated in at least one professional development activity as defined by the Faculty Activity Report.

## **School of Criminal Justice and Social Sciences – Assessment Plan BA – Government & National Security Major**

### **School of Criminal Justice & Social Sciences Mission Statement**

The School of Criminal Justice and Social Sciences educates our graduates for life and for work. Its undergraduate programs provide comprehensive preparation both for post-baccalaureate employment and for entry into graduate-level education in Law Enforcement, Corrections, Intelligence and International Security, Homeland Security/Terrorism, Human Services, General Psychology, Forensic Psychology, and Forensic Science. Its graduate programs provide additional professional development for successful careers in Justice Administration, Crime Analysis, Homeland Security Administration, and Forensic Psychology. The School of Criminal Justice and Social Sciences also is committed to developing and offering educational programs of the highest quality in other domains of criminal justice, national security, forensics, and the social and behavioral sciences as the need arises.

### **Program Rationale/Purpose Statement**

College graduates with foreign language and area studies expertise, who also have a solid grasp of national security policy, have been vital to American security interests since the United States emerged on the world stage after 1945. The need for scholars proficient in the language, history, politics, and culture of a specific region or country of the world is as strong today-if not stronger-as it was fifty years ago, and will, no doubt, be even more imperative fifty years from now.

From 1945 until 1990, the emphasis in foreign affairs was on understanding the Soviet Union, communism, and Russian culture. Today, it is on understanding the history, culture, and politics of the diverse ethnic and religious groups that reside in the Middle East. Tomorrow it may be a different area of the world. It is in the best interests of this country and the rest of the world, that the United States graduate scholars possessing an in-depth understanding of the world we live in and a firm grounding in American national security policy. A high quality international security studies program containing both of these requirements has the potential to improve the conduct of American foreign policy and make the world a more peaceful and prosperous place. Georgetown University's *Careers in International Relations* puts it best, "In the 21<sup>st</sup> century, we will expect students to acquire a knowledge of foreign societies---their histories, norms, values, aspirations, capacities and perceptions---and the language abilities to understand and reach them.

This knowledge will come from an interdisciplinary, intercultural, and multilingual education.” In addition, a recent report from the College Placement Foundation says, “employers value nonacademic training and experience as highly as knowledge, principles, and practice of a particular academic discipline.” (*Careers*, p.3)

**Market/Recruitment Target Statement**

The uncertainty of world events now and in the future has heightened the potential of a national security studies major to attract quality students in significant numbers. While the focus today is on the Middle East, the focus of America’s national security interests in the future could include North Korea, China, Russia, Pakistan, or India, to name just a few. In any of these scenarios, college graduates with areas studies and national security expertise will be required. The new Homeland Security Department has the potential to add “about 2,000 new jobs” requiring education in area studies and national security studies. (CNN.com August 21, 2002) In addition, federal, state, and local government, business, and criminal justice departments have added thousands of additional new jobs in the field of security. (*Newsweek*, December 11, 2001) A recent career publication lists over 100 job areas in government and business for students with areas studies and national security degrees. (*Careers in International Affairs*, 1997) Data from the Tiffin University Admissions Office indicate that each year approximately “85-100 students inquire about a history, political science, or language major.” In addition, a recent informal survey of “Political Processes” students at Tiffin University, over 70% responded that they would be interested in an International Security Studies major. Finally, the nature of the degree and the language requirement has the potential to attract the highest caliber of high school graduates.

**Goals of the Program/Corresponding Classes**

<p>To be able to analyze, and devise solutions for, problems in national security within the framework of our instruments of national power and their use within our political/legal and policy context.</p>	<p>NSS 312 – History of Terrorism          NSS 341 – The Intelligence Process          POL 411 – American National Security Policy          POL 350 – International Relations</p>
<p>Graduates will possess a detailed understanding of the history and culture of other part of the world.</p>	<p>HIS 212 – Western Society Since 1500          CUL 312 – Middle Eastern Cultures          HIS 313 – History of East Asia          CUL 313 – East Asian Cultures</p>

Graduates will understand the historical context for current international security threats that face the United States at home and abroad, and how the United States uses the tools of state power to protect the vital interests of America.	HIS 225 – United States Diplomatic History Since 1895 HIS 226 – United States Military History Since 1895 POL 350 – International Relations NSS 341 – The Intelligence Process POL 411 – American National Security Policy
Graduates choosing the technology option will demonstrate the ability to array and manipulate data for research and analysis purposes.	CIT 201 - Programming CIT 212 – Systems Analysis and Design CIT 315 – Database Design and Application I CIT 355 – Spreadsheet Applications for Decision Making
Graduates choosing the language option will understand a language other than English.	Partnership Courses
Graduates will understand potential careers and work expectations in the field of national security.	NSS 151 – Introduction to National Security Studies SCS 470 – Internship I
Graduates will exhibit critical multimodal communication skills.	NSS 491 – Senior Seminar in National Security Studies
Graduates will exhibit the ability to write and think critically.	NSS 491 – Senior Seminar in National Security Studies

**Intended Outcomes/Assessment Criteria**

***Intended Outcomes 1:*** To be able to analyze, and devise solutions for, problems in national security within the framework of our instruments of national power and their use within our political/legal and policy context.

***Assessment Criteria:*** A final quiz or examination in POL 411 designed to measure the following: Eighty percent of students in 3- and 4-level courses, will demonstrate, to a 3 level in the Rubric Rating Scale, a sufficient understanding of the instruments themselves, and of the enabling or limiting effects of political/legal and policy contexts, to devise reasonable and effective solutions to national security problems.

***Intended Outcomes 2:*** Graduates will possess a detailed understanding of the history and culture of other part of the world.

***Assessment Criteria:*** 85% of all students in the program will receive a grade of 80% or better on end of course papers in HIS 212 and CUL 312, or HIS 313 and CUL 313.

***Intended Outcomes 3:*** Graduates will understand the historical context for current international security threats that face the United States at home and abroad, and how the United States uses the tools of state power to protect the vital interests of America at home and abroad.

***Assessment Criteria:*** 85% percent of all students will receive a grade of 80% or better on a current security problem with historical antecedent in the final quiz or examination in POL 411.

***Intended Outcomes 4:*** Graduates choosing the technology option will demonstrate the ability to array and manipulate data for research and analysis purposes.

***Assessment Criteria:*** 85% of all students taking this option will receive an 80% or better for final projects CIT 201, CIT 212, CIT 315, and CIT 355.

***Intended Outcomes 5:*** Graduates choosing the language option will understand a language other than English.

***Assessment Criteria:*** 80% of all graduates will be able to speak a foreign language at the S-1+ level and read a foreign language at the S-2 level based on scores from the Defense Language Aptitude Test to be administered during the student's senior year.

***Intended Outcomes 6:*** Graduates will understand potential careers and work expectations in the field of national security.

***Assessment Criteria:*** 85% of students will receive a grade of eighty percent or better on at least 6 reports assessing careers in national security for NSS 151, and one hundred percent of students in SCS 470 will complete a successful internship, as evidenced by a score of 80% or better on their personal log, in a national security agency.

***Intended Outcomes 7:*** Graduates will exhibit critical multimodal communication skills.

***Assessment Criteria:*** 85% of all graduates will receive an 85% or better on presentation for NSS 491.

***Intended Outcomes 8:*** Graduates will exhibit the ability to write and think critically.

***Assessment Criteria:*** 90% of all graduates will receive a grade of 90% or better on the final research project/paper for in NSS 491.

*Updated: June 2007*

## **School of Criminal Justice & Social Sciences – Assessment Plan BA – Psychology Major**

### **School of Criminal Justice and Social Sciences Mission Statement**

The School of Criminal Justice and Social Sciences educates our graduates for life and for work. Its undergraduate programs provide comprehensive preparation both for post-baccalaureate employment and for entry into graduate-level education in Law Enforcement, Corrections, Intelligence and International Security, Homeland Security/Terrorism, Human Services, General Psychology, Forensic Psychology, and Forensic Science. Its graduate programs provide additional professional development for successful careers in Justice Administration, Crime Analysis, Homeland Security Administration, and Forensic Psychology. The School of Criminal Justice and Social Sciences also is committed to developing and offering educational programs of the highest quality in other domains of criminal justice, national security, forensics, and the social and behavioral sciences as the need arises.

### **Program Rationale/Purpose Statement**

Very broadly, psychology is the scientific study of behavior and mental processes. The Psychology Major at Tiffin University provides instruction and experience across a broad range of concepts, issues, and theories emerging from the scientific study of behavior and experience. The program's educational foundation increases student sensitivity to and understanding of biological, social, emotional, and cognitive processes underlying human thoughts and actions. According to the American Psychological Association, psychology is a tremendously varied field. This degree is intended for students with an interest in the helping professions and who wish to develop broad career flexibility and depth in the discipline of psychology. Graduates of this program will be prepared for admission into a wide variety of graduate psychology and psychotherapy programs and will learn practical concepts and skills that may be immediately applied in many professional contexts

The undergraduate program in Psychology is structured with a basic Psychology core course sequence with at least one choice of three concentrations: *Experimental; Human Services; or Addictions Counseling*:

### **Marketing/Recruitment Target Statement**

Tiffin University encourages students interested in pursuing a career in psychology to enroll in the psychology program with a choice of concentrations in related to short term and long term career goals. Students will focus on a broad overview of the field of psychology while also meeting curriculum requirements designed to provide practical experience in the field of psychology and social services, including but not limited to grounding in research techniques as well as the option of an internship.



**Outcomes of the Program/Corresponding Classes**

<p>Broadly based knowledge of modern: psychological issues and concepts; theories; therapeutic practices; research methods; and ethical issues and practices</p>	<p>PSY 101 - Introduction to Psychology          PSY 201 - Intro to Professional Practices          SOC 250 - Social Psychology          PSY 263 - Theories of Personality          PSY 265 - Lifespan (Human Development)          SCS 300 - Research Methods          PSY 302 - History and Systems of Psychology          PSY 362 - Abnormal Behavior          PSY 445 - Psychometrics</p>
<p>Students will demonstrate broadly based knowledge of modern psychological issues and concepts.</p>	<p>PSY 101 - Introduction to Psychology          PSY 201 - Intro to Professional Practices          SOC 250 - Social Psychology          PSY 263 - Theories of Personality          PSY 265 - Lifespan (Human Development)          SCS 300 - Research Methods          PSY 302 - History and Systems of Psychology          PSY 362 - Abnormal Behavior          PSY 445 - Psychometrics</p>
<p>Students will demonstrate broadly based knowledge of modern theories.</p>	<p>PSY 101 - Introduction to Psychology          PSY 201 - Intro to Professional Practices          SOC 250 - Social Psychology          PSY 263 - Theories of Personality          PSY 265 - Lifespan (Human Development)          SCS 300 - Research Methods          PSY 302 - History and Systems of Psychology          PSY 362 - Abnormal Behavior          PSY 445 - Psychometrics</p>
<p>Students will demonstrate broadly based knowledge of modern therapeutic practices.</p>	<p>PSY 101 - Introduction to Psychology          PSY 201 - Intro to Professional Practices          SOC 250 - Social Psychology          PSY 263 - Theories of Personality          PSY 265 - Lifespan (Human Development)          SCS 300 - Research Methods          PSY 302 - History and Systems of Psychology          PSY 362 - Abnormal Behavior          PSY 445 - Psychometrics</p>

Students will demonstrate broadly based knowledge of ethical issues and practices.	PSY 101 - Introduction to Psychology PSY 201 - Intro to Professional Practices SOC 250 - Social Psychology PSY 263 - Theories of Personality PSY 265 - Lifespan (Human Development) SCS 300 - Research Methods PSY 302 - History and Systems of Psychology PSY 362 - Abnormal Behavior PSY 445 - Psychometrics
Students will demonstrate multicultural awareness, tolerance, and cultural competence.	SOC 360 - Multicultural Issues CSL 430 - Cultural Competence in Counseling
Students will complete a capstone experience demonstrating mastery of their chosen concentration area, including: discussion of concepts and theories appropriate to their specialty.	SCS 491 - Senior Seminar I SCS 492 - Senior Seminar II SCS 450 - Human Services Capstone SCS 470 - Internship: Addictions Counseling SCS 470- Internship: Human Services

**Intended Outcomes/Assessment Criteria**

***Intended Outcomes 1:*** Increasingly coherent understanding of broadly based knowledge of modern:

- a. Psychological Issues and Concepts;
- b. Theories;
- c. Therapeutic Practices;
- d. Research Methods;
- e. Ethical Issues and Practices.

***Assessment Criteria 1a, 1b, 1c, 1d, 1e:***

**Method 1:** A cross section of psychology students across class ranks will take *the Paired Concepts Survey*. Aggregated student responses (by means) will be calculated and compared across class rank, and to faculty expert responses.

Target Performance: Aggregated student responses are not expected to correlate with faculty responses in the freshman and sophomore years. However, junior and senior responses will correlate positively and significantly with faculty responses @  $p < .05$ .

**Method 2:** Aggregated student responses to test content areas will be analyzed, and weaker areas of student learning will be identified.

Target Performance: All areas identified through this process will result in a plan of action.

***Assessment Criteria 1a, 1b, 1c, & 1d:***

The ETS Major Field Test for psychology will be administered to all graduating seniors.

Target Performance: the average score of those taking the test will be comparable to the national average for the test. Aggregate respondent scores will consistent with the national average as established by ETS.

***Assessment Criteria 1e:***

PSY360, SCS201, and SCS300 each include instructors' presentations of case studies involving ethical issues and practices, and each requires student analyses of these case studies.

Target Performance: At least 80% of students in each of these courses will score 70% or higher in their analyses of ethical issues and practices in such case studies.

***Intended Outcomes 2:*** Multicultural awareness, tolerance, and cultural competence

***Assessment Criteria:*** Students across class rank will have a test administration of the California Brief Multicultural Competence Scale (CBMC). The CBMC identifies the following components of Cultural Competence:

- a. The Multicultural Knowledge
- b. The Awareness of Cultural Barriers
- c. The Sensitivity to Consumers.
- d. The Non-Ethnic Ability

All weak areas identified through this process will result in a plan of action.

Target Performance: 100% of the students will score in at least the 50<sup>th</sup> percentile standardized norming group. As class rank increases, so should aggregate scores.

***Intended Outcome 3:*** Students will complete a capstone experience demonstrating mastery of their chosen concentration area, including: discussion of concepts and theories appropriate to their specialty.

***Assessment Criteria 3a:*** Students in the Experimental Concentration will demonstrate skills necessary for the completion of an original project within a psychological domain of personal interest, including:

- Thorough description of the problem under investigation;
- Discussion of concepts and theories appropriate to the problem;
- Application of methodology appropriate to the problem;
- Evaluation and discussion of investigational outcomes;

- Writing style and organizational format consistent with current American Psychological Association standards;
- Speaking skills sufficient to the coherent presentation of investigational outcomes

Target Performance: 90% of the students in the Experimental Concentration will achieve an 80% or better total assessment standard for their final Senior Seminar project grade.

**Assessment Criteria 3b:** Students in the Applied-Human Services Concentration will demonstrate skills necessary for entry level work in the social services field.

Target Performance: 90% of the students in the Applied-Human Services Concentration will achieve an 80% or better total assessment standard for their final internship evaluation. 90% of the internship evaluations by site supervisors will rate the student above average.

**Assessment Criteria 3c:** Students in the Addictions Concentration will demonstrate skills necessary for entry level work in addictions field:

Students will demonstrate beginning proficiency in twelve core functions of the alcohol and other drug abuse counselor as defined by the Ohio Credential Board for Chemical Dependency Counselor and the International Certification and Reciprocity Consortium/Alcohol and Other Drug Abuse.

Target Performance: 90% of the students in the Addictions Concentration will achieve an 80% or better total assessment standard for their final internship evaluation. 90% of the internship evaluations by site supervisors will rate the student above average in all areas including ratings in the 12 Core Functions.

*Updated: June 2007*

# **School of Criminal Justice & Social Sciences – Assessment Plan**

## **BCJ - Corrections Major**

### **School of Criminal Justice and Social Sciences Mission Statement**

The School of Criminal Justice and Social Sciences educates our graduates for life and for work. Its undergraduate programs provide comprehensive preparation both for post-baccalaureate employment and for entry into graduate-level education in Law Enforcement, Corrections, Intelligence and International Security, Homeland Security/Terrorism, Human Services, General Psychology, Forensic Psychology, and Forensic Science. Its graduate programs provide additional professional development for successful careers in Justice Administration, Crime Analysis, Homeland Security Administration, and Forensic Psychology. The School of Criminal Justice and Social Sciences also is committed to developing and offering educational programs of the highest quality in other domains of criminal justice, national security, forensics, and the social and behavioral sciences as the need arises.

### **Program Rationale/Purpose Statement**

College graduates with a major in corrections will be the backbone of the American Justice System. Individuals in this major are equipped to handle the dynamic nature of the largest facet of the criminal justice system. In addition to theory, correctional standards have become an integral part of the field. These standards represent an effort to professionalize the field of corrections, thus, it is imperative that graduates entering the field have a thorough understanding of theory and practice.

### **Marketing/Recruitment Target Statement**

According to the Bureau of Justice Statistics Probation and Parole statistics, at yearend 2005, over 7 million adult men and women were incarcerated or under Federal, State, or local probation or parole jurisdiction. (available: <http://www.ojp.usdoj.gov/bjs/correct.htm>), Of that, over 2.3 million offenders were incarcerated in jails and prisons in the United States. With that in mind, the market for graduates with a Bachelor of Criminal Justice in Corrections is vast. Virtually all entry level probation and parole employment opportunities require a college degree for consideration. The vast majority of upper-level employment opportunities in prisons and jails require a college degree as well.

### **Goals of the Program/Corresponding Classes**

Graduates will understand the four main theories of corrections.	COR 220 – Correctional Thought & Practice
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Graduates will understand the major constitutional issues of offender supervision.	COR 436 – Constitutional Rights of Prisoners
Students will demonstrate effective written and oral communication skills.	COR 220 – Correctional Thought & Practice COR 230 – Agency Management

**Intended Outcomes/Assessment Criteria**

***Intended Outcomes 1:*** Graduates will understand the four main theories of corrections. (COR 220)

***Assessment Criteria:*** Students will complete a paper on the four theories and score an 80% or higher based on the rubric.

***Intended Outcomes 2:*** Graduates will understand the major constitutional issues of offender supervision. (COR 436)

***Assessment Criteria:*** Students will outline five land-mark cases in corrections and receive an 80% or higher based on the rubric.

***Intended Outcomes 3:*** Students will demonstrate effective written and oral communication skills. (COR 220 & COR 230)

***Assessment Criteria:*** Students will receive an 80% or greater on written and oral presentations, based on the rubric.

*Updated: June 2007*

## **School of Criminal Justice & Social Sciences – Assessment Plan BCJ – Law Enforcement Major**

### **School of Criminal Justice and Social Sciences Mission Statement**

The School of Criminal Justice and Social Sciences educates our graduates for life and for work. Its undergraduate programs provide comprehensive preparation both for post-baccalaureate employment and for entry into graduate-level education in Law Enforcement, Corrections, Intelligence and International Security, Homeland Security/Terrorism, Human Services, General Psychology, Forensic Psychology, and Forensic Science. Its graduate programs provide additional professional development for successful careers in Justice Administration, Crime Analysis, Homeland Security Administration, and Forensic Psychology. The School of Criminal Justice and Social Sciences also is committed to developing and offering educational programs of the highest quality in other domains of criminal justice, national security, forensics, and the social and behavioral sciences as the need arises.

### **Program Rationale/Purpose Statement**

Baccalaureate degree graduates in law enforcement must comprehend the mission, structure, goals, and operations of police agencies at the local, state, and federal levels in a democratic society. The prevention, repression, and control of crime in America requires that law enforcement agents appreciate the critical role they play in balancing public order and individual liberty. Present, past, and future law enforcement in the United States confronts some of the most difficult problems and issues that any nation can experience. Graduates need a firm academic and practical education in the law, the behavioral sciences, and the political process. The Bachelor of Criminal Justice degree with a major in Law Enforcement provides that necessary foundation for successful employment and practice.

### **Marketing/Recruitment Target Statement**

Over 800,000 men and women are employed in law enforcement work at the local, state, and federal levels in America. Critical shortages exist at all levels of police service, but perhaps no more dire than in municipal and county law enforcement. Recruiting efforts are underway across the nation that are unmatched in history with many police and sheriffs' agencies conducting nationwide recruiting drives, offering employment signing bonuses, providing attractive educational incentives, assisting with moving expenses, guaranteeing retirement options that rival any other public service, and conducting applicant screening and testing in states other than the location of their department. The International Association of Chiefs of Police estimates that nearly 2/3 of America's police departments have vacancies. Promotional opportunities abound and cities and townships currently search the nation for professional police executives to head their law

enforcement departments.

**Goals of the Program/Corresponding Classes**

Graduates will be able to describe the four major features of the law enforcement officer role in American society.	JUS 110 – Introduction to Criminal Justice ENF 150 - Police & Society
Graduates will be able to explain the main components of community policing.	ENF 150 - Police & Society
Graduates will be able to describe key ethical and legal dilemmas associated with the police role.	ENF 150 - Police & Society ENF 237 – Fundamentals of Criminal Investigation ENF 400 – Comparative Criminal Justice Systems JUS 361 – Ethical Issues in Criminal Justice
Graduates will be able to critically evaluate by means of written and oral communication the quality of a major criminal investigation involving crimes against persons, property, technology, and the environment.	ENF 237 – Fundamentals of Criminal Investigation ENF 239 – Applied Criminal Investigation & Criminalistics

**Intended Outcomes/Assessment Criteria**

***Intended Outcomes 1:*** Graduates will be able to describe the four major features of the law enforcement officer role in American society. (JUS 110 & ENF 150)

***Assessment Criteria:*** In response to an essay or series of objective questions, students will be able to assign 90% of examples of police activity and tasks to the one or more of the four major features of the police role in American society according to a developed rubric.

***Intended Outcomes 2:*** Graduates will be able to explain the main components of community policing. (ENF 150)

***Assessment Criteria:*** In response to an essay question, all students will be able to explain the major components of community policing and obtain a score of 90% or higher according to a developed rubric.

***Intended Outcomes 3:*** Graduates will be able to describe key ethical and legal dilemmas associated with the police role. (ENF 150; ENF 237; ENF 400; JUS 361)

***Assessment Criteria:*** In response to an essay question, students will be able to discuss 6 major legal and ethical dilemmas associated with the police role and obtain a score of 90% or higher according to a developed rubric.



***Intended Outcomes 4:*** Graduates will be able to critically evaluate by means of written and oral communication the quality of a major criminal investigation involving crimes against persons, property, technology, and the environment. (ENF 237; ENF 239)

***Assessment Criteria:*** In both an oral and written presentation, students will be able to critically evaluate the quality of a completed major criminal investigation that is well documented in book and article literature sources using 5 established principles of effective criminal investigation and obtain a score of 90% according to a developed rubric.

*Updated: June 2007*

## **School of Criminal Justice & Social Sciences – Assessment Plan BCJ – Forensic Psychology Major**

### **Program Rationale/Purpose Statement**

Forensic psychology is a historically new field. It is an outgrowth and sub-field of one of the most modern areas in psychology. At its core, forensic psychology is the unity and application of psychological principles to the law. It has experienced explosive growth as a field world wide. While forensic psychology can be said to contain the same broad divisions as traditional psychology (clinical, experimental, and applied), it does contain it's own unique areas of concentration. The domain of forensic psychology encompasses all areas of the law, including offender issues, victim issues, and legal issues. It is for this exact reason that it finds itself most comfortable in criminal justice as a 'home'. Forensic psychology is also recognized as a division within the American Psychological Association (division 41), and American Psychological Society. There are many separate division areas that exist for forensic psychology (core domain areas) within the Academy of Criminal Justice Sciences).

The purpose of the major as it exists at Tiffin University is manifold. The overall purpose is to provide students with a broad understanding of the field. Students are expected to demonstrate proficiency for understanding of these broad concepts in their required classes.

Preparation for graduate study, program administration, and employment at all levels (public, private, local, state, or federal), is another goal of the program. Similarly, students who gain employment in these areas will be prepared to confront the issues covered within the discipline, as well as be able to work well with the diverse population that one would expect them to encounter. The major offers opportunity for students to grow intellectually, professionally, and personally over the course of their study.

### **Marketing/Recruitment Target Statement**

Students interested in a career in forensic psychology have many opportunities for employment. Because forensic psychology has many broad divisions and sub-areas of interest, a student is free to explore the particular area of interest through many options. Students wishing to continue to graduate school will receive a firm foundation of the area. They will develop skills that will enable them to be successful in graduate school.

All students who wish to concentrate on a particular area of interest can work as interns via the SCJSS internship program. This will expose them to the realities of their chosen area prior to graduation so that they can learn how their area of choice 'works' in real world settings. There are opportunities for students to take additional internships, a semester-long internship (at federal agencies), and research internships.

Students wishing to hone their skills for graduate study are able to take a research internship, mentor with a professor on a research project, and become involved in regional and professional meetings of the field.

**Goals of the Program/Corresponding Classes**

Demonstrate the application of psychological theories and research to legal issues, prepare empirical research project.	FOR 460 – Psychology & Law JUS 300 – Special Topics in CJ
Demonstrate the psychological impact of crime and violence on victims.	FOR 105 - Victimology FOR 460 – Psychology & Law
Be able to critically evaluate empirical research	SCS 300 – Research Design FOR 460 – Psychology & Law SOC 250 – Social Psychology
Be able to design, collect data, analyze results, and write APA style paper for an original empirical research project	SCS 300 -- Research Design FOR 460 – Psychology & Law
Diagnose mental disorders and understand different approaches to treatment by constructing ITPs	PSY 362 – Abnormal Behavior COR 430 – Crisis Intervention Strategics
Learn how their own knowledge, skills and values matches different career choices and be able to act professionally in a real world setting.	JUS 461 – Pro-Seminar in Criminal Justice

**Intended Outcomes/Assessment Criteria**

***Intended Outcomes 1:*** Graduates will demonstrate an ability to apply psychological theories and research to legal issues.

***Assessment Criteria:*** Students will be able to construct research (design) that would empirically answer a current legal issue (prepare a research proposal based on a legal question, to empirically answer this question). 80% of students to do this for their final research project in SCS 300, and FOR 460, and earn a “B” or better on this project.

***Intended Outcome 2:*** Understand the psychological impact of crime and violence on victims

***Assessment Criteria:*** 80% of students in the FOR 105, and FOR 460 classes to receive a “B” (85%) or better on the final exam.

***Intended Outcome 3:*** Be able to critically evaluate empirical research.

***Assessment Criteria:*** 70% of students would be able to identify research items in studies exam #3 at a “C” (75%) or better.

***Intended Outcome 4:*** Students will be able to design, collect data, analyze results, and write APA style paper for an original empirical research project.

***Assessment Criteria:*** 75% of students to obtain a “C” or better on their final research project in SCS 300 and FOR 460.

***Intended Outcome 5:*** Diagnose mental disorders and understand different approaches to treatment by constructing ITPs.

***Assessment Criteria:*** 80% of students to be able to correctly complete a set ITPs (final project) at a grade of “B” or better in PSY 360 and COR 430.

***Intended Outcomes 6:*** Graduates will demonstrate preparedness for employment in the field.

***Assessment Criteria:*** 85% of students in JUS 470 would receive a grade of (“B”) 85% or better on the internship evaluation form and 85% of students would receive a “B” (85%) or better on the final portfolio in JUS 461.

*Updated: June 2007*

## **School of Criminal Justice & Social Sciences – Assessment Plan BCJ – Forensic Science Major**

### **Program Rationale/Purpose Statement**

Forensic Science is the application of scientific methods and analysis of scientific data to support the law enforcement community in investigation, apprehension, and prosecution or vindication of individuals involved in criminal activities. Students will learn the nature and scope of the criminal justice system and the application of scientific methods to crime, police investigation, and the adjudication process. In addition, students will learn the legal, ethical, natural science, and laboratory skills necessary for forensic work. The new program will be a unique synergy of the criminal justice courses offered by Tiffin University with the scientific and laboratory courses offered by Heidelberg College.

### **Market/Recruitment Target Statement**

The prospective student interest for an academic program in Forensic Science is high. Television programs like CSI, Profiler, and Cold Case have created a heightened interest in the physical, biological, and biochemical science aspects of crime. According to the National Research Center for College and University Admissions, there are 2870 students in Ohio who will graduate in 2006 that have already expressed an interest in Forensic Science. Comparatively speaking, according to the ACT data for the class of 2004, that is more students than Nursing (2379), Education (2139), and Criminal Justice/Criminology (801). Since Tiffin University offers a program in Forensic Psychology we have many students who consider, visit, and apply to Tiffin University because they assume that Forensic Psychology is the same discipline as Forensic Science. Unfortunately, many of these students elect to attend elsewhere when they learn that we do not have Forensic Science. Although The University of Findlay and Defiance College have recently initiated programs similar to the program being considered, Tiffin University will have a competitive advantage because we can offer a Bachelor of Criminal Justice degree, which is more attractive to students who seek to specialize in the field of Criminal Justice. Further, since Tiffin University has a regional reputation for degree programs in Criminal Justice, this academic program under consideration will add to the diversity of programs that we can offer to future leaders in the field.

### Goals of the Program/Corresponding Classes

Identify appropriate application of ethical standards as applied to a scenario	ENF 460 – Evidence Processing
Develop critical thinking and analytical skills of the student as it applies to forensic science.	CHM 101 – General Chemistry I CHM 102 – General Chemistry II CHM 201 – Organic Chemistry CHM 305 – Quantitative Analysis CHM 404 – Instrumental Analysis ANT 315 – Forensic Anthropology
Enhance student understanding of the criminal justice system.	JUS 110 – Introduction to CJ JUS 201 – Criminal Law JUS 202 – Criminal Procedures
Provide students with professional skills for courtroom presentation	SCS 300 – Research Design ENF460 – Evidence Processing CHM 404 – Instrumental Analysis ANT 315 – Forensic Anthropology
Graduates will demonstrate an operating knowledge of the use laboratory equipment within a forensic science lab.	CHM 101 – General Chemistry I CHM 102 – General Chemistry II CHM 201 – Organic Chemistry CHM 404 – Instrumental Analysis

### Intended Outcomes/Assessment Criteria

**Intended Outcomes 1:** Graduates will demonstrate the ability to understand and resolve the legal and ethical issues surrounding the use of forensic data in criminal investigations and trials.

**Assessment Criteria:** 85% of students will earn a grade of 85% or higher on the final exam in JUS 361.

**Intended Outcomes 2:** Graduates will be able to demonstrate knowledge of chemical make up of substances presented in class.

**Assessment Criteria:** 75% of students will earn a “C” or better on the final exam in CHM 101, 102, 201, 305, & 404.

**Intended Outcome 3:** Enhance student understanding of the criminal justice system.

**Assessment Criteria:** 85% of the students will pass the final exam in JUS 110, JUS 201, and JUS 202 with a “B” (85%) or better

**Intended Outcome 4:** Graduates will demonstrate a working knowledge of how evidence is processed for use the courtroom.

**Assessment Criteria:** 85% of students will earn a grade of 85% or higher on the final in ENF 460.

**Intended Outcome 5:** Graduates will demonstrate preparation for a career in forensic science, by knowledge of laboratory tools and their use.

**Assessment Criteria:** 85% of students will pass the final exam in lab based class (CHM 101, 102, 201, 305, 404) with a “B” (85%) or better.

*Updated: June 2007*

## **School of Criminal Justice & Social Sciences – Assessment Plan BCJ – Homeland Security / Terrorism Major**

### **Program Rationale/Purpose Statement**

In 1979 the Soviet Union invaded the nation of Afghanistan. After a ten year war that caused an Islamic fundamentalist movement (Jihad or Holy War) thousands of Arabs (Wahhabist) and other persons of the Islamic faith, provided manpower and logistical support to the mujahedeen fighters allied against the Soviet forces. During this ten year period, the United States, through the Central Intelligence Agency, and other military assets, provided training, weapons, and intelligence support to the mujahedeen forces engaging the military forces of the Soviet Union. In late 1989, the Soviet Union, under President Mikhail Gorbachev, pulled all Soviet forces out of Afghanistan. At that time, the world had not expected that a wealthy Saudi businessman, with significant cultural and religious ties throughout the Islamic world, would lead an Islamic fundamentalist cause that would significantly alter the security apparatus of the Western world (Christian and Jewish).

Osama bin Laden is the senior strategists and leader of one of the world's most lethal terrorism organizations, al Qaeda (the base). During the Afghanistan War against the Soviets, bin Laden was able to form an alliance with his Islamic fundamentalist cohorts, the Taliban. Upon his return to his native Saudi Arabia, ultimately bin Laden was forced to move to Sudan, and then back to Afghanistan. His Saudi citizenship was forfeited by Royal decree and his financial assets frozen. In 1996 bin Laden now living in Afghanistan, issued a fatwa against the United States citing U.S. presence in Saudi Arabia (Holy Islamic soil) originating with the First Gulf War against Saddam Hussein's invasion of Kuwait. Additionally, the fatwa criticized U.S. support of Arab nations who did not base their governments on Islamic law (sharia), were viewed as illegitimate and therefore corrupt. Further, bin Laden criticized the U.S. support for Israel's presence in what is viewed as Islamic territory. Attacks against a U.S. naval war vessel in Yemen, the bombing of two U. S. East African Embassies, the destruction of the World Trade Center in New York City, and attack on the U.S. military headquarters at the Pentagon, Washington, D.C., mark major operations against the U.S. in domestic and foreign terrorist operations by al-Qaeda during the late 1990's and late 2001.

The United States government has reacted to these attacks through several venues. One significant reaction was the formation of a new federal agency, the United States Department of Homeland Security. The agency was formed in 2002. It currently has 26 federal agencies divided into five directorates and numerous sub-divisions. There are approximately 200,000 federal employees working in the U.S. Department of Homeland Security. The following federal law enforcement agencies are component organizations: United States Coast Guard, Customs and Border Protection; Federal Management Agency; Federal Protective Service; Information Analysis and Infrastructure Protection;



Bureau of Citizenship and Immigration Services; United States Secret Service; and the Transportation Security Administration. Additionally, all 50 states now have state departments of homeland security which provide state coordination with various components of the U.S. Department of Homeland Security. Throughout the United States there are thousands of positions being created to deal with the various response plans being developed at the federal and state levels to prevent terrorist attacks and respond to terrorist attacks.

The Bachelor of Criminal Justice degree, with a concentration in Homeland Security/Terrorism has been developed to meet the educational needs of students wishing to seek careers in this new field. The courses that are provided in this degree have been developed to provide students an adequate knowledge base to secure employment and to be successful in their careers.

**Marketing/Recruitment Target Statement**

Tiffin University, School of Criminal Justice and Social Services has developed a curriculum that will provide students knowledge of the U. S. criminal justice system, knowledge of terrorist organizations and operational methodologies, intelligence process, and basic research skills. The specific students this program targets are those students who are wanting to gain a career in the federal or state public safety forces, in positions that are involved with the security of the United States against foreign and domestic terrorist attacks. Information gained in these courses will also provide students with knowledge that can applied in the various local law enforcement agencies.

**Goals of the Program/Corresponding Classes**

Develop critical thinking and analytical skills of students as they apply to research and practical application of knowledge	JUS 461 – Pro-Seminar in CJ SCS 470 – Internship I SCS 300 – Research Design ENF 450 – Crime Analysis
Describe the history of terrorism and intelligence in domestic and foreign national security operations	NSS 341 – The Intelligence Process ENF 441 – Counterintelligence / Counter-terrorism
Identify the factors influencing multi-jurisdictional emergency responses to domestic and foreign terrorist operations.	ENF 345 - Emergency Organization & Management ENF 343 - Weapons of Terrorism
To be able to devise problem-solving strategies regarding the tools of homeland security, their use in a political/legal context, and the underlying homeland security policies further or altered by their use.	NSS 312 – History of Terrorism NSS 341 - The Intelligence Process JUS 215 – Homeland Security & the Legal System ENF 344 – Information Security ENF 441 – Counterintelligence / Counter-terrorism ENF 450 – Crime Analysis

## **Intended Outcomes/Assessment Criteria**

***Intended Outcomes 1:*** Students will develop their critical thinking and analytical skills through courses which enable them to do academic and criminal justice research, participate in practicum's, and participate in discussions with criminal justice professionals.

***Assessment Criteria:*** Seventy percent of students will have a "75%" or better grade on final quiz/exam that requires critical thinking and analytical skills as they apply to research and application of knowledge: JUS 300; JUS 461; JUS 450; and JUS 470.

***Intended Outcomes 2:*** Students will have gained the ability to describe the history of terrorism, the purpose of domestic and foreign intelligence, and the operability of intelligence in conducting domestic and foreign national security operations.

***Assessment Criteria:*** Seventy percent of students will have a "75%" or better grade on final quiz/exam that describes the history of terrorism, and domestic and foreign national security operations: JUS 212; JUS 341; and JUS 441.

***Intended Outcomes 3:*** Students will be able to identify factors which influence multi-jurisdictional and emergency responses to domestic and foreign terrorist operations.

***Assessment Criteria:*** Seventy percent of students will have a "75%" or better grade on final quiz/exam that identifies factors influencing jurisdictional emergency responses to domestic and foreign terrorist operations: JUS 343 and JUS 345.

***Intended Outcomes 4:*** To be able to devise problem-solving strategies regarding the tools of homeland security, their use in a political/legal context, and the underlying homeland security policies further or altered by their use.

***Assessment Criteria:*** Activity within course(s) to measure goal: (provide activity details): final quiz/exam designed to measure the following:

- Seventy percent of students will demonstrate, to a 3 level in the Rubric Rating Scale, a sufficient knowledge of past use of the instruments of national power, in their political/legal and policy context, to analyze problems in homeland security.
- Seventy percent of students will demonstrate, to a 3 level in the Rubric Rating Scale, a sufficient understanding of the instruments themselves, and of the enabling or limiting effects of political/legal and policy contexts, to devise reasonable and effective solutions to homeland security problems.

*Updated: June 2007*

**School of Criminal Justice & Social Sciences – Assessment Plan  
BCJ – Justice Administration Major**

**School of Criminal Justice and Social Sciences Mission Statement**

The School of Criminal Justice and Social Sciences educates our graduates for life and for work. Its undergraduate programs provide comprehensive preparation both for post-baccalaureate employment and for entry into graduate-level education in Law Enforcement, Corrections, Intelligence and International Security, Homeland Security/Terrorism, Human Services, General Psychology, Forensic Psychology, and Forensic Science. Its graduate programs provide additional professional development for successful careers in Justice Administration, Crime Analysis, Homeland Security Administration, and Forensic Psychology. The School of Criminal Justice and Social Sciences also is committed to developing and offering educational programs of the highest quality in other domains of criminal justice, national security, forensics, and the social and behavioral sciences as the need arises.

**Program Rationale/Purpose Statement**

The Justice Administration Major prepares adult learners to manage critical workplace situations. The program emphasizes practical application of academic constructs through applied adult learning theory. Each course is designed to bring the experience of the adult learner into the learning environment. The major supports Tiffin University’s mission of professional excellence and meets the career goals of students and the needs of employers.

**Marketing/Recruiting Target Statement**

The academically rigorous curriculum focuses on “real world” problems and situations. From the accelerated theory to the emphasis on collaborative learning, the entire program is dedicated to increasing the adult learner’s effectiveness. Each course in the program supplements the knowledge and skills the adult learner already possesses. The major cultivates learning self-sufficiency.

**Outcomes of the Program/Corresponding Classes**

Critical thinking	NSS 341 - The Intelligence Process ENF 441 – Counterintelligence / Counter-terrorism. MAT 326 - Statistics for CJ Majors JUS 463 - Applied Research Design
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Oral and written communication	FOR 344 - Violence & Aggression JUS 303 - Transitions Through Adult Life JUS 463 - Applied Research Design
Understand relationships between society, justice systems, and crime/terrorism	ENF 400 - Comparative CJ Systems COR 320 - Correctional Thought & Procedures FOR 344 - Psychology of Violence & Aggression
Understand and appreciate historical influences on crime and terrorism	NSS 312 - History of Terrorism ENF 393 – Criminology
Analysis and solution development of contemporary problems	NSS 341 - The Intelligence Process ENF 441 – Counterintelligence / Counter-terrorism JUS 463 - Applied Research Design
Effective individual and group interaction	JUS 303 - Transitions Through Adult Life SOC 360 - Multicultural Issues in Society

**Intended Outcomes/Assessment Criteria**

***Intended Outcomes 1:*** Adult learners will demonstrate the ability to collect and interpret data for intelligence and crime analysis.

***Assessment Criteria:*** Seventy percent of adult learners will achieve a “B” or higher on the final project/paper or applied research project for NSS 341, ENF 441, MAT 326, and JUS 463 as measured by the corresponding grading rubric.

***Intended Outcomes 2:*** Adult learners will demonstrate the ability to communicate effectively, orally and written.

***Assessment Criteria:*** Seventy percent of adult learners will obtain a “B” or higher on the graded oral presentation report for JUS 303, FOR 344, and JUS 463. And for same courses, seventy percent of adult learners will obtain a “B” or higher on the final paper as measured by the writing ability and quality of documentation criteria on the final paper evaluation report.

***Intended Outcomes 3:*** Adult students will demonstrate a detailed understanding of the relationships between society, justice systems, and crime/terrorism.

***Assessment Criteria:*** Seventy percent of adult learners will obtain “B” or higher on the final project/paper for ENF 400, COR 320, and FOR 344 as measured by the summary paper grading rubric.

***Intended Outcomes 4:*** Adult learners will understand and appreciate historical influences on crime and terrorism.

***Assessment Criteria:*** Seventy percent of adult learners will obtain a “B” or higher on the case analysis due in week 5 in NSS 312, and ENF 393.

***Intended Outcomes 5:*** Adult learners will demonstrate the ability to analyze a contemporary problem and develop an effective solution.

***Assessment Criteria:*** Seventy percent of adult learners will obtain a “B” or higher on the final project for NSS 341, ENF 441, and JUS 463.

***Intended Outcomes 6:*** Adult learners will demonstrate an appreciation for individual and group differences in contemporary society.

***Assessment Criteria:*** Seventy percent of adult students will obtain a “B” or higher for the final project/paper for JUS 303, and SOC 360 as measured by the summary paper grading rubric.

*Updated: June 2007*

Appendix E

Name \_\_\_\_\_

**Pfeiffer Library User Survey**  
**Faculty**

1. Has a librarian given a library orientation/demonstration of library resources to any of your classes? \_\_\_Yes \_\_\_No

If yes, was the class(es) \_\_\_ENG 141, \_\_\_300/400 level business, \_\_\_300/400 level criminal justice, \_\_\_300/400 level arts/science, or \_\_\_graduate?

If no, are you interested in having a library orientation/demonstration of library resources to any of your classes. \_\_\_Yes \_\_\_No

If yes, which class(es)? \_\_\_ENG 141, \_\_\_300/400 level business, \_\_\_300/400 level criminal justice, \_\_\_300/400 level arts/science, or \_\_\_graduate classes.

2. Please indicate your level of satisfaction by selecting one of the following choices [strongly agree (5), agree (4), neutral (3), disagree (2), strongly disagree (1), not applicable (NA)] to describe whether the following items are generally useful in meeting your course needs:

	5	4	3	2	1	NA
Circulation book collection (including local and OPAL/OhioLink)						
Reference book collection						
Journals and magazines (current and back issues) and full text online						
Online government resources						

5. Do you teach any writing intensive courses? \_\_\_Yes \_\_\_No
6. Do you make assignments requiring research? \_\_\_Yes \_\_\_No
7. Have you recommended any books (or other formats) for library purchase? \_\_\_Yes \_\_\_No
9. Would you be willing to serve on a library committee? \_\_\_Yes \_\_\_No

10. Have you used OPAL/OhioLink resources for personal/professional research? \_\_\_\_Yes \_\_\_\_No

If yes, indicate your level of satisfaction by selecting one of the following to describe whether the following were useful in meeting your needs:

	5	4	3	2	1	NA
Were the OPAL/OhioLink resources sufficient in quantity and quality?						
Did the requested items arrive in a timely manner?						
Were the requested items appropriate for your research?						
Were the number and selection of full-text articles adequate and appropriate?						

If no, why not \_\_\_\_\_

11. Do you visit Pfeiffer Library personally, either for class or personal/professional purposes? \_\_\_\_Yes \_\_\_\_No

If yes, how often? \_\_\_\_every day \_\_\_\_once a week \_\_\_\_once a month  
\_\_\_\_once a semester

If no, why not? \_\_\_\_\_

12. Please give your suggestions for improving Pfeiffer Library and its services.

13. Other comments

Pfeiffer Library  
Faculty Survey Results 2007

	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>% Agree</b>
Circ. Book Collection	29	1		96.7%
Ref. Book Collection	20	5		80.0%
Journals/bks online	26	3	1	89.7%
Online govt resources	18	3		85.7%
OPAL/OhioLink Res.	30	3		90.9%
Arrival Time	26	1		96.3%
Appropriate Res.	27	1		96.4%
Sel. Of Online Articles	26	4	1	83.9%
	<b>Yes</b>	<b>No</b>		
Serve on Lib. Comm	21	12		63.6%





## NSSE 2005/2007 Engagement Item Frequency Distributions Comparison Tiffin University

		5 First-Year Students					2007 First-Year Students					2005 Seniors					2007 Seniors				
		Tiffin University		Peers	Bac	NSSE	Tiffin University		Peers	Bac	NSSE	Tiffin University		Peers	Bac	NSSE	Tiffin University		Peers	Bac	NSSE
<i>Response Options</i>		<i>Count</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Count</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>Count</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Count</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>
Asked questions in class or contributed to class discussions	Never	0	0%	1%	2%	3%	3	3%	1%	3%	4%	0	0%	1%	1%	2%	0	0%	0%	2%	2%
	Sometimes	22	27%	31%	32%	35%	33	30%	28%	36%	39%	22	21%	20%	19%	23%	15	16%	16%	23%	28%
	<b>Often</b>	38	46%	36%	38%	35%	46	41%	40%	35%	35%	39	37%	33%	34%	32%	26	30%	31%	34%	33%
	<b>Very often</b>	23	28%	32%	28%	27%	32	27%	31%	25%	22%	45	42%	47%	47%	43%	47	54%	53%	42%	36%
	<b>Total</b>	83	100%	100%	100%	100%	114	100%	####	####	100%	106	100%	####	100%	100%	88	100%	100%	100%	100%
		<b>73%</b>	<b>68%</b>	<b>66%</b>	<b>62%</b>		<b>68%</b>	<b>70%</b>	<b>60%</b>	<b>57%</b>		<b>79%</b>	<b>80%</b>	<b>81%</b>	<b>75%</b>		<b>84%</b>	<b>84%</b>	<b>75%</b>	<b>69%</b>	
Made a class presentation	Never	4	5%	8%	8%	13%	2	2%	5%	13%	16%	3	3%	2%	3%	4%	0	0%	1%	5%	6%
	Sometimes	44	53%	55%	48%	54%	59	52%	51%	50%	53%	24	23%	30%	27%	32%	13	15%	22%	30%	35%
	Often	30	36%	29%	33%	25%	37	31%	32%	28%	23%	48	45%	42%	39%	38%	44	50%	37%	37%	36%
	Very often	5	6%	8%	12%	8%	16	15%	11%	9%	7%	31	29%	27%	31%	26%	31	35%	39%	28%	23%
	<b>Total</b>	83	100%	100%	100%	100%	114	100%	####	####	100%	106	100%	####	100%	100%	88	100%	100%	100%	100%
		<b>42%</b>	<b>37%</b>	<b>44%</b>	<b>33%</b>		<b>46%</b>	<b>44%</b>	<b>37%</b>	<b>30%</b>		<b>75%</b>	<b>69%</b>	<b>70%</b>	<b>65%</b>		<b>85%</b>	<b>77%</b>	<b>66%</b>	<b>59%</b>	
Prepared two or more drafts of a paper or assignment before turning it in	Never	9	11%	13%	10%	13%	15	15%	9%	11%	14%	12	11%	18%	12%	15%	15	17%	14%	14%	17%
	Sometimes	32	38%	33%	32%	32%	47	40%	32%	30%	31%	49	47%	40%	36%	38%	35	40%	36%	36%	38%
	Often	18	21%	31%	32%	32%	37	34%	34%	33%	32%	19	18%	24%	29%	27%	17	19%	27%	28%	27%
	Very often	25	30%	24%	25%	23%	15	11%	26%	27%	23%	25	24%	17%	23%	20%	21	24%	23%	21%	18%
	<b>Total</b>	84	100%	100%	100%	100%	114	100%	####	####	100%	105	100%	####	100%	100%	88	100%	100%	100%	100%
		<b>51%</b>	<b>54%</b>	<b>57%</b>	<b>55%</b>		<b>45%</b>	<b>59%</b>	<b>59%</b>	<b>55%</b>		<b>42%</b>	<b>42%</b>	<b>52%</b>	<b>47%</b>		<b>43%</b>	<b>50%</b>	<b>50%</b>	<b>45%</b>	
Worked on a paper or project that required integrating	Never	0	0%	1%	1%	2%	1	1%	1%	2%	3%	1	1%	1%	1%	1%	0	0%	0%	1%	1%
	Sometimes	6	7%	19%	18%	21%	14	13%	18%	21%	23%	12	11%	10%	10%	12%	2	2%	10%	12%	14%
	Often	31	37%	44%	47%	45%	51	44%	49%	44%	44%	44	42%	38%	38%	38%	32	38%	36%	39%	40%
	Very often	47	56%	36%	34%	32%	48	42%	33%	32%	31%	49	46%	51%	50%	50%	54	59%	54%	48%	46%

ideas or information from various sources	Total	84	100%	100%	100%	100%	114	100%	####	####	100%	106	100%	####	100%	100%	88	100%	100%	100%	100%
			<b>93%</b>	<b>80%</b>	<b>81%</b>	<b>77%</b>		<b>86%</b>	<b>81%</b>	<b>76%</b>	<b>75%</b>		<b>88%</b>	<b>89%</b>	<b>89%</b>	<b>88%</b>		<b>98%</b>	<b>89%</b>	<b>87%</b>	<b>85%</b>
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or assignments	Never	3	4%	5%	5%	6%	7	5%	4%	9%	7%	3	3%	5%	5%	6%	1	1%	4%	7%	7%
	Sometimes	24	29%	33%	34%	33%	36	34%	35%	34%	33%	33	31%	30%	31%	32%	23	26%	30%	31%	32%
	Often	36	43%	40%	40%	39%	51	45%	39%	36%	38%	45	42%	38%	37%	35%	34	40%	36%	34%	34%
	Very often	21	25%	23%	21%	22%	20	16%	22%	22%	22%	25	24%	27%	27%	27%	30	33%	30%	28%	27%
	Total	84	100%	100%	100%	100%	114	100%	####	####	100%	106	100%	####	100%	100%	88	100%	100%	100%	100%
			<b>68%</b>	<b>62%</b>	<b>61%</b>	<b>61%</b>		<b>61%</b>	<b>61%</b>	<b>58%</b>	<b>60%</b>		<b>66%</b>	<b>65%</b>	<b>64%</b>	<b>62%</b>		<b>73%</b>	<b>66%</b>	<b>62%</b>	<b>61%</b>
Come to class without completing readings or assignments	Never	20	24%	22%	24%	21%	22	17%	26%	26%	22%	24	23%	19%	23%	19%	19	21%	28%	24%	19%
	Sometimes	53	63%	60%	61%	61%	67	58%	58%	57%	58%	59	56%	60%	60%	60%	51	58%	57%	58%	59%
	Often	9	11%	12%	10%	13%	16	16%	12%	12%	13%	17	16%	14%	12%	15%	14	16%	9%	13%	16%
	Very often	2	2%	5%	4%	5%	9	8%	4%	5%	6%	6	6%	6%	5%	6%	4	5%	6%	6%	7%
	Total	84	100%	100%	100%	100%	114	100%	####	####	100%	106	100%	####	100%	100%	88	100%	100%	100%	100%
			<b>13%</b>	<b>17%</b>	<b>15%</b>	<b>18%</b>		<b>25%</b>	<b>16%</b>	<b>17%</b>	<b>19%</b>		<b>22%</b>	<b>21%</b>	<b>16%</b>	<b>21%</b>		<b>21%</b>	<b>15%</b>	<b>19%</b>	<b>23%</b>
Worked with other students on projects during class	Never	6	7%	11%	9%	11%	4	4%	8%	12%	12%	4	4%	10%	8%	10%	2	2%	4%	10%	11%
	Sometimes	37	44%	48%	47%	47%	60	52%	49%	42%	45%	36	34%	45%	42%	44%	33	37%	41%	40%	43%
	Often	35	42%	31%	34%	32%	39	36%	32%	34%	32%	50	47%	31%	33%	31%	30	34%	35%	33%	31%
	Very often	6	7%	10%	11%	10%	11	8%	11%	12%	10%	16	15%	14%	17%	15%	23	26%	19%	17%	16%
	Total	84	100%	100%	100%	100%	114	100%	####	####	100%	106	100%	####	100%	100%	88	100%	100%	100%	100%
			<b>49%</b>	<b>41%</b>	<b>45%</b>	<b>42%</b>		<b>45%</b>	<b>43%</b>	<b>46%</b>	<b>42%</b>		<b>62%</b>	<b>45%</b>	<b>50%</b>	<b>46%</b>		<b>60%</b>	<b>54%</b>	<b>50%</b>	<b>47%</b>
Worked with classmates outside of class to prepare class assignments	Never	14	17%	8%	11%	12%	20	17%	11%	15%	15%	4	4%	4%	7%	6%	6	7%	6%	8%	7%
	Sometimes	45	54%	43%	46%	46%	56	50%	49%	43%	45%	46	43%	34%	37%	34%	24	28%	39%	34%	35%
	Often	22	26%	36%	32%	31%	28	25%	28%	29%	29%	41	39%	38%	35%	35%	32	36%	34%	34%	34%
	Very often	3	4%	13%	11%	12%	10	8%	12%	13%	12%	15	14%	24%	21%	24%	26	28%	21%	24%	24%
	Total	84	100%	100%	100%	100%	114	100%	####	####	100%	106	100%	####	100%	100%	88	100%	100%	100%	100%

		<b>30%</b>	<b>49%</b>	<b>43%</b>	<b>43%</b>		<b>33%</b>	<b>40%</b>	<b>41%</b>	<b>41%</b>		<b>53%</b>	<b>62%</b>	<b>56%</b>	<b>59%</b>		<b>65%</b>	<b>55%</b>	<b>58%</b>	<b>58%</b>	
Put together ideas or concepts from different courses when completing assignments or during class discussions	Never	5	6%	5%	6%	6%	6	4%	5%	7%	7%	4	4%	2%	3%	3%	2	2%	3%	3%	3%
	Sometimes	37	45%	41%	43%	43%	42	37%	46%	42%	42%	24	23%	27%	29%	28%	23	28%	28%	27%	28%
	Often	31	38%	40%	39%	38%	43	43%	38%	37%	37%	59	57%	46%	44%	44%	41	45%	43%	44%	43%
	Very often	9	11%	14%	12%	13%	19	15%	12%	13%	13%	17	16%	25%	24%	26%	22	25%	25%	25%	25%
	Total	82	100%	100%	100%	100%	110	100%	####	####	100%	104	100%	####	100%	100%	88	100%	100%	100%	100%
		<b>49%</b>	<b>54%</b>	<b>51%</b>	<b>51%</b>		<b>58%</b>	<b>49%</b>	<b>50%</b>	<b>51%</b>		<b>73%</b>	<b>71%</b>	<b>68%</b>	<b>70%</b>		<b>70%</b>	<b>69%</b>	<b>69%</b>	<b>68%</b>	
Tutored or taught other students (paid or voluntary)	Never	38	46%	46%	51%	49%	58	52%	51%	52%	51%	46	44%	35%	40%	40%	41	46%	42%	43%	43%
	Sometimes	33	40%	36%	34%	35%	37	35%	34%	33%	34%	39	38%	37%	36%	36%	26	30%	36%	35%	36%
	Often	7	9%	12%	11%	11%	14	12%	10%	10%	11%	13	13%	14%	13%	13%	14	15%	12%	12%	13%
	Very often	4	5%	5%	5%	5%	1	1%	6%	4%	5%	6	6%	13%	11%	10%	7	9%	10%	10%	9%
	Total	82	100%	100%	100%	100%	110	100%	####	####	100%	104	100%	####	100%	100%	88	100%	100%	100%	100%
		<b>13%</b>	<b>17%</b>	<b>16%</b>	<b>16%</b>		<b>13%</b>	<b>16%</b>	<b>15%</b>	<b>15%</b>		<b>18%</b>	<b>27%</b>	<b>24%</b>	<b>24%</b>		<b>24%</b>	<b>22%</b>	<b>22%</b>	<b>22%</b>	
Participated in a community-based project (e.g. service learning) as part of a regular course	Never	57	70%	56%	53%	62%	82	75%	46%	61%	64%	51	49%	45%	42%	50%	34	39%	37%	49%	54%
	Sometimes	20	24%	30%	31%	25%	18	16%	37%	26%	24%	38	37%	35%	35%	31%	28	31%	37%	31%	29%
	Often	5	6%	10%	12%	9%	6	7%	11%	9%	8%	10	10%	12%	15%	12%	16	18%	16%	13%	11%
	Very often	0	0%	4%	5%	4%	3	3%	6%	4%	4%	5	5%	7%	9%	7%	10	11%	10%	7%	6%
	Total	82	100%	100%	100%	100%	109	100%	####	####	100%	104	100%	####	100%	100%	88	100%	100%	100%	100%
		<b>6%</b>	<b>14%</b>	<b>17%</b>	<b>13%</b>		<b>9%</b>	<b>17%</b>	<b>13%</b>	<b>12%</b>		<b>14%</b>	<b>20%</b>	<b>23%</b>	<b>19%</b>		<b>30%</b>	<b>26%</b>	<b>20%</b>	<b>17%</b>	
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	Never	14	17%	15%	18%	17%	22	24%	19%	19%	16%	16	15%	12%	13%	12%	3	3%	15%	12%	11%
	Sometimes	26	32%	29%	30%	30%	33	28%	33%	31%	31%	36	35%	27%	26%	28%	22	25%	28%	27%	28%
	Often	24	29%	28%	27%	27%	30	26%	26%	26%	27%	24	23%	27%	26%	26%	26	29%	25%	26%	27%
	Very often	18	22%	28%	25%	25%	25	22%	22%	25%	25%	28	27%	34%	35%	34%	37	42%	31%	35%	34%
	Total	82	100%	100%	100%	100%	110	100%	####	####	100%	104	100%	####	100%	100%	88	100%	100%	100%	100%
		<b>51%</b>	<b>56%</b>	<b>52%</b>	<b>53%</b>		<b>48%</b>	<b>48%</b>	<b>50%</b>	<b>52%</b>		<b>50%</b>	<b>61%</b>	<b>61%</b>	<b>60%</b>		<b>72%</b>	<b>57%</b>	<b>61%</b>	<b>60%</b>	
Used e-mail to	Never	0	0%	2%	4%	3%	0	0%	2%	4%	2%	1	1%	1%	2%	1%	0	0%	1%	2%	1%

communicate with an instructor	Sometimes	14	17%	21%	25%	25%	15	15%	26%	26%	25%	13	13%	14%	19%	17%	9	11%	21%	17%	16%
	Often	25	30%	37%	37%	36%	39	36%	39%	35%	37%	31	30%	31%	32%	32%	13	16%	35%	31%	32%
	Very often	43	52%	41%	35%	36%	56	48%	33%	34%	36%	59	57%	54%	48%	51%	66	73%	43%	51%	51%
	Total	82	100%	100%	100%	100%	110	100%	####	####	100%	104	100%	####	100%	100%	88	100%	100%	100%	100%
			<b>83%</b>	<b>77%</b>	<b>71%</b>	<b>72%</b>		<b>85%</b>	<b>72%</b>	<b>69%</b>	<b>73%</b>		<b>87%</b>	<b>85%</b>	<b>80%</b>	<b>82%</b>		<b>89%</b>	<b>78%</b>	<b>82%</b>	<b>83%</b>
Discussed grades or assignments with an instructor	Never	2	2%	5%	6%	7%	2	2%	5%	8%	8%	2	2%	3%	3%	4%	3	3%	3%	4%	5%
	Sometimes	27	33%	41%	41%	42%	39	35%	42%	41%	44%	32	31%	32%	31%	34%	19	24%	33%	34%	37%
	Often	35	43%	33%	34%	32%	37	35%	35%	33%	31%	39	38%	36%	37%	35%	32	35%	36%	34%	33%
	Very often	18	22%	20%	19%	18%	32	28%	18%	18%	17%	31	30%	30%	29%	28%	34	38%	28%	28%	25%
Total	82	100%	100%	100%	100%	110	100%	####	####	100%	104	100%	####	100%	100%	88	100%	100%	100%	100%	
			<b>65%</b>	<b>53%</b>	<b>53%</b>	<b>51%</b>		<b>63%</b>	<b>53%</b>	<b>51%</b>	<b>48%</b>		<b>67%</b>	<b>65%</b>	<b>66%</b>	<b>63%</b>		<b>73%</b>	<b>64%</b>	<b>62%</b>	<b>58%</b>
Talked about career plans with a faculty member or advisor	Never	15	18%	19%	20%	23%	21	20%	16%	21%	24%	21	20%	12%	13%	14%	11	13%	14%	15%	17%
	Sometimes	43	52%	48%	47%	47%	52	46%	47%	47%	47%	32	31%	38%	37%	40%	31	35%	38%	40%	42%
	Often	16	20%	22%	22%	21%	25	22%	27%	22%	20%	30	29%	27%	29%	27%	22	25%	28%	27%	24%
	Very often	8	10%	10%	10%	9%	12	12%	9%	10%	9%	21	20%	24%	22%	20%	24	27%	20%	18%	16%
Total	82	100%	100%	100%	100%	110	100%	####	####	100%	104	100%	####	100%	100%	88	100%	100%	100%	100%	
			<b>29%</b>	<b>33%</b>	<b>33%</b>	<b>30%</b>		<b>34%</b>	<b>37%</b>	<b>32%</b>	<b>29%</b>		<b>49%</b>	<b>51%</b>	<b>50%</b>	<b>47%</b>		<b>52%</b>	<b>48%</b>	<b>45%</b>	<b>41%</b>
Discussed ideas from your readings or classes with faculty members outside of class	Never	34	41%	35%	37%	40%	35	31%	34%	40%	42%	29	28%	22%	24%	24%	18	19%	22%	26%	29%
	Sometimes	36	44%	44%	43%	41%	52	45%	45%	39%	39%	49	47%	45%	47%	46%	39	44%	45%	44%	44%
	Often	8	10%	14%	14%	14%	16	17%	15%	15%	14%	18	17%	22%	19%	19%	14	16%	22%	19%	17%
	Very often	4	5%	7%	6%	6%	7	8%	6%	7%	6%	8	8%	11%	10%	11%	17	20%	11%	11%	10%
Total	82	100%	100%	100%	100%	110	100%	####	####	100%	104	100%	####	100%	100%	88	100%	100%	100%	100%	
			<b>15%</b>	<b>21%</b>	<b>20%</b>	<b>20%</b>		<b>25%</b>	<b>21%</b>	<b>21%</b>	<b>19%</b>		<b>25%</b>	<b>33%</b>	<b>29%</b>	<b>30%</b>		<b>36%</b>	<b>33%</b>	<b>30%</b>	<b>27%</b>
Received prompt feedback from faculty on your academic performance (written or oral)	Never	0	0%	3%	4%	5%	5	4%	5%	9%	8%	2	2%	2%	3%	3%	2	2%	3%	4%	5%
	Sometimes	24	29%	29%	33%	33%	29	27%	36%	38%	39%	25	24%	22%	24%	25%	30	35%	26%	30%	32%
	Often	43	52%	47%	44%	45%	49	46%	41%	38%	39%	56	54%	52%	49%	48%	37	43%	46%	45%	44%
	Very often	15	18%	21%	19%	18%	27	23%	17%	15%	14%	21	20%	24%	24%	24%	17	20%	26%	21%	18%
Total	82	100%	100%	100%	100%	110	100%	####	####	100%	104	100%	####	100%	100%	86	100%	100%	100%	100%	
			<b>71%</b>	<b>68%</b>	<b>63%</b>	<b>63%</b>		<b>69%</b>	<b>58%</b>	<b>53%</b>	<b>53%</b>		<b>74%</b>	<b>76%</b>	<b>73%</b>	<b>73%</b>		<b>63%</b>	<b>72%</b>	<b>66%</b>	<b>62%</b>

Worked harder than you thought you could to meet an instructor's standards or expectations	Never	2	2%	7%	6%	7%	3	3%	6%	7%	8%	4	4%	6%	4%	5%	7	9%	4%	5%	7%
	Sometimes	25	30%	36%	38%	38%	56	51%	40%	38%	39%	42	40%	34%	34%	34%	25	29%	34%	34%	37%
	Often	37	45%	39%	39%	38%	38	34%	39%	38%	37%	40	38%	40%	40%	39%	37	43%	39%	38%	37%
	Very often	18	22%	17%	17%	16%	13	11%	14%	17%	15%	18	17%	21%	22%	21%	17	19%	22%	22%	19%
	Total	82	100%	100%	100%	100%	110	100%	####	####	100%	104	100%	####	100%	100%	86	100%	100%	100%	100%
			<b>67%</b>	<b>57%</b>	<b>56%</b>	<b>54%</b>		<b>46%</b>	<b>54%</b>	<b>55%</b>	<b>52%</b>		<b>56%</b>	<b>61%</b>	<b>62%</b>	<b>60%</b>		<b>62%</b>	<b>62%</b>	<b>61%</b>	<b>57%</b>
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	Never	38	46%	51%	50%	56%	60	54%	47%	57%	59%	45	43%	36%	38%	41%	31	36%	44%	46%	48%
	Sometimes	30	37%	33%	33%	29%	35	32%	35%	28%	27%	37	36%	35%	35%	33%	29	34%	31%	31%	31%
	Often	8	10%	12%	13%	11%	14	12%	12%	11%	10%	15	14%	19%	16%	16%	14	17%	15%	15%	13%
	Very often	6	7%	4%	5%	4%	1	1%	6%	4%	4%	7	7%	11%	10%	10%	12	13%	9%	9%	8%
	Total	82	100%	100%	100%	100%	110	100%	####	####	100%	104	100%	####	100%	100%	86	100%	100%	100%	100%
			<b>17%</b>	<b>16%</b>	<b>18%</b>	<b>15%</b>		<b>13%</b>	<b>18%</b>	<b>16%</b>	<b>14%</b>		<b>21%</b>	<b>30%</b>	<b>27%</b>	<b>25%</b>		<b>30%</b>	<b>25%</b>	<b>23%</b>	<b>21%</b>
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	Never	6	7%	5%	6%	6%	13	12%	5%	8%	8%	3	3%	3%	4%	3%	4	4%	4%	4%	5%
	Sometimes	31	38%	36%	38%	37%	40	36%	41%	38%	38%	40	38%	31%	33%	31%	34	40%	33%	32%	33%
	Often	35	43%	37%	37%	36%	42	39%	37%	34%	35%	43	41%	40%	40%	39%	26	30%	39%	38%	37%
	Very often	10	12%	22%	19%	21%	15	13%	18%	20%	19%	18	17%	26%	23%	27%	22	26%	25%	25%	25%
	Total	82	100%	100%	100%	100%	110	100%	####	####	100%	104	100%	####	100%	100%	86	100%	100%	100%	100%
			<b>55%</b>	<b>59%</b>	<b>56%</b>	<b>57%</b>		<b>52%</b>	<b>54%</b>	<b>54%</b>	<b>54%</b>		<b>59%</b>	<b>66%</b>	<b>63%</b>	<b>65%</b>		<b>56%</b>	<b>64%</b>	<b>64%</b>	<b>62%</b>
Had serious conversations with students of a different race or ethnicity than your own	Never	12	15%	15%	17%	15%	9	8%	16%	20%	16%	12	12%	12%	15%	12%	12	15%	16%	16%	12%
	Sometimes	27	33%	35%	36%	34%	36	36%	39%	35%	34%	40	38%	38%	38%	35%	37	43%	39%	37%	35%
	Often	23	28%	26%	25%	26%	28	26%	25%	25%	27%	30	29%	26%	25%	27%	18	20%	25%	25%	28%
	Very often	20	24%	24%	22%	24%	37	30%	19%	20%	23%	22	21%	23%	22%	25%	19	22%	20%	23%	25%
	Total	82	100%	100%	100%	100%	110	100%	####	####	100%	104	100%	####	100%	100%	86	100%	100%	100%	100%
			<b>52%</b>	<b>50%</b>	<b>47%</b>	<b>51%</b>		<b>56%</b>	<b>44%</b>	<b>45%</b>	<b>50%</b>		<b>50%</b>	<b>50%</b>	<b>47%</b>	<b>52%</b>		<b>43%</b>	<b>45%</b>	<b>47%</b>	<b>53%</b>
Had serious conversations	Never	6	7%	8%	11%	10%	9	10%	11%	16%	12%	10	10%	7%	11%	9%	8	10%	11%	12%	10%
	Sometimes	24	29%	33%	34%	32%	31	28%	38%	35%	34%	37	36%	36%	37%	34%	36	42%	40%	37%	35%

with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	Often	31	38%	29%	30%	30%	35	33%	29%	27%	29%	35	34%	31%	29%	30%	24	27%	29%	27%	30%
	Very often	21	26%	31%	25%	28%	34	29%	21%	22%	25%	22	21%	26%	23%	27%	18	21%	21%	23%	26%
	Total	82	100%	100%	100%	100%	109	100%	####	####	100%	104	100%	####	100%	100%	86	100%	100%	100%	100%
			<b>63%</b>	<b>59%</b>	<b>54%</b>	<b>58%</b>		<b>63%</b>	<b>50%</b>	<b>49%</b>	<b>54%</b>		<b>55%</b>	<b>57%</b>	<b>52%</b>	<b>57%</b>		<b>48%</b>	<b>50%</b>	<b>51%</b>	<b>55%</b>
Coursework emphasizes: Memorizing facts, ideas, or methods from your courses and readings	Very little	5	6%	6%	6%	6%	7	7%	4%	5%	6%	4	4%	10%	10%	10%	6	7%	8%	8%	9%
	Some	20	24%	29%	31%	28%	25	25%	27%	27%	27%	37	36%	35%	32%	32%	23	27%	33%	31%	31%
	Quite a bit	42	51%	40%	40%	39%	51	47%	43%	42%	41%	40	38%	36%	36%	35%	39	46%	36%	37%	37%
	Very much	15	18%	25%	24%	26%	26	21%	25%	26%	26%	23	22%	19%	22%	22%	18	20%	22%	24%	23%
	Total	82	100%	100%	100%	100%	109	100%	####	####	100%	104	100%	####	100%	100%	86	100%	100%	100%	100%
			<b>70%</b>	<b>65%</b>	<b>63%</b>	<b>65%</b>		<b>69%</b>	<b>69%</b>	<b>68%</b>	<b>67%</b>		<b>61%</b>	<b>55%</b>	<b>58%</b>	<b>58%</b>		<b>66%</b>	<b>59%</b>	<b>61%</b>	<b>60%</b>
Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory	Very little	0	0%	2%	3%	2%	2	2%	2%	3%	2%	3	3%	1%	2%	1%	0	0%	1%	1%	2%
	Some	14	17%	18%	22%	20%	28	26%	23%	21%	20%	9	9%	14%	15%	14%	10	12%	14%	15%	15%
	Quite a bit	40	49%	46%	45%	45%	48	47%	47%	45%	45%	55	53%	44%	44%	43%	35	41%	45%	43%	43%
	Very much	28	34%	35%	29%	33%	31	25%	28%	30%	32%	37	36%	41%	39%	41%	41	46%	40%	41%	40%
	Total	82	100%	100%	100%	100%	109	100%	####	####	100%	104	100%	####	100%	100%	86	100%	100%	100%	100%
			<b>83%</b>	<b>81%</b>	<b>75%</b>	<b>78%</b>		<b>72%</b>	<b>75%</b>	<b>76%</b>	<b>77%</b>		<b>88%</b>	<b>85%</b>	<b>83%</b>	<b>84%</b>		<b>88%</b>	<b>84%</b>	<b>84%</b>	<b>84%</b>
Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	Very little	1	1%	3%	5%	5%	2	2%	4%	5%	5%	2	2%	3%	4%	3%	3	4%	3%	3%	4%
	Some	23	28%	27%	31%	29%	34	34%	32%	30%	30%	28	27%	22%	22%	22%	22	26%	22%	22%	23%
	Quite a bit	43	52%	43%	42%	42%	51	46%	40%	42%	42%	58	56%	40%	43%	41%	36	43%	42%	41%	41%
	Very much	15	18%	27%	22%	25%	22	18%	23%	23%	24%	16	15%	35%	31%	34%	25	27%	34%	34%	33%
	Total	82	100%	100%	100%	100%	109	100%	####	####	100%	104	100%	####	100%	100%	86	100%	100%	100%	100%
			<b>71%</b>	<b>70%</b>	<b>63%</b>	<b>66%</b>		<b>64%</b>	<b>63%</b>	<b>64%</b>	<b>66%</b>		<b>71%</b>	<b>76%</b>	<b>75%</b>	<b>75%</b>		<b>71%</b>	<b>76%</b>	<b>75%</b>	<b>74%</b>
Coursework emphasizes: Making judgments about the	Very little	1	1%	5%	6%	6%	2	2%	5%	6%	6%	5	5%	5%	4%	5%	3	3%	4%	4%	5%
	Some	19	23%	28%	29%	29%	24	21%	30%	28%	29%	23	22%	23%	23%	24%	14	16%	23%	23%	24%
	Quite a bit	46	57%	44%	43%	41%	54	50%	44%	42%	41%	41	40%	41%	40%	40%	36	43%	40%	40%	39%
	Very much	15	19%	24%	22%	24%	29	27%	22%	24%	24%	34	33%	31%	32%	32%	33	38%	33%	33%	31%

value of information, arguments, or methods	Total	81	100%	100%	100%	100%	109	100%	####	####	100%	103	100%	####	100%	100%	86	100%	100%	100%	100%
			<b>75%</b>	<b>68%</b>	<b>65%</b>	<b>65%</b>		<b>77%</b>	<b>66%</b>	<b>66%</b>	<b>66%</b>		<b>73%</b>	<b>72%</b>	<b>72%</b>	<b>72%</b>		<b>81%</b>	<b>73%</b>	<b>73%</b>	<b>71%</b>
Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	Very little	2	2%	3%	4%	4%	3	4%	3%	4%	4%	1	1%	2%	3%	3%	2	3%	2%	3%	3%
	Some	10	12%	21%	25%	24%	30	26%	25%	24%	24%	15	14%	17%	18%	17%	15	18%	15%	16%	18%
	Quite a bit	47	57%	43%	41%	40%	38	37%	42%	41%	40%	52	50%	38%	39%	38%	31	37%	40%	38%	38%
	Very much	23	28%	33%	29%	31%	38	34%	30%	31%	32%	36	35%	43%	41%	42%	38	43%	43%	43%	42%
	Total	82	100%	100%	100%	100%	109	100%	####	####	100%	104	100%	####	100%	100%	86	100%	100%	100%	100%
			<b>85%</b>	<b>75%</b>	<b>71%</b>	<b>71%</b>		<b>70%</b>	<b>72%</b>	<b>72%</b>	<b>72%</b>		<b>85%</b>	<b>81%</b>	<b>80%</b>	<b>80%</b>		<b>80%</b>	<b>83%</b>	<b>81%</b>	<b>79%</b>
Number of assigned textbooks, books, or book-length packs of course readings	None	1	1%	1%	1%	1%	0	0%	0%	1%	1%	2	2%	1%	1%	1%	0	0%	1%	1%	1%
	Between 1-4	18	22%	18%	23%	20%	22	21%	19%	27%	22%	20	19%	25%	29%	27%	26	31%	26%	30%	28%
	<b>Between 5-10</b>	<b>29</b>	<b>35%</b>	<b>37%</b>	<b>41%</b>	<b>39%</b>	<b>59</b>	<b>55%</b>	<b>43%</b>	<b>43%</b>	<b>44%</b>	<b>43</b>	<b>41%</b>	<b>34%</b>	<b>37%</b>	<b>35%</b>	<b>36</b>	<b>41%</b>	<b>38%</b>	<b>38%</b>	<b>39%</b>
	Between 11-20	23	28%	30%	24%	27%	21	19%	26%	20%	24%	25	24%	25%	21%	22%	14	16%	21%	19%	20%
	More than 20	11	13%	14%	11%	13%	7	6%	11%	10%	10%	14	13%	15%	13%	14%	10	11%	14%	12%	12%
	Total	82	100%	100%	100%	100%	109	100%	####	####	100%	104	100%	####	100%	100%	86	100%	100%	100%	100%
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	None	28	34%	24%	24%	24%	32	30%	29%	27%	27%	26	25%	20%	19%	19%	22	25%	23%	23%	21%
	<b>Between 1-4</b>	<b>42</b>	<b>51%</b>	<b>56%</b>	<b>55%</b>	<b>56%</b>	<b>57</b>	<b>53%</b>	<b>55%</b>	<b>53%</b>	<b>55%</b>	<b>50</b>	<b>49%</b>	<b>54%</b>	<b>55%</b>	<b>54%</b>	<b>49</b>	<b>57%</b>	<b>54%</b>	<b>53%</b>	<b>54%</b>
	Between 5-10	5	6%	12%	13%	13%	12	10%	10%	13%	12%	20	19%	17%	16%	16%	7	8%	14%	15%	15%
	Between 11-20	6	7%	4%	4%	4%	3	2%	2%	4%	3%	4	4%	5%	6%	6%	4	5%	4%	5%	5%
	More than 20	1	1%	4%	4%	3%	5	4%	4%	3%	3%	3	3%	4%	5%	5%	4	5%	5%	5%	5%
Total	82	100%	100%	100%	100%	109	100%	####	####	100%	103	100%	####	100%	100%	86	100%	100%	100%	100%	
Number of written papers or reports of <b>20 pages or</b>	<b>None</b>	<b>70</b>	<b>85%</b>	<b>83%</b>	<b>78%</b>	<b>82%</b>	<b>98</b>	<b>89%</b>	<b>81%</b>	<b>80%</b>	<b>83%</b>	54	52%	40%	44%	45%	39	47%	48%	50%	51%
	Between 1-4	10	12%	13%	16%	13%	4	4%	14%	14%	13%	<b>41</b>	<b>39%</b>	<b>50%</b>	<b>46%</b>	<b>45%</b>	<b>45</b>	<b>51%</b>	<b>44%</b>	<b>42%</b>	<b>41%</b>
	Between 5-10	2	2%	2%	3%	2%	4	4%	2%	3%	3%	4	4%	7%	7%	6%	2	2%	5%	6%	6%

<b>more</b>	Between 11-20	0	0%	1%	1%	1%	1	1%	1%	1%	1%	3	3%	1%	2%	2%	0	0%	2%	1%	2%
	More than 20	0	0%	1%	1%	1%	2	1%	1%	1%	1%	2	2%	1%	2%	1%	0	0%	1%	1%	1%
	Total	82	100%	100%	100%	100%	109	100%	####	####	100%	104	100%	####	100%	100%	86	100%	100%	100%	100%
Number of written papers or reports <b>between 5 and 19 pages</b>	None	2	2%	8%	11%	11%	7	6%	7%	18%	15%	7	7%	5%	7%	7%	0	0%	5%	9%	9%
	<b>Between 1-4</b>	<b>28</b>	<b>34%</b>	<b>47%</b>	<b>49%</b>	<b>51%</b>	<b>57</b>	<b>54%</b>	<b>54%</b>	<b>53%</b>	<b>53%</b>	<b>35</b>	<b>34%</b>	<b>36%</b>	<b>42%</b>	<b>41%</b>	<b>26</b>	<b>32%</b>	<b>39%</b>	<b>46%</b>	<b>45%</b>
	<b>Between 5-10</b>	<b>30</b>	<b>37%</b>	<b>31%</b>	<b>28%</b>	<b>27%</b>	<b>35</b>	<b>32%</b>	<b>30%</b>	<b>21%</b>	<b>24%</b>	<b>33</b>	<b>32%</b>	<b>36%</b>	<b>32%</b>	<b>33%</b>	<b>34</b>	<b>39%</b>	<b>38%</b>	<b>30%</b>	<b>31%</b>
	Between 11-20	16	20%	12%	9%	9%	8	7%	8%	6%	6%	17	16%	17%	14%	14%	16	19%	13%	11%	11%
	More than 20	6	7%	3%	2%	2%	2	1%	1%	1%	1%	12	12%	6%	5%	5%	10	11%	4%	4%	4%
	Total	82	100%	100%	100%	100%	109	100%	####	####	100%	104	100%	####	100%	100%	86	100%	100%	100%	100%
Number of written papers or reports of <b>fewer than 5 pages</b>	None	1	1%	2%	3%	3%	2	2%	1%	3%	3%	7	7%	5%	6%	6%	5	6%	5%	8%	7%
	Between 1-4	16	20%	21%	24%	25%	28	26%	21%	32%	32%	29	28%	26%	29%	30%	22	27%	28%	35%	35%
	Between 5-10	21	26%	33%	31%	33%	40	36%	35%	35%	34%	22	21%	27%	26%	27%	27	30%	30%	26%	28%
	Between 11-20	22	27%	27%	27%	25%	23	23%	27%	20%	20%	20	19%	23%	21%	21%	19	22%	21%	17%	17%
	More than 20	22	27%	17%	16%	14%	16	14%	16%	10%	11%	26	25%	19%	18%	17%	13	15%	16%	14%	14%
	Total	82	100%	100%	100%	100%	109	100%	####	####	100%	104	100%	####	100%	100%	86	100%	100%	100%	100%
Number of problem sets that take you more than an hour to complete	None	6	7%	15%	15%	16%	18	17%	16%	13%	13%	21	20%	23%	18%	22%	15	19%	17%	17%	20%
	<b>1-2</b>	<b>30</b>	<b>37%</b>	<b>36%</b>	<b>39%</b>	<b>38%</b>	<b>43</b>	<b>42%</b>	<b>39%</b>	<b>38%</b>	<b>37%</b>	<b>37</b>	<b>36%</b>	<b>32%</b>	<b>36%</b>	<b>33%</b>	<b>32</b>	<b>38%</b>	<b>37%</b>	<b>33%</b>	<b>33%</b>
	3-4	31	38%	30%	31%	30%	34	29%	29%	31%	31%	32	31%	26%	29%	27%	31	34%	28%	30%	28%
	5-6	7	9%	10%	8%	9%	6	6%	9%	9%	10%	9	9%	9%	9%	8%	3	3%	10%	10%	9%
	More than 6	7	9%	8%	7%	8%	8	6%	7%	9%	9%	5	5%	10%	9%	10%	5	6%	8%	10%	10%
	Total	81	100%	100%	100%	100%	109	100%	####	####	100%	104	100%	####	100%	100%	86	100%	100%	100%	100%
Number of problem sets that take you less than an	None	6	7%	15%	12%	15%	11	13%	11%	12%	14%	14	13%	28%	22%	28%	16	20%	21%	24%	28%
	<b>1-2</b>	<b>32</b>	<b>40%</b>	<b>35%</b>	<b>35%</b>	<b>35%</b>	<b>36</b>	<b>29%</b>	<b>32%</b>	<b>35%</b>	<b>36%</b>	<b>39</b>	<b>38%</b>	<b>35%</b>	<b>36%</b>	<b>35%</b>	<b>31</b>	<b>35%</b>	<b>39%</b>	<b>37%</b>	<b>36%</b>
	3-4	22	27%	28%	29%	26%	32	29%	31%	28%	27%	26	25%	21%	23%	20%	17	20%	23%	21%	20%



hour to complete	5-6	11	14%	12%	12%	11%	13	13%	14%	11%	11%	16	15%	8%	9%	8%	15	17%	8%	9%	8%
	More than 6	10	12%	11%	12%	12%	17	17%	12%	13%	12%	9	9%	9%	9%	8%	7	8%	8%	9%	8%
	Total	81	100%	100%	100%	100%	109	100%	####	####	100%	104	100%	####	100%	100%	86	100%	100%	100%	100%
Mark the box that best represents the extent to which your examinations during the current school year challenged you to do your best work	Very little	0	0%	1%	1%	1%	1	1%	0%	1%	1%	0	0%	1%	1%	1%	1	1%	1%	1%	1%
	2	1	1%	1%	1%	1%	1	1%	1%	1%	1%	4	4%	2%	2%	2%	6	7%	1%	2%	2%
	3	1	1%	2%	3%	3%	6	8%	3%	4%	4%	3	3%	3%	3%	4%	5	7%	3%	4%	4%
	4	8	10%	11%	15%	12%	13	12%	14%	13%	13%	17	17%	11%	13%	11%	12	15%	10%	11%	12%
	5	32	39%	28%	32%	30%	49	41%	30%	31%	31%	35	34%	30%	30%	29%	26	30%	31%	28%	29%
	6	25	30%	38%	32%	35%	27	27%	32%	32%	32%	34	33%	36%	32%	33%	21	25%	32%	31%	31%
	Very much	15	18%	18%	15%	17%	12	10%	18%	19%	18%	10	10%	17%	20%	20%	13	15%	21%	24%	20%
Total	82	100%	100%	100%	100%	109	100%	####	####	100%	103	100%	####	100%	100%	84	100%	100%	100%	100%	
Attended an art exhibit, gallery, play, dance, or other theater performance	Never	21	26%	20%	22%	23%	33	34%	19%	26%	23%	35	34%	22%	27%	27%	19	22%	25%	32%	28%
	Sometimes	45	55%	48%	48%	48%	44	38%	46%	44%	47%	53	51%	49%	48%	47%	48	58%	49%	45%	47%
	Often	12	15%	19%	19%	19%	19	18%	22%	19%	19%	12	12%	17%	16%	16%	8	9%	17%	14%	15%
	Very often	4	5%	13%	11%	10%	12	9%	13%	11%	11%	4	4%	11%	9%	10%	10	11%	10%	9%	10%
	Total	82	100%	100%	100%	100%	108	100%	####	####	100%	104	100%	####	100%	100%	85	100%	100%	100%	100%
			<b>20%</b>	<b>32%</b>	<b>30%</b>	<b>30%</b>		<b>28%</b>	<b>35%</b>	<b>30%</b>	<b>30%</b>		<b>15%</b>	<b>29%</b>	<b>25%</b>	<b>26%</b>		<b>21%</b>	<b>27%</b>	<b>23%</b>	<b>25%</b>
Exercised or participated in physical fitness activities	Never	12	15%	10%	13%	11%	14	12%	11%	15%	13%	11	11%	12%	15%	13%	14	16%	15%	17%	15%
	Sometimes	17	21%	26%	28%	28%	27	25%	28%	29%	29%	25	24%	31%	32%	32%	13	15%	36%	34%	33%
	Often	12	15%	24%	23%	25%	17	15%	24%	25%	25%	19	18%	23%	23%	23%	14	16%	21%	23%	23%
	Very often	41	50%	40%	36%	36%	50	48%	36%	31%	32%	49	47%	34%	30%	32%	44	53%	28%	26%	29%
	Total	82	100%	100%	100%	100%	108	100%	####	####	100%	104	100%	####	100%	100%	85	100%	100%	100%	100%
			<b>65%</b>	<b>64%</b>	<b>59%</b>	<b>60%</b>		<b>63%</b>	<b>60%</b>	<b>56%</b>	<b>58%</b>		<b>65%</b>	<b>56%</b>	<b>53%</b>	<b>55%</b>		<b>69%</b>	<b>49%</b>	<b>49%</b>	<b>52%</b>
Participated in activities to enhance your spirituality	Never	40	49%	33%	34%	37%	53	49%	34%	38%	41%	44	42%	32%	30%	34%	40	47%	29%	34%	38%
	Sometimes	21	26%	30%	29%	29%	35	35%	35%	28%	28%	28	27%	30%	30%	30%	29	35%	35%	28%	28%
	Often	9	11%	17%	16%	15%	11	9%	16%	15%	14%	22	21%	16%	17%	16%	8	9%	15%	16%	14%

(worship, meditation, prayer, etc.)	Very often	12	15%	20%	20%	18%	9	7%	14%	19%	17%	10	10%	22%	24%	20%	8	9%	20%	22%	19%
	Total	82	100%	100%	100%	100%	108	100%	####	####	100%	104	100%	####	100%	100%	85	100%	100%	100%	100%
			<b>26%</b>	<b>37%</b>	<b>37%</b>	<b>34%</b>		<b>16%</b>	<b>31%</b>	<b>34%</b>	<b>31%</b>		<b>31%</b>	<b>38%</b>	<b>40%</b>	<b>36%</b>		<b>19%</b>	<b>36%</b>	<b>38%</b>	<b>33%</b>
Examined the strengths and weaknesses of your own views on a topic or issue	Never	9	11%	7%	9%	9%	13	13%	9%	12%	10%	15	14%	5%	7%	7%	5	7%	7%	8%	8%
	Sometimes	38	46%	38%	39%	38%	51	46%	43%	40%	40%	37	36%	35%	35%	35%	33	38%	36%	35%	36%
	Often	28	34%	36%	35%	35%	32	29%	35%	32%	33%	42	40%	37%	37%	37%	32	38%	37%	36%	36%
	Very often	7	9%	19%	17%	18%	12	11%	12%	16%	16%	10	10%	22%	20%	21%	15	17%	20%	21%	20%
	Total	82	100%	100%	100%	100%	108	100%	####	####	100%	104	100%	####	100%	100%	85	100%	100%	100%	100%
			<b>43%</b>	<b>55%</b>	<b>52%</b>	<b>53%</b>		<b>40%</b>	<b>48%</b>	<b>48%</b>	<b>50%</b>		<b>50%</b>	<b>60%</b>	<b>58%</b>	<b>58%</b>		<b>55%</b>	<b>57%</b>	<b>57%</b>	<b>56%</b>
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	Never	4	5%	4%	5%	5%	3	4%	5%	8%	7%	9	9%	3%	4%	4%	0	0%	4%	5%	5%
	Sometimes	34	41%	33%	34%	34%	38	38%	40%	36%	36%	38	37%	31%	32%	31%	28	33%	32%	32%	32%
	Often	28	34%	41%	41%	39%	45	37%	38%	35%	37%	40	38%	42%	41%	41%	40	47%	43%	38%	39%
	Very often	16	20%	22%	20%	22%	22	21%	17%	21%	21%	17	16%	24%	22%	25%	17	19%	21%	24%	24%
	Total	82	100%	100%	100%	100%	108	100%	####	####	100%	104	100%	####	100%	100%	85	100%	100%	100%	100%
			<b>54%</b>	<b>63%</b>	<b>61%</b>	<b>61%</b>		<b>58%</b>	<b>55%</b>	<b>56%</b>	<b>58%</b>		<b>55%</b>	<b>66%</b>	<b>64%</b>	<b>65%</b>		<b>67%</b>	<b>64%</b>	<b>63%</b>	<b>63%</b>
Learned something that changed the way you understand an issue or concept	Never	0	0%	3%	4%	4%	2	2%	3%	5%	4%	7	7%	2%	3%	2%	1	1%	3%	3%	3%
	Sometimes	38	46%	33%	35%	35%	36	33%	38%	35%	34%	36	35%	31%	32%	32%	29	37%	33%	32%	32%
	Often	28	34%	41%	40%	39%	43	39%	42%	37%	39%	39	38%	42%	41%	41%	35	41%	40%	39%	40%
	Very often	16	20%	23%	21%	22%	27	26%	17%	23%	22%	22	21%	25%	23%	25%	19	22%	25%	25%	25%
	Total	82	100%	100%	100%	100%	108	100%	####	####	100%	104	100%	####	100%	100%	84	100%	100%	100%	100%
			<b>54%</b>	<b>64%</b>	<b>61%</b>	<b>62%</b>		<b>64%</b>	<b>59%</b>	<b>60%</b>	<b>61%</b>		<b>59%</b>	<b>67%</b>	<b>65%</b>	<b>66%</b>		<b>62%</b>	<b>65%</b>	<b>64%</b>	<b>65%</b>
Practicum, internship, field experience, co-op experience, or clinical assignment	Have not decided	3	4%	11%	12%	13%	7	7%	12%	16%	14%	10	10%	5%	6%	7%	3	3%	6%	8%	8%
	Do not plan to do	3	4%	3%	4%	4%	5	5%	4%	6%	4%	21	20%	17%	15%	16%	15	18%	18%	16%	16%
	Plan to do	70	90%	73%	73%	74%	93	87%	72%	71%	75%	16	15%	13%	18%	19%	8	10%	17%	24%	23%
	Done	2	3%	12%	11%	9%	2	1%	12%	8%	7%	57	55%	65%	61%	58%	58	68%	59%	52%	53%
	Total	78	100%	100%	100%	100%	107	100%	####	####	100%	104	100%	####	100%	100%	84	100%	100%	100%	100%
			<b>92%</b>	<b>85%</b>	<b>83%</b>	<b>83%</b>		<b>88%</b>	<b>83%</b>	<b>78%</b>	<b>82%</b>		<b>70%</b>	<b>78%</b>	<b>79%</b>	<b>77%</b>		<b>79%</b>	<b>76%</b>	<b>76%</b>	<b>76%</b>

Community service or volunteer work	Have not decided	8	10%	12%	13%	13%	6	7%	12%	16%	15%	3	3%	7%	9%	9%	2	3%	6%	11%	10%
	Do not plan to do	4	5%	6%	6%	6%	8	8%	7%	9%	8%	11	11%	13%	14%	16%	5	6%	14%	17%	17%
	Plan to do	41	53%	34%	34%	38%	60	54%	35%	37%	40%	14	13%	9%	12%	12%	7	9%	13%	15%	14%
	Done	25	32%	48%	47%	42%	33	30%	46%	38%	38%	76	73%	71%	65%	64%	70	82%	66%	57%	59%
	Total	78	100%	100%	100%	100%	107	100%	####	####	100%	104	100%	####	100%	100%	84	100%	100%	100%	100%
		85%	82%	81%	80%		84%	81%	75%	77%		87%	80%	77%	76%		91%	79%	73%	73%	
Participate in a learning community or some other formal program where groups of students take two or more classes together	Have not decided	33	42%	42%	37%	37%	42	39%	40%	36%	34%	10	10%	12%	15%	14%	16	20%	14%	17%	15%
	Do not plan to do	19	24%	27%	23%	27%	30	29%	25%	24%	27%	68	65%	54%	47%	53%	45	53%	50%	47%	52%
	Plan to do	21	27%	20%	24%	21%	23	20%	23%	24%	22%	6	6%	6%	8%	7%	3	4%	7%	9%	8%
	Done	5	6%	11%	15%	15%	12	12%	12%	16%	17%	20	19%	27%	31%	27%	20	23%	30%	27%	25%
	Total	78	100%	100%	100%	100%	107	100%	####	####	100%	104	100%	####	100%	100%	84	100%	100%	100%	100%
		33%	32%	40%	36%		32%	35%	40%	39%		25%	33%	38%	34%		27%	36%	36%	33%	
Worked on a research project with a faculty member outside of course or program requirements	Have not decided	39	50%	39%	42%	41%	49	46%	41%	40%	40%	8	8%	13%	15%	15%	13	16%	14%	18%	17%
	Do not plan to do	19	24%	25%	27%	25%	28	26%	29%	27%	25%	66	63%	54%	56%	54%	51	60%	60%	53%	52%
	Plan to do	17	22%	31%	25%	29%	25	24%	24%	28%	30%	10	10%	9%	10%	10%	2	2%	7%	12%	12%
	Done	3	4%	5%	6%	5%	5	5%	5%	5%	5%	20	19%	25%	19%	21%	18	21%	19%	17%	19%
	Total	78	100%	100%	100%	100%	107	100%	####	####	100%	104	100%	####	100%	100%	84	100%	100%	100%	100%
		26%	36%	31%	34%		29%	30%	33%	35%		29%	34%	29%	32%		23%	26%	29%	31%	
Foreign language coursework	Have not decided	21	27%	16%	20%	17%	32	29%	20%	21%	19%	11	11%	6%	9%	7%	10	11%	9%	11%	8%
	Do not plan to do	37	47%	24%	30%	25%	45	45%	32%	30%	27%	81	78%	41%	48%	40%	58	70%	55%	46%	42%
	Plan to do	19	24%	31%	32%	32%	20	17%	29%	31%	32%	8	8%	6%	7%	7%	5	6%	7%	10%	9%
	Done	1	1%	29%	18%	25%	10	9%	18%	18%	22%	4	4%	47%	36%	46%	11	13%	28%	33%	41%
	Total	78	100%	100%	100%	100%	107	100%	####	####	100%	104	100%	####	100%	100%	84	100%	100%	100%	100%
		26%	60%	50%	57%		26%	47%	49%	54%		12%	53%	43%	53%		19%	36%	43%	50%	

Study abroad	Have not decided	24	31%	28%	31%	28%	45	41%	33%	30%	30%	10	10%	8%	12%	11%	6	7%	11%	14%	13%
	Do not plan to do	31	40%	26%	30%	26%	42	43%	36%	33%	27%	83	80%	63%	67%	64%	66	80%	75%	66%	64%
	Plan to do	21	27%	44%	36%	43%	16	13%	30%	33%	41%	3	3%	6%	7%	7%	2	3%	5%	9%	9%
	Done	2	3%	2%	3%	2%	4	3%	2%	4%	3%	8	8%	23%	14%	18%	9	11%	9%	11%	14%
	Total	78	100%	100%	100%	100%	107	100%	####	####	100%	104	100%	####	100%	100%	83	100%	100%	100%	100%
		<b>29%</b>	<b>46%</b>	<b>39%</b>	<b>46%</b>		<b>16%</b>	<b>32%</b>	<b>37%</b>	<b>43%</b>		<b>11%</b>	<b>30%</b>	<b>21%</b>	<b>25%</b>		<b>13%</b>	<b>14%</b>	<b>20%</b>	<b>23%</b>	
Independent study or self-designed major	Have not decided	31	40%	33%	35%	35%	50	48%	37%	34%	34%	6	6%	8%	11%	10%	5	7%	12%	14%	13%
	Do not plan to do	32	42%	46%	43%	45%	43	38%	46%	43%	47%	61	59%	59%	57%	59%	47	56%	62%	57%	61%
	Plan to do	14	18%	18%	18%	17%	10	8%	15%	18%	16%	11	11%	6%	8%	8%	6	7%	7%	10%	9%
	Done	0	0%	2%	4%	3%	4	5%	3%	5%	3%	26	25%	27%	24%	23%	26	30%	19%	19%	17%
	Total	77	100%	100%	100%	100%	107	100%	####	####	100%	104	100%	####	100%	100%	84	100%	100%	100%	100%
		<b>18%</b>	<b>21%</b>	<b>21%</b>	<b>20%</b>		<b>14%</b>	<b>17%</b>	<b>23%</b>	<b>19%</b>		<b>36%</b>	<b>33%</b>	<b>33%</b>	<b>31%</b>		<b>38%</b>	<b>26%</b>	<b>28%</b>	<b>26%</b>	
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	Have not decided	38	49%	33%	38%	38%	49	45%	38%	39%	40%	16	15%	7%	10%	9%	9	11%	10%	13%	11%
	Do not plan to do	10	13%	9%	10%	10%	12	12%	10%	13%	12%	43	41%	20%	21%	25%	30	36%	27%	24%	27%
	Plan to do	30	38%	57%	51%	50%	46	43%	51%	46%	47%	22	21%	25%	29%	27%	5	6%	28%	33%	29%
	Done	0	0%	2%	2%	2%	0	0%	1%	2%	2%	23	22%	49%	40%	38%	40	46%	35%	30%	32%
	Total	78	100%	100%	100%	100%	107	100%	####	####	100%	104	100%	####	100%	100%	84	100%	100%	100%	100%
		<b>38%</b>	<b>59%</b>	<b>52%</b>	<b>51%</b>		<b>43%</b>	<b>52%</b>	<b>48%</b>	<b>48%</b>		<b>43%</b>	<b>74%</b>	<b>69%</b>	<b>66%</b>		<b>52%</b>	<b>62%</b>	<b>63%</b>	<b>61%</b>	
Quality of relationships with other students	1 Unfriendly, Unsupportive, Sense of Alienation	1	1%	1%	1%	1%	1	1%	1%	1%	1%	1	1%	1%	1%	1%	0	0%	1%	1%	1%
	2	1	1%	2%	2%	2%	1	1%	2%	2%	3%	5	5%	2%	1%	2%	2	3%	1%	2%	2%
	3	1	1%	4%	5%	5%	4	4%	3%	5%	5%	6	6%	3%	4%	4%	4	5%	2%	3%	5%
	4	11	14%	9%	11%	11%	11	12%	9%	11%	12%	9	9%	9%	9%	10%	5	6%	7%	10%	11%
	5	20	26%	19%	19%	21%	17	17%	18%	20%	21%	22	21%	20%	20%	20%	20	24%	16%	19%	20%
	6	25	32%	33%	32%	31%	37	34%	32%	30%	30%	28	27%	32%	31%	31%	26	31%	31%	29%	30%

	7 Friendly, Supportive, Sense of Belonging	18	23%	32%	29%	28%	34	31%	36%	30%	28%	33	32%	34%	35%	32%	27	31%	42%	36%	31%
	Total	77	100%	100%	100%	100%	105	100%	####	####	100%	104	100%	####	100%	100%	84	100%	100%	100%	100%
		56%	65%	62%	59%	65%	68%	61%	58%	59%	66%	65%	63%	62%	72%	65%	61%				
Quality of relationships with faculty members	1 Unavailable, Unhelpful, Unsympathetic	0	0%	0%	1%	1%	0	0%	0%	1%	1%	0	0%	0%	1%	1%	1	1%	1%	1%	1%
	2	0	0%	2%	2%	2%	2	3%	1%	2%	3%	1	1%	2%	1%	2%	1	1%	1%	2%	3%
	3	1	1%	4%	4%	5%	7	6%	4%	5%	7%	1	1%	4%	3%	4%	5	6%	3%	3%	5%
	4	13	17%	12%	13%	15%	10	11%	11%	15%	18%	5	5%	8%	9%	10%	11	12%	8%	11%	13%
	5	24	31%	24%	25%	27%	29	28%	21%	26%	27%	31	30%	20%	21%	22%	16	19%	19%	20%	24%
	6	28	36%	35%	33%	31%	36	31%	34%	29%	27%	39	38%	36%	34%	33%	23	28%	33%	33%	30%
	7 Available, Helpful, Sympathetic	11	14%	23%	23%	19%	21	21%	29%	21%	17%	27	26%	30%	32%	28%	27	32%	36%	30%	24%
	Total	77	100%	100%	100%	100%	105	100%	####	####	100%	104	100%	####	100%	100%	84	100%	100%	100%	100%
		51%	57%	56%	51%	52%	62%	50%	44%	63%	66%	66%	62%	60%	69%	63%	54%				
Quality of relationships with administrative personnel and offices	1 Unhelpful, Inconsiderate, Rigid	0	0%	2%	2%	3%	0	0%	2%	4%	3%	2	2%	5%	4%	5%	4	6%	3%	4%	5%
	2	2	3%	4%	5%	6%	4	4%	4%	6%	7%	5	5%	8%	7%	8%	6	7%	7%	7%	9%
	3	6	8%	9%	9%	10%	6	6%	8%	11%	12%	4	4%	10%	11%	11%	7	8%	9%	10%	12%
	4	10	13%	22%	19%	23%	21	21%	20%	21%	24%	10	10%	19%	19%	20%	10	11%	18%	20%	21%
	5	28	36%	25%	24%	24%	27	26%	24%	23%	23%	25	24%	23%	21%	21%	15	18%	20%	21%	21%
	6	19	25%	22%	24%	21%	25	23%	24%	20%	19%	37	36%	19%	21%	20%	19	24%	21%	20%	18%
	7 Helpful, Considerate, Flexible	12	16%	15%	17%	13%	22	21%	18%	16%	13%	21	20%	16%	17%	15%	23	27%	22%	18%	14%
	Total	77	100%	100%	100%	100%	105	100%	####	####	100%	104	100%	####	100%	100%	84	100%	100%	100%	100%

		40%					37%					41%					34%					44%					41%					36%					31%					56%					36%					38%					34%					50%					43%					38%					32%				
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	0 hr/wk	0	0%	0%	1%	0%	0	0%	0%	1%	0%	0	0%	0%	1%	0%	0	0%	0%	1%	0%	0	0%	0%	1%	0%	0	0%	0%	1%	0%	0	0%	0%	1%	0%	0	0%	0%	1%	0%	0	0%	0%	1%	0%	0	0%	0%	1%	0%	0	0%	0%	1%	0%																									
	1-5 hr/wk	15	19%	15%	22%	18%	18	18%	18%	20%	17%	32	31%	18%	22%	20%	19	24%	21%	20%	19%	19	22%	20%	19%	19%	15	14%	18%	19%	19%	8	8%	16%	14%	15%	15	17%	13%	14%	15%	4	5%	7%	9%	9%	0	0%	4%	5%	5%	2	2%	5%	6%	6%																									
	<b>6-10 hr/wk</b>	<b>24</b>	<b>31%</b>	<b>24%</b>	<b>27%</b>	<b>25%</b>	<b>42</b>	<b>39%</b>	<b>27%</b>	<b>28%</b>	<b>27%</b>	<b>35</b>	<b>34%</b>	<b>24%</b>	<b>27%</b>	<b>25%</b>	<b>25</b>	<b>30%</b>	<b>29%</b>	<b>27%</b>	<b>26%</b>	<b>25</b>	<b>30%</b>	<b>29%</b>	<b>27%</b>	<b>26%</b>	<b>11</b>	<b>14%</b>	<b>21%</b>	<b>21%</b>	<b>21%</b>	<b>20</b>	<b>19%</b>	<b>22%</b>	<b>21%</b>	<b>22%</b>	<b>15</b>	<b>14%</b>	<b>18%</b>	<b>19%</b>	<b>19%</b>	<b>19</b>	<b>22%</b>	<b>20%</b>	<b>19%</b>	<b>19%</b>	<b>4</b>	<b>5%</b>	<b>7%</b>	<b>9%</b>	<b>9%</b>	<b>0</b>	<b>0%</b>	<b>4%</b>	<b>5%</b>	<b>5%</b>	<b>2</b>	<b>2%</b>	<b>5%</b>	<b>6%</b>	<b>6%</b>																				
	11-15 hr/wk	11	14%	21%	21%	21%	20	19%	22%	21%	22%	15	14%	18%	19%	19%	19	22%	20%	19%	19%	15	14%	18%	19%	19%	8	8%	16%	14%	15%	15	17%	13%	14%	15%	4	5%	7%	9%	9%	0	0%	4%	5%	5%	2	2%	5%	6%	6%																														
	16-20 hr/wk	13	17%	16%	14%	16%	14	14%	16%	14%	16%	8	8%	16%	14%	15%	15	17%	13%	14%	15%	8	8%	16%	14%	15%	15	17%	13%	14%	15%	4	5%	7%	9%	9%	0	0%	4%	5%	5%	2	2%	5%	6%	6%																																			
	21-25 hr/wk	5	6%	12%	8%	9%	6	6%	8%	9%	9%	7	7%	10%	8%	9%	4	5%	7%	9%	9%	7	7%	10%	8%	9%	4	4%	6%	5%	6%	4	4%	6%	5%	6%	4	4%	6%	5%	6%	4	4%	6%	5%	6%	4	4%	6%	5%	6%	4	4%	6%	5%	6%																									
	26-30 hr/wk	6	8%	7%	4%	5%	2	1%	5%	4%	5%	4	4%	6%	5%	6%	0	0%	4%	5%	5%	4	4%	6%	5%	6%	4	4%	6%	5%	6%	4	4%	6%	5%	6%	4	4%	6%	5%	6%	4	4%	6%	5%	6%	4	4%	6%	5%	6%	4	4%	6%	5%	6%																									
	30+ hr/wk	3	4%	5%	3%	4%	3	3%	3%	4%	4%	3	3%	7%	5%	6%	2	2%	5%	6%	6%	3	3%	7%	5%	6%	3	3%	7%	5%	6%	3	3%	7%	5%	6%	3	3%	7%	5%	6%	3	3%	7%	5%	6%	3	3%	7%	5%	6%	3	3%	7%	5%	6%	3	3%	7%	5%	6%																				
Total	77	100%	100%	100%	100%	105	100%	####	####	100%	104	100%	####	100%	100%	84	100%	100%	100%	100%	84	100%	100%	100%	100%	84	100%	100%	100%	100%	84	100%	100%	100%	100%	84	100%	100%	100%	100%	84	100%	100%	100%	100%	84	100%	100%	100%	100%																															
Working for pay on campus	0 hr/wk	56	73%	64%	67%	73%	93	87%	64%	79%	79%	61	59%	56%	67%	68%	54	65%	71%	74%	73%	54	65%	71%	74%	73%	8	10%	10%	8%	6%	2	1%	8%	4%	4%	2	2%	11%	8%	7%	3	4%	6%	4%	4%																																			
	1-5 hr/wk	8	10%	10%	8%	6%	2	1%	8%	4%	4%	2	2%	11%	8%	7%	3	4%	6%	4%	4%	3	4%	6%	4%	4%	9	12%	16%	14%	11%	5	6%	14%	7%	7%	10	10%	17%	12%	11%	8	9%	11%	7%	7%																																			
	6-10 hr/wk	9	12%	16%	14%	11%	5	6%	14%	7%	7%	10	10%	17%	12%	11%	8	9%	11%	7%	7%	8	9%	11%	7%	7%	3	4%	7%	6%	5%	2	3%	11%	5%	5%	11	11%	8%	5%	6%	10	12%	6%	5%	6%																																			
	11-15 hr/wk	3	4%	7%	6%	5%	2	3%	11%	5%	5%	11	11%	8%	5%	6%	10	12%	6%	5%	6%	10	12%	6%	5%	6%	1	1%	2%	3%	3%	1	1%	3%	3%	3%	10	10%	5%	6%	5%	3	4%	3%	5%	6%																																			
	16-20 hr/wk	1	1%	2%	3%	3%	1	1%	3%	3%	3%	10	10%	5%	6%	5%	3	4%	3%	5%	6%	3	4%	3%	5%	6%	0	0%	0%	1%	1%	0	0%	0%	1%	1%	5	5%	1%	1%	1%	1	1%	1%	1%	2%																																			
	21-25 hr/wk	0	0%	0%	1%	1%	0	0%	0%	1%	1%	5	5%	1%	1%	1%	1	1%	1%	1%	2%	1	1%	1%	1%	2%	0	0%	0%	0%	0%	0	0%	0%	0%	0%	2	2%	1%	1%	1%	1	1%	1%	1%	1%																																			
	26-30 hr/wk	0	0%	0%	0%	0%	0	0%	0%	0%	0%	2	2%	1%	1%	1%	1	1%	1%	1%	1%	1	1%	1%	1%	1%	0	0%	0%	0%	0%	0	0%	0%	0%	0%	2	2%	1%	1%	1%	1	1%	1%	1%	1%																																			
	30+ hr/wk	0	0%	1%	1%	1%	2	2%	0%	1%	1%	3	3%	1%	1%	2%	3	3%	2%	2%	2%	3	3%	2%	2%	2%	0	0%	1%	1%	1%	2	2%	0%	1%	1%	3	3%	1%	1%	2%	3	3%	2%	2%	2%																																			
Total	77	100%	100%	100%	100%	105	100%	####	####	100%	104	100%	####	100%	100%	83	100%	100%	100%	100%	83	100%	100%	100%	100%	83	100%	100%	100%	100%	83	100%	100%	100%	100%	83	100%	100%	100%	100%	83	100%	100%	100%	100%																																				
Working for pay off campus	0 hr/wk	54	70%	74%	59%	67%	73	69%	62%	56%	65%	46	45%	54%	38%	45%	34	40%	34%	37%	41%	34	40%	34%	37%	41%	4	5%	5%	6%	5%	2	3%	5%	5%	4%	3	3%	6%	6%	6%	5	6%	4%	5%	5%																																			
	1-5 hr/wk	4	5%	5%	6%	5%	2	3%	5%	5%	4%	3	3%	6%	6%	6%	5	6%	4%	5%	5%	5	6%	4%	5%	5%	2	3%	5%	5%	4%	3	3%	6%	6%	6%	5	6%	4%	5%	5%																																								
	6-10 hr/wk	2	3%	4%	5%	5%	3	3%	6%	5%	5%	5	5%	6%	6%	7%	1	1%	5%	6%	6%	1	1%	5%	6%	6%	6	8%	3%	5%	5%	2	3%	6%	5%	5%	6	6%	5%	7%	7%	6	7%	5%	6%	7%																																			
	11-15 hr/wk	6	8%	3%	5%	5%	2	3%	6%	5%	5%	6	6%	5%	7%	7%	6	7%	5%	6%	7%	6	7%	5%	6%	7%	4	5%	4%	7%	6%	6	7%	5%	6%	6%	6	6%	5%	7%	7%	6	6%	5%	7%	7%																																			
	16-20 hr/wk	4	5%	4%	7%	6%	6	7%	7%	6%	6%	8	8%	7%	9%	9%	6	8%	10%	9%	10%	6	8%	10%	9%	10%	4	5%	4%	7%	6%	6	7%	5%	6%	6%	6	6%	5%	7%	7%	6	6%	5%	7%	7%																																			
	21-25 hr/wk	1	1%	3%	5%	4%	6	5%	3%	6%	5%	3	3%	5%	6%	7%	7	8%	7%	7%	8%	7	8%	7%	7%	8%	1	1%	3%	5%	4%	6	5%	3%	6%	5%	3	3%	5%	6%	7%	6	6%	5%	7%	7%																																			
	26-30 hr/wk	3	4%	2%	3%	3%	4	4%	2%	4%	3%	4	4%	3%	6%	5%	6	7%	5%	6%	6%	6	7%	5%	6%	6%	3	4%	2%	3%	3%	4	4%	2%	4%	3%	4	4%	3%	6%	5%	4	4%	3%	6%	5%																																			
	30+ hr/wk	3	4%	5%	9%	6%	9	8%	9%	13%	7%	28	27%	15%	23%	16%	19	24%	30%	25%	19%	19	24%	30%	25%	19%	3	4%	5%	9%	6%	9	8%	9%	13%	7%	28	27%	15%	23%	16%	19	24%	30%	25%	19%																																			
Total	77	100%	100%	100%	100%	105	100%	####	####	100%	103	100%	####	100%	100%	84	100%	100%	100%	100%	84	100%	100%	100%	100%	84	100%	100%	100%	100%	84	100%	100%	100%	100%	84	100%	100%	100%	100%																																									

Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	<b>0 hr/wk</b>	<b>19</b>	<b>25%</b>	<b>28%</b>	<b>38%</b>	<b>36%</b>	<b>27</b>	<b>27%</b>	<b>33%</b>	<b>44%</b>	<b>39%</b>	<b>35</b>	<b>34%</b>	<b>33%</b>	<b>45%</b>	<b>43%</b>	<b>28</b>	<b>35%</b>	<b>51%</b>	<b>51%</b>	<b>47%</b>
	<b>1-5 hr/wk</b>	<b>27</b>	<b>35%</b>	<b>34%</b>	<b>33%</b>	<b>33%</b>	<b>21</b>	<b>18%</b>	<b>34%</b>	<b>30%</b>	<b>32%</b>	<b>31</b>	<b>30%</b>	<b>32%</b>	<b>30%</b>	<b>30%</b>	<b>23</b>	<b>27%</b>	<b>27%</b>	<b>27%</b>	<b>29%</b>
	6-10 hr/wk	9	12%	17%	12%	14%	12	11%	12%	11%	13%	9	9%	15%	10%	12%	11	12%	9%	9%	11%
	11-15 hr/wk	10	13%	9%	7%	8%	16	15%	9%	6%	7%	7	7%	9%	5%	6%	5	6%	5%	5%	5%
	16-20 hr/wk	5	6%	6%	5%	5%	12	13%	6%	4%	4%	8	8%	5%	4%	4%	2	3%	3%	3%	3%
	21-25 hr/wk	2	3%	2%	2%	2%	11	10%	3%	2%	2%	5	5%	3%	2%	2%	6	8%	1%	2%	2%
	26-30 hr/wk	4	5%	1%	1%	1%	1	1%	2%	1%	1%	4	4%	2%	1%	1%	0	0%	1%	1%	1%
	30+ hr/wk	1	1%	2%	2%	2%	5	5%	2%	2%	2%	5	5%	2%	2%	2%	9	10%	3%	2%	2%
Total	77	100%	100%	100%	100%	105	100%	####	####	100%	104	100%	####	100%	100%	84	100%	100%	100%	100%	
Relaxing and socializing (watching TV, partying, etc.)	0 hr/wk	1	1%	1%	2%	2%	0	0%	1%	2%	1%	4	4%	2%	3%	2%	2	2%	1%	2%	1%
1-5 hr/wk	15	19%	28%	30%	27%	18	17%	23%	28%	23%	34	33%	31%	37%	33%	30	35%	35%	33%	29%	
<b>6-10 hr/wk</b>	<b>31</b>	<b>40%</b>	<b>28%</b>	<b>28%</b>	<b>29%</b>	<b>34</b>	<b>32%</b>	<b>30%</b>	<b>28%</b>	<b>29%</b>	<b>26</b>	<b>25%</b>	<b>30%</b>	<b>29%</b>	<b>29%</b>	<b>23</b>	<b>27%</b>	<b>29%</b>	<b>32%</b>	<b>31%</b>	
11-15 hr/wk	19	25%	19%	18%	18%	16	15%	20%	18%	20%	19	18%	17%	15%	16%	18	23%	16%	16%	18%	
16-20 hr/wk	7	9%	11%	11%	11%	19	17%	13%	11%	13%	5	5%	10%	8%	9%	3	4%	9%	9%	10%	
21-25 hr/wk	1	1%	5%	6%	6%	9	8%	7%	5%	6%	10	10%	4%	4%	4%	2	3%	5%	3%	4%	
26-30 hr/wk	1	1%	3%	3%	3%	4	5%	2%	3%	3%	3	3%	2%	2%	2%	1	1%	1%	2%	2%	
30+ hr/wk	2	3%	5%	4%	5%	5	6%	5%	5%	6%	3	3%	4%	3%	3%	5	6%	4%	3%	4%	
Total	77	100%	100%	100%	100%	105	100%	####	####	100%	104	100%	####	100%	100%	84	100%	100%	100%	100%	
Providing care for dependents living with you (parents, children, spouse, etc.)	<b>0 hr/wk</b>	<b>64</b>	<b>84%</b>	<b>81%</b>	<b>70%</b>	<b>77%</b>	<b>80</b>	<b>76%</b>	<b>72%</b>	<b>60%</b>	<b>73%</b>	<b>56</b>	<b>54%</b>	<b>72%</b>	<b>58%</b>	<b>66%</b>	<b>51</b>	<b>60%</b>	<b>52%</b>	<b>51%</b>	<b>61%</b>
1-5 hr/wk	9	12%	9%	12%	10%	10	10%	12%	16%	13%	14	13%	8%	11%	10%	14	17%	12%	13%	13%	
6-10 hr/wk	1	1%	3%	5%	4%	4	3%	4%	7%	5%	8	8%	4%	5%	5%	5	6%	6%	8%	7%	
11-15 hr/wk	0	0%	2%	3%	2%	3	4%	2%	4%	3%	2	2%	2%	4%	3%	3	4%	4%	4%	4%	
16-20 hr/wk	0	0%	1%	2%	1%	5	4%	2%	2%	2%	4	4%	2%	3%	2%	1	2%	4%	4%	3%	
21-25 hr/wk	0	0%	1%	1%	1%	0	0%	1%	1%	1%	1	1%	2%	2%	2%	1	1%	2%	2%	2%	
26-30 hr/wk	0	0%	0%	1%	1%	0	0%	1%	1%	0%	4	4%	1%	2%	1%	1	2%	2%	2%	1%	
30+ hr/wk	2	3%	3%	6%	4%	3	3%	6%	8%	4%	15	14%	8%	15%	10%	8	9%	18%	17%	11%	
Total	76	100%	100%	100%	100%	105	100%	####	####	100%	104	100%	####	100%	100%	84	100%	100%	100%	100%	

Commuting to class (driving, walking, etc.)	0 hr/wk	21	28%	23%	20%	18%	21	22%	21%	16%	13%	16	15%	16%	12%	12%	15	18%	10%	11%	8%
	<b>1-5 hr/wk</b>	<b>46</b>	<b>61%</b>	<b>63%</b>	<b>62%</b>	<b>64%</b>	<b>76</b>	<b>71%</b>	<b>64%</b>	<b>63%</b>	<b>64%</b>	<b>68</b>	<b>65%</b>	<b>65%</b>	<b>64%</b>	<b>64%</b>	<b>56</b>	<b>67%</b>	<b>69%</b>	<b>63%</b>	<b>64%</b>
	6-10 hr/wk	6	8%	9%	11%	11%	5	5%	10%	13%	14%	10	10%	12%	14%	16%	10	12%	13%	17%	19%
	11-15 hr/wk	2	3%	2%	4%	3%	2	1%	3%	4%	4%	7	7%	4%	5%	5%	2	2%	4%	5%	5%
	16-20 hr/wk	0	0%	1%	1%	1%	1	1%	1%	2%	2%	1	1%	1%	2%	2%	1	1%	2%	2%	2%
	21-25 hr/wk	0	0%	0%	1%	1%	0	0%	0%	1%	1%	1	1%	1%	1%	1%	0	0%	0%	1%	1%
	26-30 hr/wk	0	0%	0%	0%	0%	0	0%	0%	0%	0%	0	0%	0%	1%	0%	0	0%	1%	1%	0%
	30+ hr/wk	1	1%	1%	1%	1%	0	0%	0%	1%	1%	1	1%	1%	2%	1%	0	0%	1%	2%	1%
Total	76	100%	100%	100%	100%	105	100%	####	####	100%	104	100%	####	100%	100%	84	100%	100%	100%	100%	
Spending significant amounts of time studying and on academic work	Very little	1	1%	1%	2%	2%	1	1%	1%	2%	2%	1	1%	2%	2%	2%	3	4%	2%	2%	3%
	Some	12	16%	14%	19%	18%	15	15%	20%	18%	19%	16	15%	16%	19%	17%	24	30%	19%	17%	19%
	Quite a bit	44	57%	47%	49%	46%	59	57%	49%	48%	48%	65	63%	46%	47%	45%	33	40%	49%	47%	46%
	Very much	20	26%	38%	30%	35%	30	26%	30%	32%	32%	22	21%	37%	32%	35%	22	27%	30%	34%	32%
	Total	77	100%	100%	100%	100%	105	100%	####	####	100%	104	100%	####	100%	100%	82	100%	100%	100%	100%
			<b>83%</b>	<b>85%</b>	<b>79%</b>	<b>80%</b>		<b>83%</b>	<b>79%</b>	<b>80%</b>	<b>79%</b>		<b>84%</b>	<b>82%</b>	<b>79%</b>	<b>80%</b>		<b>66%</b>	<b>79%</b>	<b>81%</b>	<b>78%</b>
Providing the support you need to help you succeed academically	Very little	1	1%	2%	3%	3%	3	3%	2%	3%	3%	6	6%	3%	4%	4%	1	1%	3%	5%	6%
	Some	22	29%	16%	20%	20%	14	13%	19%	20%	22%	14	13%	19%	22%	24%	21	26%	20%	22%	26%
	Quite a bit	34	44%	45%	45%	44%	51	49%	46%	46%	45%	62	60%	45%	44%	44%	36	44%	45%	44%	44%
	Very much	20	26%	37%	32%	32%	37	35%	33%	31%	30%	22	21%	32%	31%	29%	23	28%	31%	30%	24%
	Total	77	100%	100%	100%	100%	105	100%	####	####	100%	104	100%	####	100%	100%	81	100%	100%	100%	100%
			<b>70%</b>	<b>82%</b>	<b>78%</b>	<b>77%</b>		<b>84%</b>	<b>79%</b>	<b>77%</b>	<b>75%</b>		<b>81%</b>	<b>78%</b>	<b>75%</b>	<b>72%</b>		<b>73%</b>	<b>76%</b>	<b>73%</b>	<b>68%</b>
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	Very little	8	10%	13%	14%	14%	11	11%	12%	13%	13%	25	24%	19%	17%	19%	13	16%	16%	17%	19%
	Some	31	40%	31%	33%	33%	26	25%	35%	33%	33%	29	28%	37%	35%	36%	28	34%	37%	34%	35%
	Quite a bit	30	39%	34%	32%	32%	39	36%	32%	33%	32%	40	38%	29%	29%	28%	26	32%	30%	30%	28%
	Very much	8	10%	22%	21%	21%	29	28%	21%	21%	22%	10	10%	15%	19%	17%	15	18%	17%	19%	17%
	Total	77	100%	100%	100%	100%	105	100%	####	####	100%	104	100%	####	100%	100%	82	100%	100%	100%	100%
			<b>49%</b>	<b>56%</b>	<b>53%</b>	<b>53%</b>		<b>64%</b>	<b>53%</b>	<b>54%</b>	<b>54%</b>		<b>48%</b>	<b>44%</b>	<b>48%</b>	<b>45%</b>		<b>50%</b>	<b>47%</b>	<b>49%</b>	<b>46%</b>
Helping you	Very little	21	27%	22%	24%	26%	23	22%	22%	25%	27%	31	30%	31%	33%	36%	26	31%	29%	35%	40%



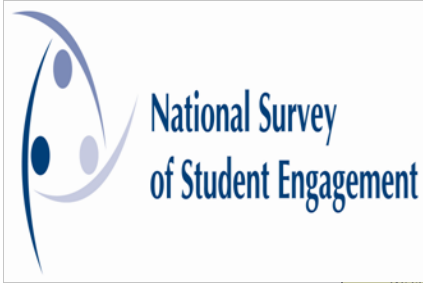
cope with your non-academic responsibilities (work, family, etc.)	Some	36	47%	42%	38%	41%	34	32%	40%	37%	40%	42	40%	42%	37%	39%	26	33%	40%	36%	37%
	Quite a bit	13	17%	26%	26%	24%	36	36%	27%	26%	23%	28	27%	20%	20%	18%	19	23%	22%	20%	17%
	Very much	7	9%	10%	11%	10%	12	11%	11%	12%	10%	3	3%	8%	10%	7%	11	13%	9%	10%	7%
	Total	77	100%	100%	100%	100%	105	100%	####	####	100%	104	100%	####	100%	100%	82	100%	100%	100%	100%
			26%	36%	37%	33%		46%	38%	38%	33%		30%	27%	30%	25%		36%	31%	29%	24%
Providing the support you need to thrive socially	Very little	9	12%	15%	17%	18%	17	17%	15%	17%	17%	23	22%	22%	22%	25%	17	20%	21%	24%	26%
	Some	35	46%	37%	35%	39%	27	27%	39%	37%	38%	44	42%	40%	40%	41%	30	36%	41%	38%	40%
	Quite a bit	22	29%	33%	33%	31%	46	45%	33%	31%	32%	30	29%	28%	26%	25%	21	26%	27%	27%	25%
	Very much	10	13%	15%	14%	13%	15	12%	13%	14%	13%	7	7%	10%	11%	9%	14	17%	10%	11%	9%
	Total	76	100%	100%	100%	100%	105	100%	####	####	100%	104	100%	####	100%	100%	82	100%	100%	100%	100%
		42%	48%	47%	44%		57%	46%	46%	45%		36%	37%	37%	34%		43%	37%	38%	34%	
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	Very little	5	6%	7%	9%	8%	3	3%	8%	12%	10%	18	17%	11%	14%	13%	9	11%	17%	16%	14%
	Some	20	26%	23%	24%	26%	18	19%	25%	27%	27%	34	33%	28%	29%	31%	18	21%	31%	30%	32%
	Quite a bit	31	40%	40%	38%	39%	44	43%	41%	36%	38%	34	33%	38%	36%	36%	30	38%	33%	34%	35%
	Very much	21	27%	30%	30%	27%	40	36%	27%	24%	25%	18	17%	23%	21%	20%	25	29%	18%	20%	19%
	Total	77	100%	100%	100%	100%	105	100%	####	####	100%	104	100%	####	100%	100%	82	100%	100%	100%	100%
		68%	70%	68%	66%		79%	68%	60%	64%		50%	61%	57%	56%		68%	52%	54%	53%	
Using computers in academic work	Very little	2	3%	2%	2%	2%	3	3%	2%	3%	2%	2	2%	2%	2%	2%	0	0%	3%	2%	2%
	Some	7	9%	11%	13%	13%	15	13%	17%	14%	13%	10	10%	9%	10%	9%	8	9%	13%	10%	10%
	Quite a bit	32	42%	34%	36%	35%	31	30%	41%	36%	35%	37	36%	29%	31%	30%	20	25%	32%	30%	29%
	Very much	36	47%	53%	48%	50%	56	54%	39%	47%	50%	55	53%	61%	57%	59%	54	66%	53%	58%	59%
	Total	77	100%	100%	100%	100%	105	100%	####	####	100%	104	100%	####	100%	100%	82	100%	100%	100%	100%
		88%	87%	85%	85%		84%	81%	84%	84%		88%	89%	88%	89%		91%	85%	88%	89%	
Acquiring a broad general education	Very little	0	0%	2%	3%	2%	4	4%	2%	2%	3%	1	1%	2%	2%	2%	3	4%	2%	2%	3%
	Some	12	16%	13%	16%	16%	15	15%	15%	17%	17%	14	13%	10%	12%	12%	12	15%	11%	13%	15%
	Quite a bit	34	45%	42%	45%	43%	45	44%	48%	45%	45%	45	43%	36%	38%	37%	35	43%	39%	39%	39%
	Very much	30	39%	44%	36%	38%	40	37%	35%	35%	35%	44	42%	53%	47%	49%	31	38%	48%	46%	44%
	Total	76	100%	100%	100%	100%	104	100%	####	####	100%	104	100%	####	100%	100%	81	100%	100%	100%	100%
		84%	86%	81%	82%		81%	83%	80%	80%		86%	88%	86%	86%		81%	87%	85%	83%	

Acquiring job or work-related knowledge and skills	Very little	5	7%	8%	9%	11%	11	10%	7%	10%	10%	4	4%	6%	5%	6%	5	6%	5%	6%	7%
	Some	19	25%	28%	29%	30%	19	17%	26%	27%	30%	24	23%	22%	18%	21%	12	15%	15%	18%	21%
	Quite a bit	34	45%	37%	37%	35%	42	42%	43%	38%	36%	43	41%	35%	36%	34%	32	40%	34%	34%	34%
	Very much	18	24%	27%	25%	24%	32	31%	25%	26%	24%	33	32%	38%	41%	38%	32	40%	46%	42%	38%
	Total	76	100%	100%	100%	100%	104	100%	####	####	100%	104	100%	####	100%	100%	81	100%	100%	100%	100%
			<b>68%</b>	<b>64%</b>	<b>62%</b>	<b>59%</b>		<b>73%</b>	<b>68%</b>	<b>63%</b>	<b>60%</b>		<b>73%</b>	<b>72%</b>	<b>77%</b>	<b>72%</b>		<b>80%</b>	<b>80%</b>	<b>76%</b>	<b>72%</b>
Writing clearly and effectively	Very little	1	1%	4%	4%	5%	3	3%	3%	4%	5%	1	1%	3%	3%	4%	4	5%	3%	3%	5%
	Some	10	13%	20%	21%	22%	18	17%	20%	22%	24%	12	12%	17%	17%	19%	9	11%	16%	18%	21%
	Quite a bit	36	47%	41%	42%	41%	41	41%	45%	43%	41%	57	55%	38%	41%	38%	26	33%	38%	38%	38%
	Very much	29	38%	35%	33%	32%	42	39%	31%	32%	30%	34	33%	42%	38%	39%	42	51%	43%	40%	36%
	Total	76	100%	100%	100%	100%	104	100%	####	####	100%	104	100%	####	100%	100%	81	100%	100%	100%	100%
			<b>86%</b>	<b>76%</b>	<b>75%</b>	<b>73%</b>		<b>80%</b>	<b>76%</b>	<b>74%</b>	<b>71%</b>		<b>88%</b>	<b>80%</b>	<b>79%</b>	<b>78%</b>		<b>84%</b>	<b>81%</b>	<b>78%</b>	<b>74%</b>
Speaking clearly and effectively	Very little	2	3%	7%	7%	9%	3	4%	6%	7%	9%	5	5%	4%	5%	5%	5	6%	3%	5%	7%
	Some	16	21%	28%	26%	29%	26	25%	29%	25%	29%	18	17%	20%	19%	22%	11	13%	18%	21%	24%
	Quite a bit	39	51%	37%	40%	37%	45	45%	41%	40%	37%	56	54%	38%	40%	38%	32	40%	38%	37%	37%
	Very much	19	25%	28%	27%	25%	30	26%	24%	28%	24%	25	24%	37%	36%	35%	33	40%	40%	38%	32%
	Total	76	100%	100%	100%	100%	104	100%	####	####	100%	104	100%	####	100%	100%	81	100%	100%	100%	100%
			<b>76%</b>	<b>65%</b>	<b>67%</b>	<b>62%</b>		<b>71%</b>	<b>65%</b>	<b>68%</b>	<b>61%</b>		<b>78%</b>	<b>76%</b>	<b>76%</b>	<b>73%</b>		<b>80%</b>	<b>78%</b>	<b>75%</b>	<b>69%</b>
Thinking critically and analytically	Very little	0	0%	2%	3%	2%	1	1%	2%	2%	3%	1	1%	1%	2%	2%	1	1%	1%	2%	2%
	Some	8	11%	15%	17%	16%	22	23%	16%	16%	16%	12	12%	9%	11%	11%	6	8%	10%	11%	12%
	Quite a bit	35	46%	40%	42%	42%	38	37%	46%	43%	42%	46	44%	35%	39%	36%	32	39%	37%	36%	37%
	Very much	33	43%	43%	38%	40%	43	39%	36%	38%	39%	45	43%	56%	48%	51%	42	51%	51%	51%	49%
	Total	76	100%	100%	100%	100%	104	100%	####	####	100%	104	100%	####	100%	100%	81	100%	100%	100%	100%
			<b>89%</b>	<b>84%</b>	<b>80%</b>	<b>81%</b>		<b>76%</b>	<b>82%</b>	<b>81%</b>	<b>81%</b>		<b>88%</b>	<b>90%</b>	<b>87%</b>	<b>87%</b>		<b>90%</b>	<b>88%</b>	<b>87%</b>	<b>86%</b>
Analyzing quantitative problems	Very little	4	5%	6%	7%	7%	1	1%	6%	6%	6%	1	1%	4%	5%	5%	2	3%	4%	5%	5%
	Some	17	22%	26%	30%	28%	30	27%	30%	27%	26%	28	27%	22%	23%	23%	14	17%	21%	21%	22%
	Quite a bit	37	49%	41%	40%	39%	49	48%	42%	40%	41%	51	49%	36%	39%	37%	36	45%	38%	37%	36%
	Very much	18	24%	27%	23%	26%	24	24%	22%	28%	28%	24	23%	37%	33%	35%	29	35%	36%	38%	36%
	Total	76	100%	100%	100%	100%	104	100%	####	####	100%	104	100%	####	100%	100%	81	100%	100%	100%	100%
			<b>72%</b>	<b>68%</b>	<b>63%</b>	<b>65%</b>		<b>72%</b>	<b>64%</b>	<b>67%</b>	<b>68%</b>		<b>72%</b>	<b>74%</b>	<b>72%</b>	<b>72%</b>		<b>80%</b>	<b>75%</b>	<b>74%</b>	<b>73%</b>

Using computing and information technology	Very little	1	1%	5%	6%	6%	2	2%	6%	5%	6%	2	2%	3%	4%	4%	2	3%	4%	3%	4%
	Some	9	12%	22%	24%	24%	13	13%	27%	21%	22%	13	13%	19%	17%	18%	12	15%	17%	16%	17%
	Quite a bit	37	49%	38%	37%	37%	47	46%	41%	38%	38%	41	39%	34%	36%	35%	29	35%	36%	34%	34%
	Very much	28	37%	36%	34%	33%	42	39%	27%	36%	34%	48	46%	44%	43%	43%	38	47%	42%	46%	45%
	Total	75	100%	100%	100%	100%	104	100%	####	####	100%	104	100%	####	100%	100%	81	100%	100%	100%	100%
			<b>87%</b>	<b>74%</b>	<b>71%</b>	<b>70%</b>		<b>85%</b>	<b>67%</b>	<b>74%</b>	<b>72%</b>		<b>86%</b>	<b>78%</b>	<b>79%</b>	<b>78%</b>		<b>82%</b>	<b>78%</b>	<b>80%</b>	<b>79%</b>
Working effectively with others	Very little	3	4%	4%	5%	5%	5	4%	5%	5%	6%	0	0%	2%	3%	3%	4	5%	2%	3%	4%
	Some	18	24%	22%	23%	25%	20	21%	23%	23%	25%	20	19%	16%	16%	17%	10	13%	15%	17%	19%
	Quite a bit	38	50%	41%	40%	40%	45	43%	42%	40%	39%	54	52%	37%	37%	37%	27	34%	36%	36%	36%
	Very much	17	22%	34%	32%	30%	34	32%	31%	32%	30%	30	29%	44%	43%	42%	40	48%	47%	44%	40%
	Total	76	100%	100%	100%	100%	104	100%	####	####	100%	104	100%	####	100%	100%	81	100%	100%	100%	100%
			<b>72%</b>	<b>75%</b>	<b>73%</b>	<b>70%</b>		<b>75%</b>	<b>72%</b>	<b>72%</b>	<b>69%</b>		<b>81%</b>	<b>82%</b>	<b>81%</b>	<b>79%</b>		<b>82%</b>	<b>84%</b>	<b>80%</b>	<b>76%</b>
Voting in local, state, or national elections	Very little	20	26%	23%	25%	22%	45	40%	39%	38%	37%	40	38%	29%	30%	28%	39	49%	38%	36%	37%
	Some	31	41%	31%	31%	29%	32	33%	32%	32%	32%	33	32%	30%	32%	30%	18	21%	35%	31%	32%
	Quite a bit	15	20%	27%	25%	26%	23	23%	19%	18%	20%	19	18%	22%	22%	23%	13	16%	16%	19%	19%
	Very much	10	13%	20%	20%	22%	4	4%	10%	12%	11%	12	12%	19%	17%	19%	10	13%	12%	14%	12%
	Total	76	100%	100%	100%	100%	104	100%	####	####	100%	104	100%	####	100%	100%	80	100%	100%	100%	100%
			<b>33%</b>	<b>47%</b>	<b>45%</b>	<b>49%</b>		<b>27%</b>	<b>29%</b>	<b>30%</b>	<b>31%</b>		<b>30%</b>	<b>41%</b>	<b>38%</b>	<b>41%</b>		<b>29%</b>	<b>28%</b>	<b>33%</b>	<b>31%</b>
Learning effectively on your own	Very little	3	4%	5%	6%	5%	5	4%	5%	5%	6%	5	5%	4%	5%	5%	7	9%	4%	6%	6%
	Some	26	34%	23%	24%	24%	26	25%	27%	26%	25%	24	23%	18%	19%	19%	20	24%	20%	20%	20%
	Quite a bit	32	42%	44%	43%	43%	48	46%	45%	43%	43%	47	45%	41%	41%	40%	28	36%	41%	39%	40%
	Very much	15	20%	27%	27%	28%	25	25%	22%	26%	25%	28	27%	37%	35%	36%	25	31%	34%	35%	33%
	Total	76	100%	100%	100%	100%	104	100%	####	####	100%	104	100%	####	100%	100%	80	100%	100%	100%	100%
			<b>62%</b>	<b>71%</b>	<b>70%</b>	<b>71%</b>		<b>71%</b>	<b>68%</b>	<b>69%</b>	<b>69%</b>		<b>72%</b>	<b>78%</b>	<b>76%</b>	<b>76%</b>		<b>67%</b>	<b>75%</b>	<b>74%</b>	<b>73%</b>
Understanding yourself	Very little	10	13%	10%	11%	11%	14	14%	10%	11%	12%	11	11%	9%	10%	10%	13	17%	9%	11%	13%
	Some	18	24%	27%	27%	27%	20	19%	28%	27%	27%	30	29%	22%	23%	24%	16	20%	24%	24%	26%
	Quite a bit	27	36%	37%	35%	35%	42	39%	39%	36%	36%	36	35%	34%	35%	33%	28	35%	36%	33%	33%
	Very much	21	28%	27%	27%	27%	28	28%	24%	26%	25%	26	25%	35%	33%	33%	23	28%	31%	31%	29%
	Total	76	100%	100%	100%	100%	104	100%	####	####	100%	103	100%	####	100%	100%	80	100%	100%	100%	100%
			<b>63%</b>	<b>63%</b>	<b>62%</b>	<b>62%</b>		<b>67%</b>	<b>62%</b>	<b>62%</b>	<b>61%</b>		<b>60%</b>	<b>69%</b>	<b>67%</b>	<b>66%</b>		<b>63%</b>	<b>67%</b>	<b>64%</b>	<b>62%</b>

Understanding people of other racial and ethnic backgrounds	Very little	6	8%	13%	14%	14%	15	15%	12%	14%	14%	11	11%	14%	16%	15%	9	11%	14%	15%	15%
	Some	27	36%	34%	33%	33%	26	25%	34%	32%	32%	38	37%	33%	31%	32%	26	33%	32%	32%	33%
	Quite a bit	29	38%	34%	32%	32%	40	39%	35%	33%	33%	37	36%	32%	30%	31%	24	30%	32%	30%	31%
	Very much	14	18%	19%	21%	20%	23	21%	19%	21%	21%	18	17%	21%	23%	22%	21	26%	22%	23%	22%
	Total	76	100%	100%	100%	100%	104	100%	####	####	100%	104	100%	####	100%	100%	80	100%	100%	100%	100%
			<b>57%</b>	<b>53%</b>	<b>53%</b>	<b>53%</b>		<b>60%</b>	<b>54%</b>	<b>54%</b>	<b>54%</b>		<b>53%</b>	<b>53%</b>	<b>53%</b>	<b>53%</b>		<b>56%</b>	<b>54%</b>	<b>53%</b>	<b>52%</b>
Solving complex real-world problems	Very little	7	9%	11%	13%	12%	11	10%	11%	11%	12%	6	6%	9%	11%	10%	6	8%	8%	11%	11%
	Some	30	39%	36%	35%	36%	36	36%	35%	33%	34%	36	35%	29%	31%	31%	19	23%	30%	28%	29%
	Quite a bit	31	41%	35%	35%	34%	29	27%	37%	36%	35%	49	47%	37%	36%	35%	30	39%	38%	35%	35%
	Very much	8	11%	18%	17%	18%	28	28%	17%	20%	19%	13	13%	24%	23%	24%	25	30%	24%	26%	25%
	Total	76	100%	100%	100%	100%	104	100%	####	####	100%	104	100%	####	100%	100%	80	100%	100%	100%	100%
			<b>51%</b>	<b>53%</b>	<b>52%</b>	<b>52%</b>		<b>54%</b>	<b>54%</b>	<b>56%</b>	<b>55%</b>		<b>60%</b>	<b>61%</b>	<b>59%</b>	<b>59%</b>		<b>69%</b>	<b>62%</b>	<b>61%</b>	<b>60%</b>
Developing a personal code of values and ethics	Very little	10	13%	12%	14%	14%	9	8%	11%	13%	15%	9	9%	12%	12%	14%	11	15%	10%	14%	16%
	Some	29	38%	29%	29%	30%	39	37%	30%	29%	30%	28	27%	26%	27%	27%	17	20%	26%	25%	28%
	Quite a bit	26	34%	33%	33%	32%	36	36%	36%	34%	33%	52	50%	33%	32%	30%	24	30%	33%	31%	30%
	Very much	11	14%	25%	24%	24%	20	18%	22%	24%	22%	15	14%	30%	29%	28%	28	35%	31%	30%	26%
	Total	76	100%	100%	100%	100%	104	100%	####	####	100%	104	100%	####	100%	100%	80	100%	100%	100%	100%
			<b>49%</b>	<b>59%</b>	<b>57%</b>	<b>55%</b>		<b>55%</b>	<b>58%</b>	<b>58%</b>	<b>55%</b>		<b>64%</b>	<b>63%</b>	<b>61%</b>	<b>59%</b>		<b>65%</b>	<b>64%</b>	<b>61%</b>	<b>56%</b>
Contributing to the welfare of your community	Very little	17	22%	15%	18%	19%	20	20%	16%	20%	20%	15	14%	16%	17%	19%	15	19%	13%	19%	21%
	Some	33	43%	35%	34%	35%	36	34%	34%	36%	36%	41	39%	31%	34%	33%	33	41%	32%	32%	34%
	Quite a bit	21	28%	32%	31%	29%	37	36%	31%	29%	29%	36	35%	31%	29%	28%	20	25%	31%	28%	27%
	Very much	5	7%	18%	17%	17%	11	10%	18%	16%	15%	12	12%	22%	20%	20%	12	15%	24%	22%	19%
	Total	76	100%	100%	100%	100%	104	100%	####	####	100%	104	100%	####	100%	100%	80	100%	100%	100%	100%
			<b>34%</b>	<b>50%</b>	<b>48%</b>	<b>46%</b>		<b>46%</b>	<b>50%</b>	<b>45%</b>	<b>44%</b>		<b>46%</b>	<b>53%</b>	<b>49%</b>	<b>48%</b>		<b>40%</b>	<b>55%</b>	<b>50%</b>	<b>45%</b>
Developing a deepened sense of spirituality	Very little	32	42%	32%	30%	36%	49	44%	26%	34%	39%	60	58%	37%	36%	43%	48	59%	29%	41%	49%
	Some	26	34%	27%	29%	29%	29	29%	33%	27%	28%	27	26%	27%	27%	26%	13	16%	31%	24%	24%
	Quite a bit	11	14%	22%	22%	20%	19	20%	26%	21%	19%	11	11%	18%	19%	16%	12	16%	21%	17%	14%
	Very much	7	9%	19%	19%	16%	7	7%	15%	17%	14%	6	6%	17%	19%	15%	7	9%	20%	18%	13%
	Total	76	100%	100%	100%	100%	104	100%	####	####	100%	104	100%	####	100%	100%	80	100%	100%	100%	100%
			<b>24%</b>	<b>41%</b>	<b>41%</b>	<b>35%</b>		<b>27%</b>	<b>41%</b>	<b>39%</b>	<b>33%</b>		<b>16%</b>	<b>36%</b>	<b>38%</b>	<b>31%</b>		<b>25%</b>	<b>41%</b>	<b>35%</b>	<b>27%</b>

Overall, how would you evaluate the quality of academic advising you have received at your institution?	Poor	0	0%	5%	4%	5%	2	2%	4%	6%	6%	5	5%	7%	7%	9%	8	10%	6%	8%	11%
	Fair	12	16%	16%	17%	18%	8	8%	15%	17%	19%	13	13%	17%	17%	20%	14	17%	15%	19%	22%
	Good	35	46%	46%	48%	47%	57	58%	44%	47%	46%	57	55%	39%	41%	40%	36	46%	41%	40%	40%
	Excellent	29	38%	33%	31%	29%	36	33%	37%	31%	29%	29	28%	37%	35%	31%	22	27%	38%	33%	28%
	Total	76	100%	100%	100%	100%	103	100%	####	####	100%	104	100%	####	100%	100%	80	100%	100%	100%	100%
		<b>84%</b>	<b>79%</b>	<b>79%</b>	<b>76%</b>		<b>90%</b>	<b>81%</b>	<b>77%</b>	<b>75%</b>		<b>83%</b>	<b>76%</b>	<b>76%</b>	<b>72%</b>		<b>73%</b>	<b>79%</b>	<b>73%</b>	<b>67%</b>	
How would you evaluate your entire educational experience at this institution?	Poor	1	1%	1%	2%	2%	1	1%	1%	2%	2%	1	1%	1%	2%	2%	4	5%	1%	2%	2%
	Fair	8	11%	9%	12%	11%	10	12%	11%	11%	12%	9	9%	9%	11%	11%	9	11%	10%	11%	12%
	Good	45	59%	47%	51%	51%	57	54%	48%	52%	52%	65	63%	44%	47%	47%	42	53%	46%	47%	48%
	Excellent	22	29%	43%	35%	36%	35	33%	39%	35%	34%	29	28%	46%	40%	41%	25	31%	43%	40%	37%
	Total	76	100%	100%	100%	100%	103	100%	####	####	100%	104	100%	####	100%	100%	80	100%	100%	100%	100%
		<b>88%</b>	<b>90%</b>	<b>86%</b>	<b>87%</b>		<b>88%</b>	<b>88%</b>	<b>87%</b>	<b>86%</b>		<b>90%</b>	<b>90%</b>	<b>87%</b>	<b>88%</b>		<b>84%</b>	<b>89%</b>	<b>87%</b>	<b>85%</b>	
If you could start over again, would you go to the same institution you are now attending?	Definitely no	2	3%	4%	5%	5%	5	5%	4%	5%	4%	6	6%	5%	6%	5%	8	10%	5%	5%	5%
	Probably no	18	24%	10%	13%	12%	15	17%	12%	11%	12%	16	15%	14%	14%	13%	13	16%	11%	12%	13%
	Probably yes	38	50%	39%	40%	40%	46	45%	43%	41%	40%	53	51%	38%	37%	39%	35	44%	38%	39%	39%
	Definitely yes	18	24%	46%	42%	43%	37	33%	41%	43%	43%	29	28%	43%	43%	43%	24	30%	46%	44%	43%
	Total	76	100%	100%	100%	100%	103	100%	####	####	100%	104	100%	####	100%	100%	80	100%	100%	100%	100%
		<b>74%</b>	<b>85%</b>	<b>82%</b>	<b>83%</b>		<b>77%</b>	<b>84%</b>	<b>84%</b>	<b>84%</b>		<b>79%</b>	<b>81%</b>	<b>80%</b>	<b>82%</b>		<b>74%</b>	<b>84%</b>	<b>83%</b>	<b>82%</b>	



NSSE 2005/2007 Engagement Item Frequency Distributions Comparison

Areas of Interest / Tiffin University

		2005 First-Year Students					2007 First-Year Students					2005 Seniors					2007 Seniors					
		Tiffin University		Peers	Bac	NSSE	Tiffin University		Peers	Bac	NSSE	Tiffin University		Peers	Bac	NSSE	Tiffin University		Peers	Bac	NSSE	
		Count	Col %	Col %	Col %	Col %	Count	%	%	%	%	Count	Col %	Col %	Col %	Col %	Count	%	%	%	%	
r.	<div style="border: 1px solid black; padding: 2px;">Level of Academic Challenge</div> Worked harder than you thought you could to meet an instructor's standards or expectations	Never	2	2%	7%	6%	7%	3	3%	6%	7%	8%	4	4%	6%	4%	5%	7	9%	4%	5%	7%
		Sometimes	25	30%	36%	38%	38%	56	51%	40%	38%	39%	42	40%	34%	34%	34%	25	29%	34%	34%	37%
		Often	37	45%	39%	39%	38%	38	34%	39%	38%	37%	40	38%	40%	40%	39%	37	43%	39%	38%	37%
		Very often	18	22%	17%	17%	16%	13	11%	14%	17%	15%	18	17%	21%	22%	21%	17	19%	22%	22%	19%
		Total	82	100%	100%	100%	100%	110	100%	####	####	100%	104	100%	####	100%	100%	86	100%	100%	100%	100%
			<b>67%</b>	<b>57%</b>	<b>56%</b>	<b>54%</b>		<b>46%</b>	<b>54%</b>	<b>55%</b>	<b>52%</b>		<b>56%</b>	<b>61%</b>	<b>62%</b>	<b>60%</b>		<b>62%</b>	<b>62%</b>	<b>61%</b>	<b>57%</b>	
5.	Mark the box that best represents the extent to which your examinations during the current school year challenged you to do your best work	Very little	0	0%	1%	1%	1%	1	1%	0%	1%	1%	0	0%	1%	1%	1%	1	1%	1%	1%	1%
		2	1	1%	1%	1%	1%	1	1%	1%	1%	1%	4	4%	2%	2%	2%	6	7%	1%	2%	2%
		3	1	1%	2%	3%	3%	6	8%	3%	4%	4%	3	3%	3%	3%	4%	5	7%	3%	4%	4%
		4	8	10%	11%	15%	12%	13	12%	14%	13%	13%	17	17%	11%	13%	11%	12	15%	10%	11%	12%
		5	32	39%	28%	32%	30%	49	41%	30%	31%	31%	35	34%	30%	30%	29%	26	30%	31%	28%	29%
		6	25	30%	38%	32%	35%	27	27%	32%	32%	32%	34	33%	36%	32%	33%	21	25%	32%	31%	31%
		Very much	15	18%	18%	15%	17%	12	10%	18%	19%	18%	10	10%	17%	20%	20%	13	15%	21%	24%	20%
Total	82	100%	100%	100%	100%	109	100%	####	####	100%	103	100%	####	100%	100%	84	100%	100%	100%	100%		

10a.	Spending significant amounts of time studying and on academic work	Very little	1	1%	1%	2%	2%	1	1%	1%	2%	2%	1	1%	2%	2%	2%	3	4%	2%	2%	3%	
		Some	12	16%	14%	19%	18%	15	15%	20%	18%	19%	16	15%	16%	19%	17%	24	30%	19%	17%	19%	
		Quite a bit	44	57%	47%	49%	46%	59	57%	49%	48%	48%	65	63%	46%	47%	45%	33	40%	49%	47%	46%	
		Very much	20	26%	38%	30%	35%	30	26%	30%	32%	32%	22	21%	37%	32%	35%	22	27%	30%	34%	32%	
		Total	77	100%	100%	100%	100%	105	100%	####	####	100%	104	100%	####	100%	100%	82	100%	100%	100%	100%	
				<b>83%</b>	<b>85%</b>	<b>79%</b>	<b>80%</b>		<b>83%</b>	<b>79%</b>	<b>80%</b>	<b>79%</b>		<b>84%</b>	<b>82%</b>	<b>79%</b>	<b>80%</b>		<b>66%</b>	<b>79%</b>	<b>81%</b>	<b>78%</b>	
b.	Learning Outcomes	Made a class presentation	Never	4	5%	8%	8%	13%	2	2%	5%	13%	16%	3	3%	2%	3%	4%	0	0%	1%	5%	6%
			Sometimes	44	53%	55%	48%	54%	59	52%	51%	50%	53%	24	23%	30%	27%	32%	13	15%	22%	30%	35%
			Often	30	36%	29%	33%	25%	37	31%	32%	28%	23%	48	45%	42%	39%	38%	44	50%	37%	37%	36%
			Very often	5	6%	8%	12%	8%	16	15%	11%	9%	7%	31	29%	27%	31%	26%	31	35%	39%	28%	23%
			Total	83	100%	100%	100%	100%	114	100%	####	####	100%	106	100%	####	100%	100%	88	100%	100%	100%	100%
					<b>42%</b>	<b>37%</b>	<b>44%</b>	<b>33%</b>		<b>46%</b>	<b>44%</b>	<b>37%</b>	<b>30%</b>		<b>75%</b>	<b>69%</b>	<b>70%</b>	<b>65%</b>		<b>85%</b>	<b>77%</b>	<b>66%</b>	<b>59%</b>
2b.	Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory	Very little	0	0%	2%	3%	2%	2	2%	2%	3%	2%	3	3%	1%	2%	1%	0	0%	1%	1%	2%	
		Some	14	17%	18%	22%	20%	28	26%	23%	21%	20%	9	9%	14%	15%	14%	10	12%	14%	15%	15%	
		Quite a bit	40	49%	46%	45%	45%	48	47%	47%	45%	45%	55	53%	44%	44%	43%	35	41%	45%	43%	43%	
		Very much	28	34%	35%	29%	33%	31	25%	28%	30%	32%	37	36%	41%	39%	41%	41	46%	40%	41%	40%	
		Total	82	100%	100%	100%	100%	109	100%	####	####	100%	104	100%	####	100%	100%	86	100%	100%	100%	100%	
				<b>83%</b>	<b>81%</b>	<b>75%</b>	<b>78%</b>		<b>72%</b>	<b>75%</b>	<b>76%</b>	<b>77%</b>		<b>88%</b>	<b>85%</b>	<b>83%</b>	<b>84%</b>		<b>88%</b>	<b>84%</b>	<b>84%</b>	<b>84%</b>	
c.	Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	Very little	1	1%	3%	5%	5%	2	2%	4%	5%	5%	2	2%	3%	4%	3%	3	4%	3%	3%	4%	
		Some	23	28%	27%	31%	29%	34	34%	32%	30%	30%	28	27%	22%	22%	22%	22	26%	22%	22%	23%	
		Quite a bit	43	52%	43%	42%	42%	51	46%	40%	42%	42%	58	56%	40%	43%	41%	36	43%	42%	41%	41%	
		Very much	15	18%	27%	22%	25%	22	18%	23%	23%	24%	16	15%	35%	31%	34%	25	27%	34%	34%	33%	
		Total	82	100%	100%	100%	100%	109	100%	####	####	100%	104	100%	####	100%	100%	86	100%	100%	100%	100%	
				<b>71%</b>	<b>70%</b>	<b>63%</b>	<b>66%</b>		<b>64%</b>	<b>63%</b>	<b>64%</b>	<b>66%</b>		<b>71%</b>	<b>76%</b>	<b>75%</b>	<b>75%</b>		<b>71%</b>	<b>76%</b>	<b>75%</b>	<b>74%</b>	
d.	Coursework emphasizes: Making judgments about	Very little	1	1%	5%	6%	6%	2	2%	5%	6%	6%	5	5%	5%	4%	5%	3	3%	4%	4%	5%	
		Some	19	23%	28%	29%	29%	24	21%	30%	28%	29%	23	22%	23%	23%	24%	14	16%	23%	23%	24%	
		Quite a bit	46	57%	44%	43%	41%	54	50%	44%	42%	41%	41	40%	41%	40%	40%	36	43%	40%	40%	39%	

the value of information, arguments, or methods	Very much	15	19%	24%	22%	24%	29	27%	22%	24%	24%	34	33%	31%	32%	32%	33	38%	33%	33%	31%	
	Total	81	100%	100%	100%	100%	109	100%	####	####	100%	103	100%	####	100%	100%	86	100%	100%	100%	100%	
			<b>75%</b>	<b>68%</b>	<b>65%</b>	<b>65%</b>		<b>77%</b>	<b>66%</b>	<b>66%</b>	<b>66%</b>		<b>73%</b>	<b>72%</b>	<b>72%</b>	<b>72%</b>		<b>81%</b>	<b>73%</b>	<b>73%</b>	<b>71%</b>	
e.	Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	Very little	2	2%	3%	4%	4%	3	4%	3%	4%	4%	1	1%	2%	3%	3%	2	3%	2%	3%	3%
		Some	10	12%	21%	25%	24%	30	26%	25%	24%	24%	15	14%	17%	18%	17%	15	18%	15%	16%	18%
		Quite a bit	47	57%	43%	41%	40%	38	37%	42%	41%	40%	52	50%	38%	39%	38%	31	37%	40%	38%	38%
		Very much	23	28%	33%	29%	31%	38	34%	30%	31%	32%	36	35%	43%	41%	42%	38	43%	43%	43%	42%
		Total	82	100%	100%	100%	100%	109	100%	####	####	100%	104	100%	####	100%	100%	86	100%	100%	100%	100%
			<b>85%</b>	<b>75%</b>	<b>71%</b>	<b>71%</b>		<b>70%</b>	<b>72%</b>	<b>72%</b>	<b>72%</b>		<b>85%</b>	<b>81%</b>	<b>80%</b>	<b>80%</b>		<b>80%</b>	<b>83%</b>	<b>81%</b>	<b>79%</b>	
11b.	Acquiring job or work-related knowledge and skills	Very little	5	7%	8%	9%	11%	11	10%	7%	10%	10%	4	4%	6%	5%	6%	5	6%	5%	6%	7%
		Some	19	25%	28%	29%	30%	19	17%	26%	27%	30%	24	23%	22%	18%	21%	12	15%	15%	18%	21%
		Quite a bit	34	45%	37%	37%	35%	42	42%	43%	38%	36%	43	41%	35%	36%	34%	32	40%	34%	34%	34%
		Very much	18	24%	27%	25%	24%	32	31%	25%	26%	24%	33	32%	38%	41%	38%	32	40%	46%	42%	38%
		Total	76	100%	100%	100%	100%	104	100%	####	####	100%	104	100%	####	100%	100%	81	100%	100%	100%	100%
			<b>68%</b>	<b>64%</b>	<b>62%</b>	<b>59%</b>		<b>73%</b>	<b>68%</b>	<b>63%</b>	<b>60%</b>		<b>73%</b>	<b>72%</b>	<b>77%</b>	<b>72%</b>		<b>80%</b>	<b>80%</b>	<b>76%</b>	<b>72%</b>	
7a.	Practicum, internship, field experience, co-op experience, or clinical assignment	Have not decided	3	4%	11%	12%	13%	7	7%	12%	16%	14%	10	10%	5%	6%	7%	3	3%	6%	8%	8%
		Do not plan to do	3	4%	3%	4%	4%	5	5%	4%	6%	4%	21	20%	17%	15%	16%	15	18%	18%	16%	16%
		Plan to do	70	90%	73%	73%	74%	93	87%	72%	71%	75%	16	15%	13%	18%	19%	8	10%	17%	24%	23%
		Done	2	3%	12%	11%	9%	2	1%	12%	8%	7%	57	55%	65%	61%	58%	58	68%	59%	52%	53%
		Total	78	100%	100%	100%	100%	107	100%	####	####	100%	104	100%	####	100%	100%	84	100%	100%	100%	100%
			<b>92%</b>	<b>85%</b>	<b>83%</b>	<b>83%</b>		<b>88%</b>	<b>83%</b>	<b>78%</b>	<b>82%</b>		<b>70%</b>	<b>78%</b>	<b>79%</b>	<b>77%</b>		<b>79%</b>	<b>76%</b>	<b>76%</b>	<b>76%</b>	
h.	Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	Have not decided	38	49%	33%	38%	38%	49	45%	38%	39%	40%	16	15%	7%	10%	9%	9	11%	10%	13%	11%
		Do not plan to do	10	13%	9%	10%	10%	12	12%	10%	13%	12%	43	41%	20%	21%	25%	30	36%	27%	24%	27%
		Plan to do	30	38%	57%	51%	50%	46	43%	51%	46%	47%	22	21%	25%	29%	27%	5	6%	28%	33%	29%
		Done	0	0%	2%	2%	2%	0	0%	1%	2%	2%	23	22%	49%	40%	38%	40	46%	35%	30%	32%
		Total	78	100%	100%	100%	100%	107	100%	####	####	100%	104	100%	####	100%	100%	84	100%	100%	100%	100%



			38%	59%	52%	51%		43%	52%	48%	48%		43%	74%	69%	66%		52%	62%	63%	61%
	<b>Student/Faculty Engagement</b>																				
g.	Worked with other students on projects during class	Never	6 7%	11%	9%	11%	4 4%	8%	12%	12%	4 4%	10%	8%	10%	2 2%	4%	10%	11%			
		Sometimes	37 44%	48%	47%	47%	60 52%	49%	42%	45%	36 34%	45%	42%	44%	33 37%	41%	40%	43%			
		Often	35 42%	31%	34%	32%	39 36%	32%	34%	32%	50 47%	31%	33%	31%	30 34%	35%	33%	31%			
		Very often	6 7%	10%	11%	10%	11 8%	11%	12%	10%	16 15%	14%	17%	15%	23 26%	19%	17%	16%			
		Total	84 100%	100%	100%	100%	114 100%	####	####	100%	106 100%	####	100%	100%	88 100%	100%	100%	100%			
			49%	41%	45%	42%	45%	43%	46%	42%	62%	45%	50%	46%	60%	54%	50%	47%			
h.	Worked with classmates outside of class to prepare class assignments	Never	14 17%	8%	11%	12%	20 17%	11%	15%	15%	4 4%	4%	7%	6%	6 7%	6%	8%	7%			
		Sometimes	45 54%	43%	46%	46%	56 50%	49%	43%	45%	46 43%	34%	37%	34%	24 28%	39%	34%	35%			
		Often	22 26%	36%	32%	31%	28 25%	28%	29%	29%	41 39%	38%	35%	35%	32 36%	34%	34%	34%			
		Very often	3 4%	13%	11%	12%	10 8%	12%	13%	12%	15 14%	24%	21%	24%	26 28%	21%	24%	24%			
		Total	84 100%	100%	100%	100%	114 100%	####	####	100%	106 100%	####	100%	100%	88 100%	100%	100%	100%			
			30%	49%	43%	43%	33%	40%	41%	41%	53%	62%	56%	59%	65%	55%	58%	58%			
o.	Talked about career plans with a faculty member or advisor	Never	15 18%	19%	20%	23%	21 20%	16%	21%	24%	21 20%	12%	13%	14%	11 13%	14%	15%	17%			
		Sometimes	43 52%	48%	47%	47%	52 46%	47%	47%	47%	32 31%	38%	37%	40%	31 35%	38%	40%	42%			
		Often	16 20%	22%	22%	21%	25 22%	27%	22%	20%	30 29%	27%	29%	27%	22 25%	28%	27%	24%			
		Very often	8 10%	10%	10%	9%	12 12%	9%	10%	9%	21 20%	24%	22%	20%	24 27%	20%	18%	16%			
		Total	82 100%	100%	100%	100%	110 100%	####	####	100%	104 100%	####	100%	100%	88 100%	100%	100%	100%			
			29%	33%	33%	30%	34%	37%	32%	29%	49%	51%	50%	47%	52%	48%	45%	41%			
s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	Never	38 46%	51%	50%	56%	60 54%	47%	57%	59%	45 43%	36%	38%	41%	31 36%	44%	46%	48%			
		Sometimes	30 37%	33%	33%	29%	35 32%	35%	28%	27%	37 36%	35%	35%	33%	29 34%	31%	31%	31%			
		Often	8 10%	12%	13%	11%	14 12%	12%	11%	10%	15 14%	19%	16%	16%	14 17%	15%	15%	13%			
		Very often	6 7%	4%	5%	4%	1 1%	6%	4%	4%	7 7%	11%	10%	10%	12 13%	9%	9%	8%			
		Total	82 100%	100%	100%	100%	110 100%	####	####	100%	104 100%	####	100%	100%	86 100%	100%	100%	100%			
			17%	16%	18%	15%	13%	18%	16%	14%	21%	30%	27%	25%	30%	25%	23%	21%			