



Report on the
Status of
General Education

Southeastern Louisiana University



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From the General Education Subcommittee
of the Institutional Effectiveness Committee

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Report on the

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Introduction

The purpose of General Education at Southeastern Louisiana University is to prepare a baccalaureate graduate who “has submitted to rigors of intellectual inquiry, achieve specialized and general knowledge, and acquired motivations and abilities for life-long learning” (Southeastern Louisiana University General Catalogue, 2002-2003, pg. 63). In addition, the Louisiana Board of Regents accepts “fully the commonly accepted premise that graduates of similar undergraduate degree programs should attain a broad-based common experience. The most appropriate method to ensure that such occurs among students in state colleges and universities is through mandated statewide general education requirements” (Louisiana Board of Regents Policies, 2.16x).

The goals of the mandated statewide general education requirements are as follows:

- ◆ To communicate effectively in oral and written English;
- ◆ To read with comprehension;
- ◆ To reason abstractly and think critically;
- ◆ To understand numerical data and statistics;
- ◆ To understand the scientific method;
- ◆ To be familiar with key technological and informational applications;
- ◆ To learn independently;
- ◆ To recognize and appreciate cultural diversity;
- ◆ To understand the nature and value of the fine and performing arts;
- ◆ To develop a personal value system while retaining a tolerance for others; and
- ◆ To understand the American political and economic system

(Louisiana Board of Regents Policies, 2.16x.A).

Assessing General Education based on the statewide general education requirements allows the University to measure the effects of general education curriculum on student progress and to

provide feedback on the performance of that curriculum. This affords faculty and staff the means to evaluate and improve the general education program in a systematic and effective manner.

General Education Courses

The challenge to any Institution in assessing its students' growth with respect to the goals of the mandated statewide General Education requirements is to define the program or course of study that allows students to attain these goals. Because courses overlap and extend each other, this task becomes even more formidable. The Committee for Institutional Effectiveness appointed the General Education Subcommittee (known as the Committee throughout this report) to the task, and a list of courses was developed that, taken together, are understood to produce a student that meets the goals outlined by the Board of Regents.

The Committee then developed a framework to guide the assessment of Southeastern's General Education courses and determine whether they do meet the Board of Regents mandated goals (See Appendix A). The framework was used to help the Committee search for existing data that would reveal the state of General Education at Southeastern, analyze the data collected, evaluate what may need to be further investigated, and conclude what recommendations might be made.

Determining the "general course-taking practices" of Southeastern students was the first step in data collection. The Committee requested the assistance of Dr. Michelle Hall, Institutional Research and Assessment, to produce a listing of the number of students who took various courses within the General Education core. Using numbers as a measure, the Committee chose to study the most commonly taken General Education courses. This produced a listing of 33 Southeastern courses (see Appendix B), which served as the basis of further course analysis. These 33 courses were then mapped to the Board of Regent goals, and the correspondence developed is given in Table 1 (page 4).

Several data points or statistics were compiled for each of the courses listed. The assessment instruments/questions from which the data originated include:

- ◆ Course pass and withdrawal rates (academic years 1998-99 through 2000-01), found in Appendix C;
- ◆ Percent of sections taught by part-time faculty (academic years 1998-1999 through 2000-2001), found in Appendix D;
- ◆ Percent of sections taught by faculty with a doctorate (academic years 1998-1999 through 2000-2001), also found in Appendix D;

Table 1. Board of Regents General Education Goals and Related Courses at Southeastern

Board of Regent General Education Goal	Related General Education Course(s)	
To communicate effectively in oral and written English	COMM 211 ENGL 101, 102, 230, 231, 232 HIST 101, 202, 202	POLI 201 PSYC 101 SOC 101
To read with comprehension	BIOL 109, 110, 152, 154 CHEM 101, 106; CLAB 103 COMM 211 ENGL 101, 102, 230, 231, 232 GBIO 106, 107, 151, 153	HIST 101, 202, 202 POLI 201 PSYC 101 SOC 101
To reason abstractly and think critically	All Courses	
To understand numerical data and statistics	BIOL 109, 110, 152, 154 CHEM 101, 106; CLAB 103 CMPS 110	GBIO 106, 107, 151, 153 MATH 160, 161, 162, 163, 165, 241
To understand the scientific method	BIOL 109, 110, 152, 154 CHEM 101, 106; CLAB 103	GBIO 106, 107, 151, 153
To be familiar with key technological and informational applications	BIOL 109, 110, 152, 154 CHEM 101, 106; CLAB 103 CMPS 110	GBIO 106, 107, 151, 153 MATH 160, 161, 162, 163, 165, 241
To learn independently	All Courses	
To recognize and appreciate cultural diversity	ART 105 ENGL 230, 231, 232 HIST 101, 202, 202 MUS 105, 106	POLI 201 PSYC 101 SOC 101
To understand the nature and value of the fine and performing arts	ART 105 MUS 105, 106	
To develop a personal value system while retaining a tolerance for others	ART 105 COMM 211 ENGL 101, 102, 230, 231, 232 HIST 101, 202, 202	MUS 105, 106 POLI 201 PSYC 101 SOC 101
To understand the American political and economic system	HIST 101, 202, 202 POLI 201	PSYC 101 SOC 101

- ◆ General Education results of entering freshmen survey (1996-2001), found in Appendix E;
- ◆ Undergraduate alumni survey responses to general education items (1994-95, 1995-96 graduates; 1996-97, 1997-98 graduates), found in Appendix F; and
- ◆ Student Opinion of Teaching (SOT) ratings (academic years 1998-1999 through 2000-2001), found in Appendix G.

Appendix H provides the course information aggregated across the three academic years used in this report. In addition, a detailed analysis of the mathematics proficiency courses (MATH 160 and MATH 161) and the English proficiency course (ENGL 102) is presented.

In reviewing the data described above, the committee discovered several trends in General Education courses at Southeastern.

Course Pass and Withdrawal Rates

Course Pass Rate

Data indicate an average passing rate of 70.4% for the aggregate of all core General Education courses analyzed over the 1998-2001 periods (Appendix H). Twenty-seven of the 33 courses (82%) average rates within +/-10% of the full aggregate average.

As the following table indicates, four courses significantly exceed (+10%) the full aggregate average rate for passing, while two courses average significantly less (-10%).

Table 2. Aggregate General Education Passing Rates with Significant (+/-10%) Outliers.

Total Gen Ed Aggregate	Outliers					
	+10%				-10%	
	BIOL 110	CHEM 106	GBIO 107	MUS 151	ENGL 102	GBIO 151
70.4%	81.4%	85.9%	85.2%	79.7%	56.0%	57.8%

Course Withdrawal Rate

Data indicate an average withdrawal rate of 17.7% for the aggregate of all core General Education courses analyzed over the 1998-2001 period (Appendix H). Twenty-five of the 33 courses (76%) average rates within +/-5% of the full aggregate average.

As the following table indicates, four courses average significantly less (-5%) than the full aggregate average rate for withdrawals, while four courses significantly exceed (+5%) the average.

Table 3. Aggregate General Education Withdrawal Rates with Significant (+/-5%) Outliers.

Total Gen Ed Aggregate	Outliers							
	-5%				+5%			
	CHEM 106	GBIO 107	GBIO 153	MUS 151	BIOL 110	ENGL 102	ENGL 230	GBIO 151
17.7%	10.1%	7.5%	11.9%	9.0%	23.2%	27.2%	23.5%	23.2%

Data indicate that five of the preceding outlier courses combined pass and withdrawal rates vary significantly from the aggregate of all core General Education courses over the 1998-2001 period, as the following table indicates. In each case, the pass and withdrawal rates pattern consistently, with significantly high pass rates correlating with significantly low withdrawal rates, and significantly low pass rates correlating with significantly high withdrawal rates.

Table 4. Combined Aggregate General Education Pass and Withdrawal Rates with Patterned Significant Outliers (+/-10% Pass and +/-5% Withdrawal).

	Total Gen Ed Aggregate	Outliers				
		+10% Pass and -5% Withdrawal			-10% Pass and +5% Withdrawal	
		CHEM 106	GBIO 107	MUS 151	ENGL 102	GBIO 151
Pass	70.4%	85.9%	85.2%	79.7%	56.0%	57.8%
Withdrawal	17.7%	10.1%	7.5%	9.0%	27.2%	23.2%

Faculty Teaching

General Education Courses

Examination of the General Education courses shows variation in the number of sections taught by full-time faculty versus part-time faculty. There is also variation in the number of sections taught by faculty with a doctorate. In addition, some courses have a great deal of variability from year to year in these two areas. This is presumably due to staffing in the respective departments and represents anomalies rather than the norm.

Courses Taught by Full-time Faculty

On average, full-time faculty teach more than 80% of the General Education course sections at Southeastern (Appendix D). Given the fact that roughly 70% of Southeastern's faculty is full-time, this appears to be a reasonable number. However, a great deal of variability exists among the courses. Using the most recent complete academic year (2000-2001), seven courses show less than 50% of the sections being taught by full-time faculty. These sections include: ART 106, BIOL 109, BIOL 110, BIOL 152, BIOL 154, MUS 151, and POLI 201. On the other hand, full-time faculty teach all course sections in four courses (ART 105, CHEM 101, CLAB 103, and ENGL 230). In general, the percentage of General Education course sections taught by full-time faculty appears to be high (especially when compared to other Universities) and does not seem to be an area of concern for Southeastern.

Courses Taught by Faculty with a Doctorate

Roughly 55% of Southeastern faculty have a doctorate; however, on average less than 35% of the general education sections are taught by faculty with a doctorate (Appendix H). Looking again at the most recent complete academic year, six courses (ART 105, ART 106, BIOL 152, CMPS 110, HIST 201, and HIST 202) show less than 10% of the sections being taught by faculty with a doctorate (Appendix D). Four courses, CHEM 101, CHEM 106, GBIO 107 and GBIO 153, show at least 75% of the sections being taught by faculty with a doctorate.

Based on this analysis, it appears that Master's level instructors are teaching many of the General Education courses. The Committee concludes that most doctoral level faculty are primarily teaching upper-level and graduate courses. All faculty, regardless of highest degree earned, meet Southern Association of Colleges and Schools (SACS) criteria for faculty qualification. In

addition, it is recognized by the Committee that Arts faculty typically consider the MFA to be the terminal degree. The Committee concludes that the number of General Education sections being taught by faculty with less than a doctoral degree may warrant further study.

Student Perception of Their Own Skills and Abilities

Freshmen Survey Results

Over the period of 1996-2001, an increasing number of students entering Southeastern indicate confidence in some of their quantitative and problem-solving abilities (Appendix E). (Readers are encouraged to interpret these results cautiously. While some increases may be statistically significant, they may not have any substance in indicating change.)

- ◆ Students have become more confident (+.14) with respect to their *ability to use mathematical and statistical concepts and tools*.
- ◆ *Growth in ability to use logic and critical thinking skills* increased +.03 over these years.
- ◆ There is about the same increase, +.07, in entering freshmen's perception of their *ability to problem-solve*.
- ◆ Of all the entering abilities, *ability to use mathematical and statistical concepts and tools* (+.14), familiarity with *key applications of the basic sciences* (+.11), and *ability to utilize computers* (+.26) exhibit the largest change in entering class perceptions.

For the years 1996 - 2001, the greatest increases in confidence have come in:

- ◆ *ability to use computers* (+.50),
- ◆ *ability to use mathematical and statistical concepts and tools* (+.23),
- ◆ *wider acquaintance with and enjoyment of literature* (+.21), and
- ◆ *understanding the nature and value of at least one of the performing arts* (+.20).

Notice that, while freshmen's confidence in these abilities has increased the most over the past five years, confidence in their mathematics and statistical ability and in their acquaintance with and enjoyment of literature have remained at the bottom or near the bottom of the confidence rankings, even though these ratings are still fairly high. It may be possible that entering freshmen

have a somewhat inflated perception of their skills and abilities in several areas, especially when consideration is given to ACT scores of entering freshmen during this period.

Based on a 1-5 scale (with 1 meaning Not at All Confident and 5 meaning Very Confident), entering freshmen's *ability to use mathematical and statistical concepts and tools* is rated the lowest for each of the years analyzed, 1998, 1999, and 2000 (3.27, 3.31, and 3.41, respectively). Confidence in a *wider acquaintance with and enjoyment of literature* is rated second lowest for each of the three years (3.47, 3.46 and 3.55, respectively) by entering freshmen. Their confidence in *understanding the nature of science and the scientific method* rates a very close third lowest at 3.48, 3.51 and 3.57, respectively.

Entering freshmen's confidence in their *personal set of values and ethical standards* is rated the highest (at 4.24) for each of the years under discussion, 1998, 1999, and 2000. For the years 1998 and 1999, the second highest confidence-level is found in the student's *ability to see relationships, similarities, and distinctions between ideas*. For the year 2000, the second highest confidence level indicated by entering freshmen is their *recognition of the value of coming into contact with people different from you*.

For entering freshmen, *confidence in their own ability to learn on their own, to pursue ideas and to find the information they need* has remained relatively constant (3.96, 4.02 and 4.01) over these years. *Awareness of how political and economic trends impact families and communities* has also remained relatively constant over these three years (3.73, 3.79, and 3.74).

Undergraduate Alumni Survey

The results of the Undergraduate Alumni Survey are available for the years 1994-96 and 1996-98 (see Appendix F), and are based on a 1-5 scale (1 meaning Southeastern Did Not Help at All and 5 meaning Southeastern Helped a Lot). The ratings in skills and abilities for 1994-96 fall between 3.39 and 4.04; the ratings for skills and abilities for 1996-98 are between 3.44 and 4.16. In comparing the statistics from these two groups of graduates, there is an increase in 19 of the 20 categories that pertain to general education. *Ability to work with groups or teams* is the one category that shows only a slight decrease, from 3.99 to 3.98.

The ability to learn on your own is the only ability that is rated higher than a four on either of the surveys (4.05 in the 1994-96 survey, and 4.16 in the 1996-98 survey) and receives the highest rating in both sets of statistics. Alumni give the lowest rating in both sets of statistics to *awareness of how political and economic trends impact families and communities* (3.39 and 3.44 respectively).

In the 1994-96 statistics, the top five ratings are given to:

1. *ability to learn on your own* (4.05);
2. *ability to work with groups or teams* (3.99);

3. *ability to locate, evaluate and effectively use information* (3.91);
4. *ability to see relationships, similarities and distinctions between ideas* (3.88); and,
5. *ability to use logic and critical thinking skills* (3.87).

In the 1996-98 statistics, the top five ratings are given to:

1. *ability to learn on your own* (4.16);
2. *ability to work with groups or teams* (3.98);
3. *ability to locate, evaluate and effectively use information* (3.95);
4. *recognition of the value of coming into contact with people different from you* (3.94); and,
5. *tied for fifth, ability to see relationships, similarities, and distinctions between ideas and ability to use logic and critical thinking skills* (3.91).

It is interesting to note that, in this later survey, the *recognition of the value of coming into contact with people different from you* receives the fourth highest rating while it does not appear in the top five highest ratings in the 1994-96 statistics.

In the 1994-96 statistics, the lowest five ratings (in order of lowest to highest) are given to

1. *awareness of how political and economic trends impact families and communities* (3.39);
2. *awareness of historical trends which influence current events* (3.40);
3. *ability to utilize computers* (3.44);
4. *ability to use mathematical and statistical concepts and tools* (3.49); and
5. *understanding the nature of science and the scientific method* (3.52).

In the 1996-98 statistics, the lowest five ratings (in order of lowest to highest) are given to

1. *awareness of how political and economic trends impact families and communities* (3.44);
2. *awareness of historical trends which influence current events* (3.47);
3. *ability to use mathematical and statistical concepts and tools* (3.54);

4. *personal set of values and ethical standards* (3.56); and
5. *wider acquaintance with and enjoyment of literature* (3.61).

In comparing 1994-96 with 1996-98, we note that developing a *personal set of values and ethical standards* and *developing a wider acquaintance with and enjoyment of literature* have both entered the list of the bottom five university achievements in the latter survey, although these scores are still fairly high on average. We also note that, in comparing these two data sets, *ability to use computers* and *ability to understand the nature of science and the scientific method* are no longer in the bottom five ratings in the latter survey.

A Comparison Between Survey Results of Entering Freshmen and Alumni

When comparing survey results of entering freshmen and alumni, there is an important difference to be noted; entering freshmen were asked to rate their level of confidence in some important skill areas, while alumni were asked to rate how helpful Southeastern was in developing many of these same skills. In addition, poorer performance in some academic areas influences student opinion of their skills and abilities, as well as perception of further development in these areas. Difficult courses can leave a negative perception in the minds of students, and is often unrelated to actual achievement. In turn, students who enter with a high level of confidence in a particular area may have a more positive opinion of related course work. In spite of these differences and influences, the comparison of survey results of entering freshmen and alumni can still bring some valuable insight to the status of General Education courses at Southeastern.

Table 5. Comparison of Aggregated Entering Freshmen Survey Results and Alumni Survey Results

Question	Aggregated Entering Freshmen Survey Results	Alumni Survey Results	
		1994-95, 1995-96 Graduates	1996-97, 1997-98 Graduates
Ability to use mathematical and statistical concepts and tools	3.29	3.49	3.54
Wider acquaintance with and enjoyment of literature	3.46	3.57	3.61
Understanding the nature of science and the scientific method	3.49	3.52	3.62
Familiarity with key applications of the basic sciences	3.51	3.54	3.65
Awareness of how political and economic trends impact families and communities	3.74	3.39	3.44
Awareness of historical trends which influence current events	3.63	3.40	3.47
Ability to see relationships, similarities, and distinctions between ideas	4.11	3.88	3.91

In Table 5 above, a comparison is made between aggregated entering freshmen results (see Appendix E) and alumni survey results (Appendix F) in several areas that showed some interesting trends.

Students entering Southeastern give the lowest confidence rating to their *ability to use mathematical and statistical concepts and tools*. Southeastern alumni rated this ability among the five lowest areas that Southeastern helped them to further develop. One important note here is that the changes in mathematics proficiency courses are not reflected in the alumni survey results. (These changes are further explored in the mathematics proficiency section of this report, page 16.) Because alumni results are subsequent to the present mathematics proficiency courses offered at Southeastern, it is important that alumni perception of mathematical skills continue to be tracked and reviewed.

While entering students give a lower confidence rating to *wider acquaintance with and enjoyment of literature*, alumni do give Southeastern an increase in ratings for further developing this skill between the two surveys examined. English proficiency courses at Southeastern are further examined in the English proficiency section of this report, page 21.

Another academic area that entering students give lower confidence ratings to is their ability in *understanding the nature of science and the scientific method*, and *familiarity with key applications of the basic sciences*. Alumni show an increase in their perception that Southeastern helped to further develop this skill between the two survey periods (+.10), moving this skill out of the lowest five ranking in the alumni survey.

While entering students indicate higher confidence in their *ability to see relationships, similarities and distinctions between ideas* and alumni indicate that Southeastern helped them to further develop this skill, students do not appear to be able to relate how history, political science and social study courses apply in their daily lives or the world they live in. *Awareness of how political and economic trends impact families and communities* and *awareness of historical trends which influence current events* received the two lowest ratings, and this may be an area worth further study as initially it appears that students may not recognize the connection between instruction and application.

In summary, while ratings are relatively high, freshmen entering Southeastern indicate a lower rate of confidence of abilities in academic areas such as mathematics, science and literature and the same appears to be true for alumni. Again, it is important to keep in mind that students tend to perceive that they do not do well in areas that give them more difficulty, thus are less confident in their skills and abilities or level of achievement. Alumni perceptions indicate that Southeastern has helped them to further develop the *ability to work with groups or teams*, as well as the *ability to learn on their own and effectively acquire and use information*. Another positive trend noted is the increase in rating by both entering freshmen and alumni in *recognition of the value of coming in contact with people different from you*. Alumni also give Southeastern the greatest increase in rating between the two survey periods for further developing their *ability to utilize computers* (+.32).

Student Opinion of Teaching (SOT)

Southeastern's Student Opinion of Teaching (SOT) is administered every semester in every lecture and laboratory course offered. In general, as they relate to the 33 identified General Education courses, SOT results show that students are satisfied with the quality of instruction and the contribution of the courses to their learning and/or professional preparation (Appendix G). Their opinions of General Education course instructors are also quite high.

When aggregated across academic years 1998-99, 1999-2000, 2000-01 and across courses, response to item 22 of the SOT, which deals with the quality of instruction, is 5.26 out of a possible 6.00 (see Appendix H for a table of aggregated responses). Average ratings of individual courses ranged from a low of 4.55 for CHEM 101 to a high of 5.66 for GBIO 107.

Aggregate response to item 23 of the SOT, which asks about the contribution of the course to the student's learning or professional preparation is 5.00 out of a possible 6.00. Average ratings of individual courses ranged from a low of 4.35 for CHEM 106 to a high of 5.32 for BIOL 154.

Aggregate response to item 24 of the SOT, which asks about the likelihood that a student would recommend the instructor to another student is 5.16 out of a possible 6.00. Average ratings of individual courses ranged from a low of 4.37 for CHEM 101 to a high of 5.70 for GBIO 107.

Students rated CHEM courses, CMPS 110 courses, and ART courses lower on the three SOT items that deal with overall satisfaction. GBIO 107, BIOL 110, BIOL 154, HIST courses, ENGL 232, and COMM 211 seem to be the most consistently high-rated courses (Appendix H). Inspection of the data across academic years (Appendix G) shows small variations across time.

In summary, SOT ratings are a valuable source of information in regard to how students perceive the quality of instruction in General Education courses. Results show that students generally have a favorable opinion of such courses and the instructors who teach them.

Mathematics Proficiency

Mathematics proficiency at Southeastern Louisiana University is determined by successful completion of a course in College Algebra. Several initiatives, originally funded through grants, have led to significant changes in the way mathematics is taught both to pre-service teachers and to the general mathematics audience at Southeastern. These reform efforts over the past twelve years has resulted in the development of two courses that meet mathematics proficiency criteria. The following section gives a background to the present College Algebra requirements; gives data regarding the success of students in these mathematics courses; examines the common assessments tied to the courses; and details the on-going analysis of course goals and objectives.

College Algebra Revision (MATH 160 and MATH 161)

The original intent of a Louisiana Collaborative for the Excellence in Pre-service Teaching Grant received by Department of Mathematics faculty in the early 1990's was small, focusing on the revision of one course in algebra for elementary teachers. Mathematics faculty were interested in addressing the current curriculum requirements for elementary education majors, which at that point, required twelve hours of mathematics – including College Algebra. During this same period, the idea of reform in teaching methods was coming into the mainstream, and more and more faculty members were expressing a willingness to undertake new avenues to achieve a difference with student learning in mathematics. Southeastern's mathematics faculty decided to try and impact the pre-service teacher's learning at the introductory level course in college algebra instead of waiting until later in the pre-service teacher's college career. A revised course, piloted and targeted for elementary education majors, featured a change in pedagogy and content to reflect more hands-on problem solving, more collaborative learning, more data analysis using technology, and more alternative assessments. All mathematics faculty at Southeastern were involved in workshops on alternative teaching styles, and courses which segregated the pre-service teachers from general education students were implemented in full force.

After four semesters of piloting the program, Southeastern Louisiana University took a bold step in deciding to institutionalize the new course and to expand it beyond pre-service teachers in 1997. Designated as MATH 160, Explorations in College Algebra, the course is offered at the same entry level as MATH 161, College Algebra, and depending upon their major, students can choose which course to enter. This resulted in a variety of non-technical majors, including nursing and most liberal arts majors along with the elementary education majors, being given the opportunity to learn college algebra through a different delivery system than what had been traditionally offered.

Assessment of Students

To ensure continuity of instruction and assessment, departmental group final examinations are given in both MATH 160 and MATH 161. A committee consisting of faculty members teaching the courses prepares the final examinations for each course. Before the final version is determined, all faculty members teaching MATH 160 and MATH 161 are allowed input and review of the final examination. The exams are then given to all students taking the courses at one final exam time for security purposes. This final exam score is averaged into the course point total to determine the course grade. Passage of the College Algebra course determines Mathematics Proficiency.

Review of MATH 160 and MATH 161

Offering a choice between MATH 160 and MATH 161 to non-technical majors has now been in place at Southeastern for approximately seven years. Collaborative learning in the classroom has become commonplace, and questioning techniques have improved in bringing students more actively into their own learning. Data collected during this period by the department from Institutional Research and Assessment show 5671 students enrolled in MATH 160 between Fall 1998 and Fall 2001, and 10,881 students enrolled in MATH 161.

MATH 160

According to departmental statistics, student withdrawal rates in MATH 160 has been reduced from 28% in Fall 1997 to an average of 18% in Fall 2001. This rate is comparable to other general education entry-level courses at the University. This increase in retention seems to be attributable to the increased ability of instructors to deliver the material with new methods and with emphasis on conceptual learning. On average, full-time faculty teach 76.5% of the sections of MATH 160, with 17.6% of those faculty holding a Ph.D. (Appendix H).

Comparing grade distributions from Fall 1997 to Fall 2001, one can see a movement of grades to the upper end of the scale in MATH 160 course sections (Table 6).

Table 6. Grade distributions in Fall 1997 and Fall 2001 – MATH 160

MATH 160	A	B	C	D	F	W
Fall 1997	9%	15%	20%	10%	16%	28%
Fall 2001	22%	19%	15%	9%	16%	19%

MATH 161

A similar change has been noticed in MATH 161, the entry-level college algebra course for science and business majors (Table 7). Although not targeted for initial change, the differences

in success rates in this course can be attributed to the fact that the same instructors, trained in alternative teaching styles, are teaching both courses. Although content is more rigorous (more topics, more emphasis on paper and pencil calculations), there are also fewer instructors using lecture alone to impart the content. On average, full-time faculty teach 79.8% of the sections of MATH 161, with 28.5% of those faculty holding a Ph.D. (Appendix H).

Table 7. Grade distributions in Fall 1997 and Fall 2001 – MATH 161

MATH 161	A	B	C	D	F	W
Fall 1997	11%	14%	16%	11%	14%	34%
Fall 2001	24%	20%	16%	8%	17%	15%

Math Tutor Lab

The Department of Mathematics faculty, under the direction of the College of Basic Studies, first developed a Math Drop-In Tutoring lab in the early 1990's. Since this time the lab has expanded and the Department of Mathematics took over direction of the lab in the 2000-2001 academic year.

During the 2001-2002 academic year, members of the Mathematics faculty contributed a total of 459 hours of tutoring (an average of 25 hours of tutoring per week) in addition to the hours contributed by student graduate assistants. In addition to this, the Math Tutor Lab provides other help materials for students, including computers with related tutoring software programs, videos, supplementary textbooks and other support materials. During the fall 2001 semester 1319 students signed in for help and 1417 students were helped in the spring 2002 semester for a total of 2735 students. The greatest numbers of students making use of the lab were enrolled in MATH 160 (395 students) and MATH 161 (571 students) courses.

In spring 2002, students who were tutored were asked to complete a questionnaire evaluating their tutoring experience. Of the 98 evaluations received, 74 indicated the experience as great and 23 students rated the experience good. Further funding for the lab was approved in Fall 2002, and the Department of Mathematics intends to do further research on the students who make use of the Math Drop-In Tutor Lab and its impact on their ability to master mathematical skills.

Student Survey Data

Table 8 below compares data collected from the beginning freshmen and alumni surveys related to mathematical skills and abilities.

Table 8. Comparison of Aggregated Entering Freshmen Responses and Alumni Survey Responses on Items Related to Mathematical Proficiency

Question	Aggregated Entering Freshmen Results	Alumni Survey	
		1994-95 1995-96 Graduates	1996-97 1997-98 Graduates
Ability to use logic and critical thinking skills	3.95	3.87	3.91
Ability to see relationships, similarities, and distinctions between ideas	4.11	3.88	3.91
Ability to apply problem solving techniques	3.79	3.81	3.87
Ability to use mathematical and statistical concepts and tools	3.29	3.49	3.54
Familiarity with key applications of the basic sciences	3.51	3.54	3.65
Ability to learn on your own, to pursue ideas and find the information you need	3.96	4.05	4.16
Ability to utilize computers	3.61	3.44	3.76

In each area related to mathematical skills, an increase has occurred in the perception of alumni students that Southeastern helped them to develop their skills. Because the department analyzes survey results continually, curriculum is reviewed with the goal of improving content and making it more relevant to student needs while keeping in mind the Board of Regents mandated goals. The inclusion of MATH 160 in curricula offered by the Department of Mathematics did not occur until 1997, thus the responses by alumni students in the survey analyzed above are before the changes in mathematics proficiency courses occurred and before changes in teaching styles were implemented. It will be important to further track and review data from undergraduate graduates since these changes have taken place.

Student Opinion of Teaching (SOT)

The Student Opinion of Teaching (SOT) is administered each semester by all faculty in all courses taught at Southeastern. The SOT contains three key questions that measure students' satisfaction with the quality of the courses and their instruction. The following table (Table 9) compares responses for these key questions (during the period of 1998-2001) by MATH 160 and MATH 161 students with the average responses of students in all General Education courses (see Appendix H).

Table 9. Comparison of Average MATH 160 and MATH 161 SOT Responses with Average General Education SOT Responses

SOT Question (1= Weak; 6=Strong) <i>In my opinion...</i>	Average General Education Response	Average MATH 160 Response	Average MATH 161 Response
Question 22: The quality of instructions was ...	5.26	5.38	5.34
Question 23: The contribution of the course to my learning or professional preparation was ...	5.00	5.15	5.14
Question 24: The likelihood I would recommend this instructor to others is ...	5.16	5.38	5.32

These data appear to indicate that MATH 160 and MATH 161 students are very satisfied with the quality of instruction and the instructors in both of these courses. It should also be noted that the responses are relatively consistent across both proficiency courses.

Assessment of MATH 160 and MATH161

The entire mathematics faculty is actively involved in rethinking the college algebra curriculum; the revision detailed above is not the final chapter in this tale. Continued changes in technology and new research into ways of learning have necessitated the continual review of goals and objectives in these entry-level courses.

In Fall 1999 the position of Director of Freshman Mathematics was created. The duties of the Director include:

- ◆ To act as a point of reference for the department with all other University units working with freshmen;
- ◆ To facilitate and monitor department activities associated with freshmen level mathematics courses; and
- ◆ To assist in scheduling of 100 and 200 level mathematics course for all terms.

The Director helps to close the loop between students, course data in freshmen courses, and changes in textbooks and curricula at the freshmen level. The Director also provides evidence of the commitment of Southeastern and the Department of Mathematics to students' attainment of the Board of Regents General Education goals.

The Director of Freshman Mathematics is currently working on a new draft of general goals and specific objectives for MATH 160 and MATH 161. Input from the entire mathematics faculty as well as statistics from course data are being used to develop these lists. Course objectives include

emphasis on problem solving and data analysis skills, which fit two specific goals of the statewide general education requirements, *to reason abstractly and think critically*, and *to understand numerical data and statistics*. Additionally, the general education goal *to learn independently* will be facilitated through planned technological tutorials placed online for these courses.

English Proficiency

As the second course of the “Freshman Composition” sequence required of all Southeastern undergraduates, English 102 is a cornerstone of the university’s General Education curriculum. Currently an average of approximately 130 sections of English 102 enroll some 3,500 students per academic year, making the course—along with its prerequisite English 101—one of the two most heavily populated classes at the University. English proficiency at Southeastern is demonstrated by successful completion of English 102, which includes a passing proficiency portfolio.

English 102 targets several of the principle goals for General Education course work established by the Louisiana Board of Regents (see Appendix I for English 102 course goals):

- ◆ To communicate effectively in oral and written English (English 102 goals #1, 4, 6)
- ◆ To read with comprehension (English 102 goal #2)
- ◆ To reason abstractly and think critically (English 102 goal #1)
- ◆ To learn independently (English 102 goals # 3, 4, 5)

Because successful completion of English 102 is required for registration in many upper-division classes, it is therefore most typically completed by the end of students’ freshman year. English 102 serves as a “gateway” to other general education and major field courses.

Freshman English Director and the Freshman English Committee

Since 1992, a Director of Freshman English has coordinated all aspects of English 102, including course assessment and development, orientation of new faculty, chairing the Freshman English Committee, contracting rental text agreements, organizing proficiency evaluations, recruiting and training proficiency graders, documenting pass/fail rates, and evaluating part-time English 102 teachers.

Taking its lead from the Director of Freshman English, the Freshman English Committee deliberates on issues related to English 102, including course assessment and development, the development and review of course goals, rental text adoptions, and proficiency exam questions

and procedures. Freshman English Committee findings in some cases are advisory, requiring final adoption by English department faculty.

The Freshman English Committee and the Freshman English Director regularly review English 102 proficiency assessment data to identify trends that may indicate a need for course revisions. Other general institutional assessments facilitated at Southeastern include publication of pass/fail rates, withdrawal rates, grade distributions, and student evaluations of teaching (SOTs). Non-English department faculty from across campus participating as graders of English 102 proficiency portfolios also routinely offer advice about how the course and related assessments might be adjusted to better fit the general education and major field needs of the university.

Assessment of Students: English 102 Proficiency Portfolio

Since 1992, English 102 students have been required to demonstrate “proficiency” in writing to a blind panel of faculty evaluators in order to pass the course. At the conclusion of each term, students submit a portfolio containing a selection of their best and most polished writing, along with a brief introductory document and a timed final essay exam written in class on an unprepared topic. (See Appendix L for a copy of the current proficiency notice distributed to all English 102 students.)

To fail this proficiency assessment, each of the four trained faculty readers must agree that a portfolio is seriously deficient; any dissenting opinion among the four readers means a portfolio passes. A student’s teacher may appeal a failure, in which case two additional readers must each agree that the writing is not proficient in order for the student to fail. Students can also be failed directly by their teachers for other reasons, even when a portfolio has been judged proficient.

Review of English 102

Students and Faculty

During the academic years analyzed, 1998-1999 through 2000-2001, English 102 has enrolled 10,524 students in 413 sections, making the course the second most heavily populated course at Southeastern (behind its prerequisite English 101). (See Appendix H.) Yet the average class size during this period is 25 students, a result of the Freshmen English Committee’s push to reduce class sizes in freshmen composition courses just previous to the years analyzed.

During this period, 92% of the 413 sections of English 102 offered were taught by full-time faculty, a rate significantly higher than the average of 81% for all General Education courses. In contrast, 19.6% of those English 102 sections were taught by faculty possessing doctoral degrees compared to the average of 33.7% for all General Education courses (Appendix H).

English 102 Pass Rates

Fifty-six percent (56%) of the 10,524 students enrolled in English 102 over the reporting period passed the course, compared to an average of 70.4% for other General Education courses

(Appendix H). Of the students who failed (16.8%), roughly 8% of those failures were determined by the independent English Proficiency assessment (with the remainder withdrawing from the course prior to completion). (See Appendix J for the Freshman English Director’s report of annual data.)

English 102 Withdrawal Rates

Of the 10,524 students enrolled in English 102 over the reporting period, 27.2% withdrew from the course prior to completion, compared to an average rate of 17.7% for all other General Education courses (Appendix H).

Student Survey Data

The university collects matched survey data from beginning freshmen and from undergraduate alumni relevant to English 102 assessment (Appendix E and F). The following data (Table 10) match entering student and alumni responses to related English 102 course goals (Appendix L).

Table 10. Comparison of Entering Freshmen Survey and Undergraduate Alumni Survey Responses to Related English 102 Course Goals

Matched Survey Question (5 point scale)	Average Entering Freshmen Survey Response	Average Undergraduate Alumni Survey Response ¹	Related English 102 Course Goals (see Appendix L)
Ability to write well	3.68	3.77	1, 4, 6
Ability to comprehend reading material and to analyze its meaning	3.75	3.79	2
Ability to use logic and critical thinking skills	3.95	3.91	1
Ability to see relationships, similarities, and distinctions between ideas	4.11	3.91	1,3
Ability to apply problem solving techniques	3.79	3.87	3, 4, 5
Ability to locate, evaluate, and effectively use information	No question match	3.95	3
Ability to learn on your own	3.96	4.16	3, 4, 5
Wider acquaintance with and enjoyment of literature	3.46	3.61	2

¹ Most recent data collected from 1996-1998 graduates.

These data indicate that alumni responses were more positive or remained unchanged for five of the seven questions related directly to English 102 course goals (excluding the unmatched question).

Student Evaluations of Teaching (SOTs)

To conclude each semester, all Southeastern teachers administer standardized Student Evaluations of Teaching (SOTs). The SOT contains three key questions that measure students' satisfaction with the quality of the courses and their instruction. The following table (Table 11) compares responses for those key questions by English 102 students with the average responses of students in all other General Education courses.

Table 11. Comparison of Average English 102 Responses and Average General Education Responses to SOT questions 22, 23, and 24

SOT Question (1=Weak 6=Strong) <i>In my opinion ...</i>	Average English 102 Response	Average General Education Response
Question 22. The quality of instruction was. . . .	5.19	5.26
Question 23. The contribution of the course to my learning or professional preparation was. . . .	5.10	5.00
Question 24. The likelihood I would recommend this instructor to others is. . . .	5.03	5.16

These data indicate that English 102 students may be marginally less satisfied with English 102 than with other General Education courses.

English 102: Assessment Feedback Loop

One indication of the commitment to utilize departmental and broader institutional assessments in the continued development of English 102 as a cornerstone of Southeastern's General Education curriculum is the ongoing revision of the basic goals of the course. The table below (Table 12) compares English 102 course goals utilized in 1992 (the year in which the English proficiency assessment was first implemented) to the latest revision of English 102 course goals in 2000.

Table 12. Comparison of English 102 Course Goals in 1992 and English 102 Course Goals in 2000

English 102 Course Goals, 1992 (from 1992 English 102 generic course information sheet)	English 102 Course Goals, 2000 (see Appendix I)
1. Improve their skills as writers, readers, and critical thinkers.	1. Improve their skills as writers, readers and critical thinkers.
2. Write about literature and about works from across the curriculum	2. Read and write about literature and about works from across college settings.
3. Examine research techniques for use in college writing	3. Utilize research techniques for use in writing from across college settings. Research skills such as the following should be acquired: <ul style="list-style-type: none"> ◆ Use of primary and secondary sources ◆ Basic documentation skills (ability to use and cite quotations, create a bibliography, etc.) ◆ Recognition of various formats (MLA, APA, etc.) and demonstrated ability in at least one ◆ Ability to use research in writing, and ◆ Basic knowledge of the following research methods – library, field, and electronic research
	4. Develop an ability to write for various audiences and purposes (including timed, in-class writing).
4. Develop their revision process	5. Develop productive planning and revising processes for various kinds of papers, including papers requiring research
5. Become knowledgeable about sentence structure, punctuation, and grammar	Review punctuation, mechanics, grammar, and sentence structure within the context of students' writing

As Table 12 indicates, substantial development of goals #3 (on research) and #5 (on context-specific writing processes, including research writing) have been introduced to the current, revised list of goals. In addition, one new goal, #4 (on rhetorical concerns, including those related to timed, in-class writing) has been added. Each of these substantive revisions was completed in consideration of prior assessment data and indicates responsiveness to the changing needs expressed by Southeastern's students and by General Education and major field faculty.

New Rental Text Adoptions

English 102 utilizes a required rental text to provide for consistency and quality across course sections, with three-year adoption contracts. New rental texts were adopted twice during the period reviewed in this report. In each case, English department faculty consulted with the Freshman English Director and Committee to choose new texts that would be responsive to prior assessment data and to more general perceptions of the changing needs of Southeastern's General Education students. More specifically, recent text adoptions have attempted to support the changing course goals for English 102, including the new commitments to research, context-specific writing processes, and timed, in-class writing (see preceding section and Table 12).

Revised Proficiency Assessment Procedures

As with the revised course goals and the new rental text adoptions, the commitment to continued English 102 course development is indicated in the ongoing revision of the course's proficiency assessment procedures. Appendix K describes the proficiency assessment procedures used in 1993, one year following the implementation of the new proficiency assessment in English 102. While these procedures have been adjusted regularly to add clarifications, a major revision of the document was completed in 2000 (see Appendix L). As the revised proficiency assessment handout indicates, new emphasis was placed on the revised writing students complete in the course, with the timed, in-class essay exam being less prominently placed among the proficiency portfolio contents. Perhaps more significantly, the original "Introduction" to the proficiency portfolio required of students has been replaced by a more focused "Introduction to Research," in which students write specifically about their research strategies and research-based writing. Again, both innovations to the English 102 proficiency assessment handout represent a commitment to the changing goals of the course and to the prior assessment data and perceived General Education needs.

Course Options

Most recently, the University and the English Department have worked to respond to prior assessment data, to General Education goals, and to subsequent major field student and faculty needs by collapsing the earlier division of English 102 into literature- and non-literature-based sections. While all sections of English 102 continue to integrate some literary sources into students' writing projects, the importance of the class as a foundation for student writing in other General Education and major field courses outside the English Department has led a new, sharper focus on writing across disciplines and on writing in other content areas.

Alumni Employability

Southeastern’s Undergraduate Alumni survey in 1997 (1994-95 and 1995-96 graduates) and 1999 (1996-97 and 1997-98 graduates) also included questions regarding alumni employment status and history. As we can see in Table 13 below, 92% of the 1997 respondents and 93% of the 1999 respondents were satisfactorily employed by the time of the survey. In both surveys, 6% of the alumni held graduate assistantships/fellowships.

Table 13. Employment Status of Respondents to Southeastern’s 1997 and 1999 Undergraduate Alumni Surveys.

	1997 Undergraduate Alumni Survey	1999 Undergraduate Alumni Survey
Full time	76%	74%
Part time, satisfied	4%	6%
Part time, seeking full time	4%	3%
Graduate assistantship/fellowship	6%	6%
Not seeking employment	6%	7%
Unemployed, seeking employment	4%	4%

In both survey years, only 4% of the respondents were unemployed and looking for employment. All alumni who were unemployed upon graduation were then asked to indicate what types of problems they had in obtaining a position, ranking them as a major problem, minor problem, or not a problem at all. In the 1997 survey, *lack of educational qualifications* was ranked by 7.3% as a major problem, while 17.3% said this was a minor problem, and *lack of marketable skills* was indicated as a major problem by 11.3%, and a minor problem by 23.6%. In the 1999 survey, 5.5% said *lack of educational qualifications* was a major problem, while 15.6% said this was a minor problem for them. *Lack of marketable skills* was considered a major problem by 13.5%, a minor problem by 22.5% in the 1999 survey. The two highest ranked major problems in obtaining a job in both survey years were *tight job market* (35.9% and 24.7% respectively) and *lack of experience* (35.5% and 29.5% respectively).

From the 1997 alumni survey, Southeastern was able to conduct an Employer Survey in 1998 based on employer information given by 1997 undergraduate alumni survey respondents. On a scale of 1 to 5, with 1 meaning poor and 5 meaning excellent, employers ranked their Southeastern graduate employee in several skill areas. In addition, employers were asked to indicate how important the particular skill was to the employee’s job. Overall, employers rank

Southeastern graduate employees fairly high in all skill areas, including those that align most closely with Southeastern’s general education goals. Table 14 below shows employers’ responses to those areas that most closely relate to Southeastern’s general education goals.

Table 14. 1998 Employer Survey ranking on Southeastern graduate employee skills and the importance of that skill to the job.

Skill	Average Response on Graduates’ Skill Level	Average Response on Importance to the Job
Written communication skills	4.31	4.73
Public speaking skills	4.05	3.97
Reading skills	4.64	4.72
Ability to apply mathematical skills	4.21	3.81
Ability to apply scientific skills	4.14	3.37
Computer application skills	4.14	4.21
Basic computer skills	4.31	4.35
Technical computer skills	3.67	3.26
Critical thinking skills	4.27	4.68
Ability to identify problems	4.27	4.70
Ability to solve problems	4.14	4.75
Ability to think creatively	4.12	4.46
Ability to integrate knowledge and information from different areas	4.18	4.57
Decision-making ability	4.19	4.61
Ability to work with persons from diverse ethnic and cultural backgrounds	4.48	4.52
Ability to work independently	4.48	4.70
Ability to work in teams	4.40	4.59
Ability to learn independently	4.48	4.62

Graduate skills ranked the highest by employers include *reading skills* (4.64), *ability to work with persons from diverse ethnic and cultural backgrounds*, *ability to work independently* and *ability to learn independently* (each ranked at 4.48). Lowest ranked graduate skills include *ability to think creatively* (4.12), *public speaking skills* (4.05) and *technical computer skills* (3.67).

The skills ranked as most important to the job include *ability to solve problems* (4.75), *written communication skills* (4.73), *reading skills* (4.72), *ability to identify problems* (4.70) and *ability to work independently* (4.70). While caution is suggested when comparing average skill ability to average level of importance of the skill to the job, it is important to note that graduate employee skills did rank somewhat lower in ability then level of importance to the job in the top five areas. Graduate employee skills that ranked greater then the level of importance to the job include the following four areas: *public speaking skills*, *technical computer skills*, *ability to apply mathematical skills*, and *ability to apply scientific skill*. It is interesting to note here that the two lowest ranked skills, *public*

speaking skills and *technical computer skills*, were ranked higher than their level of importance to the job.

Based on the results of these surveys, Southeastern's graduates are ranked relatively high by employers in the skill areas that closely relate to Southeastern's general education goals. While the goals of a university education are much more than job preparation, the number of Southeastern alumni that are unemployed are relatively small, indicating that Southeastern alumni are reasonably well-prepared to enter the job market.

Summary/Conclusions

The intent of this report on General Education at Southeastern is to measure the effects of the General Education curriculum on student progress and to provide feedback on the performance of that curriculum. To accomplish this, the General Education Subcommittee of the Institutional Effectiveness Committee identified courses related to Southeastern's General Education curriculum, and then looked at such variables as the status of faculty teaching these courses and student performance in these courses. In addition, student satisfaction with the General Education curriculum was measured through entering and exit survey data and specific questions on the Student Opinion of Teaching survey, and the employability of Southeastern alumni was examined based on responses from undergraduate alumni and employer surveys.

The passing rate in 82% of the General Education courses is within +/- 10% of the passing rate of the full aggregate average. Seventy-six percent of the courses average withdrawal rates within +/- 5% of the full aggregate average. In general, the pass and withdrawal rates pattern consistently, with significantly high pass rates correlating with significantly low withdrawal rates, and significantly low pass rates correlating with significantly high withdrawal rates.

Full-time faculty teach more than 80% of the sections in General Education courses. Given that approximately 70% of the faculty at Southeastern is full-time, this appears to be a reasonable number. Faculty with doctorates teach approximately 35% of the sections of General Education courses, whereas almost 55% of Southeastern faculty have a doctorate. The number of General Education course sections being taught by faculty with less than a doctoral degree may warrant further study.

Southeastern students enter with a reasonable degree of confidence in their own personal set of values and ethical standards, in their ability to see relationships, similarities, and distinctions between ideas, and in their recognition of the value of coming into contact with people different than themselves. Confidence in academic skills such as mathematics and statistical ability and acquaintance with and enjoyment of literature remain at the bottom or near the bottom of the confidence ratings.

Graduates give Southeastern high praise for helping them to develop the ability to learn on their own, develop the ability to work in teams, and to effectively acquire and use information. They do not see Southeastern as helping them to further develop the ability to use their mathematics or statistical skills, or develop a wider acquaintance with and enjoyment of literature, but their ratings in these two areas have risen over the years studied for this report. Graduates also do not

see Southeastern as helping them to further develop an understanding of how political and economic trends impact families and communities, or how historical trends influence current events and it may be worthwhile to further investigate why graduate students feel this way.

With respect to the SOT results, students indicate that they are satisfied with the quality of instruction and the contribution of the courses to their learning and/or professional preparation. The students' opinions of General Education instructors are also rated quite highly in the SOT.

Questions on the undergraduate alumni surveys during the period studied show a relatively small number of alumni who were unemployed and looking for employment. Employers of Southeastern alumni ranked their employees reasonably high in areas relating to general education goals, although these rankings were slightly below their level of importance to the job. Interestingly, *ability to apply mathematical skills* and *ability to apply scientific skills*, two areas that students feel less confident about their skills in, are alumni employee skills employers ranked higher than their level of importance to the job.

Overall, it appears that Southeastern is providing a very appropriate representation of the Board of Regents General Education goals in the courses identified in this report. Students are satisfied with their instructors and with Southeastern in general. Although student perception of Southeastern helping them to develop skills and abilities in some areas are rated a bit lower, alumni students also have indicated an increase in 19 out of 20 areas between the two periods analyzed. During and since this period, Southeastern has implemented new programs or made changes to existing courses in the two academic areas rated the lowest by entering freshmen and alumni (mathematics and English), indicating that Southeastern is aggressively seeking to improve its General Education courses and their relevancy to students. Continued tracking and review of data are important in determining the influence of the implemented changes with respect to the Board of Regents mandated General Education goals.

Perhaps we might do a better job of making some of the General Education courses more relevant to students' needs by continually emphasizing the place of General Education in the overall goals of a university education. It may not be apparent to all students that their ability to interpret an essay or write a mathematical equation is relevant to their own specific career goal. We have a responsibility to help the student see this side of university education – the General Education mission.

Appendix A

Framework for Evaluation of General Education Data 2001-2002

General Education Subcommittee of the Institutional Effectiveness Committee

	Collect	Analyze	Evaluate	Recommend
Evaluation/Change Mechanisms	<ul style="list-style-type: none"> What existing data can be used to tell us the state of General Education at Southeastern? How can the data be organized? 	<ul style="list-style-type: none"> What does the data tell us? Are there discernable patterns? 	<ul style="list-style-type: none"> What are potential concerns or issues that should be investigated? What should be referred to the Provost? What are the interpretations of the academic departments? 	<ul style="list-style-type: none"> What changes will be made, if any? What data will need to be further monitored? Is additional data needed? What is the plan for action (academic department level and Committee level)?
Course Profile Faculty Status BOR Goals				
Student Performance Pass rates Withdraw rates English Proficiency Math Proficiency				
Student Satisfaction Entry vs. exit survey Alumni survey SOT (Items 22 - 24)				

Appendix B

List of Identified Most Commonly Taken General Education Courses

English Composition

ENGL 101 – Freshman Composition
ENGL 102 – Critical Reading and Writing

Mathematics

MATH 160 – Explorations in College Algebra
MATH 161 – College Algebra
MATH 162 – Plane Trigonometry
MATH 163 – Calculus for the Biological, Business and Social Sciences
MATH 165 – Precalculus with Trigonometry
MATH 241 – Elementary Statistics

Computer Literacy

CMPS 110 – Computer Literacy

Natural Sciences

GBIO 106 – Introduction to Biological Principles I
GBIO 107 – Introduction to Biological Principles II
GBIO 151 – General Biology I
GBIO 153 – General Biology II
BIOL 109 – Laboratory for Introduction to Biological Sciences I
BIOL 110 – Laboratory for Introduction to Biological Sciences I
BIOL 152 – General Biology Laboratory I
BIOL 154 – General Biology Laboratory II
CHEM 101 – General Chemistry
CHEM 106 – Chemistry for the Consumer
CLAB 103 – General Chemistry Laboratory

Fine Arts

ART 105 – Survey of Western Art History I
ART 106 – Survey of Western Art History II
MUS 151 – Introduction to Music

Humanities

COMM 211 – Introduction to Public Speaking
ENGL 230 – World Literature
ENGL 231 – English Literature
ENGL 232 – American Literature
HIST 101 – Western Civilization to 1500
HIST 201 – American History to 1877
HIST 202 – American History since 1866

Social/Behavioral Sciences

POLI 201 – American Politics
PSYC 101 – General Psychology I
SOC 101 – Introductory Sociology

Appendix C
Course Pass and Withdrawal Rates
Academic Year 1998-1999 to 2000-2001

Course	Academic Year 1998-1999			Academic Year 1999-2000			Academic Year 2000-2001		
	Total Enrollment	% Passed	% Withdrew	Total Enrollment	% Passed	% Withdrew	Total Enrollment	% Passed	% Withdrew
ART 105	642	66.4%	20.6%	620	72.1%	13.1%	660	73.9%	13.6%
ART 106	252	64.7%	21.4%	288	61.1%	14.9%	337	69.4%	18.7%
BIOL 109	0	NA*	NA	260	70.8%	8.1%	594	66.8%	24.1%
BIOL 110	0	NA	NA	73	80.8%	5.5%	174	81.6%	16.1%
BIOL 152	0	NA	NA	931	71.6%	7.4%	1,085	70.0%	21.8%
BIOL 154	0	NA	NA	145	71.7%	4.1%	300	78.0%	18.0%
CHEM 101	1,045	71.9%	16.8%	1,120	67.3%	12.7%	1,132	72.8%	15.7%
CHEM 106	619	85.5%	10.0%	546	87.0%	4.4%	516	85.5%	11.8%
CLAB 103	819	76.7%	19.8%	734	76.2%	3.7%	672	76.8%	19.6%
CMPS 110	2,289	70.2%	18.7%	1,874	73.6%	12.0%	1,542	80.2%	11.6%
COMM 211	2,972	71.9%	19.2%	2,993	73.7%	8.3%	3,028	73.9%	16.9%
ENGL 101	3,636	66.4%	18.0%	3,531	65.5%	17.3%	3,561	66.5%	17.2%
ENGL 102	3,395	54.1%	28.2%	3,617	55.2%	16.7%	3,512	59.1%	25.3%
ENGL 230	977	65.6%	25.8%	928	67.9%	10.3%	984	68.9%	22.8%
ENGL 231	927	76.8%	16.0%	919	77.0%	7.5%	855	77.9%	15.8%
ENGL 232	1,931	74.0%	18.5%	1,999	75.9%	7.1%	1,935	77.7%	15.7%
GBIO 106	0	NA	NA	1,096	69.3%	18.2%	1,514	71.1%	16.5%
GBIO 107	0	NA	NA	261	85.8%	8.8%	627	85.3%	8.5%
GBIO 151	0	NA	NA	1,867	52.3%	20.1%	2,019	63.3%	19.1%
GBIO 153	0	NA	NA	188	77.7%	9.6%	451	77.2%	11.5%

Course	Academic Year 1998-1999			Academic Year 1999-2000			Academic Year 2000-2001		
	Total Enrollment	% Passed	% Withdraw	Total Enrollment	% Passed	% Withdraw	Total Enrollment	% Passed	% Withdraw
HIST 101	1,192	63.5%	18.0%	1,279	65.6%	20.4%	1,280	72.6%	14.5%
HIST 201	2,393	68.7%	16.9%	2,252	68.5%	17.9%	2,054	67.5%	16.6%
HIST 202	1,629	68.8%	15.4%	1,916	71.1%	15.3%	1,830	70.2%	15.1%
MATH 160	1,729	65.1%	18.9%	1,646	71.8%	12.6%	1,498	67.4%	15.8%
MATH 161	3,516	60.6%	21.8%	2,987	62.7%	19.1%	2,818	65.6%	16.2%
MATH 162	1,456	65.8%	21.8%	1,097	65.1%	18.6%	863	63.2%	20.0%
MATH 163	1,292	70.6%	19.1%	1,305	70.7%	11.6%	1,242	66.2%	19.5%
MATH 165	0	NA	NA	331	60.7%	16.9%	452	60.6%	21.2%
MATH 241	1,713	75.5%	16.9%	1,859	73.2%	11.1%	2,064	76.0%	13.9%
MUS 151	2,134	81.3%	8.7%	2,451	78.1%	12.2%	2,192	81.1%	8.4%
POLI 201	1,394	79.7%	13.0%	1,148	79.2%	8.0%	1,113	75.4%	14.6%
PSYC 101	2,637	65.3%	16.0%	2,332	66.0%	18.2%	2,144	65.7%	15.0%
SOC 101	2,423	70.7%	16.4%	2,227	69.6%	15.9%	2,402	72.4%	13.8%

*These courses were not offered until 1999-2000.

Appendix D

Percent of General Education Sections taught by Doctorates and Percent Taught by Part-time Faculty
Academic Year 1998-1999 to 2000-2001

Course	Academic Year 1998-1999				Academic Year 1999-2000				Academic Year 2000-2001			
	Total Sections	% Sections Full Time	% Sections Doctorate	Total Sections	% Sections Full Time	% Sections Doctorate	Total Sections	% Sections Full Time	% Sections Doctorate	Total Sections	% Sections Full Time	% Sections Doctorate
ART 105	6	83.3%	33.3%	6	83.3%	0.0%	6	100.0%	0.0%	6	100.0%	0.0%
ART 106	5	40.0%	40.0%	5	40.0%	0.0%	5	20.0%	0.0%	5	20.0%	0.0%
BIOL 109	0	NA*	NA	11	100.0%	81.8%	26	34.6%	23.1%	26	34.6%	23.1%
BIOL 110	0	NA	NA	4	100.0%	100.0%	10	30.0%	20.0%	10	30.0%	20.0%
BIOL 152	0	NA	NA	39	94.9%	74.4%	46	28.3%	8.7%	46	28.3%	8.7%
BIOL 154	0	NA	NA	8	75.0%	75.0%	19	36.8%	26.3%	19	36.8%	26.3%
CHEM 101	14	100.0%	100.0%	17	88.2%	76.5%	15	100.0%	80.0%	15	100.0%	80.0%
CHEM 106	12	100.0%	75.0%	11	100.0%	81.8%	13	69.2%	92.3%	13	69.2%	92.3%
CLAB 103	37	86.5%	54.1%	36	88.9%	41.7%	36	100.0%	44.4%	36	100.0%	44.4%
CMPS 110	71	83.1%	14.1%	60	78.3%	23.3%	53	66.0%	9.4%	53	66.0%	9.4%
COMM 211	101	74.3%	43.6%	102	73.5%	49.0%	105	71.4%	40.0%	105	71.4%	40.0%
ENGL 101	141	70.2%	29.1%	137	83.9%	20.4%	140	90.7%	28.6%	140	90.7%	28.6%
ENGL 102	135	85.2%	20.7%	140	94.3%	22.9%	138	96.4%	15.2%	138	96.4%	15.2%
ENGL 230	31	100.0%	25.8%	31	100.0%	35.5%	34	100.0%	35.3%	34	100.0%	35.3%
ENGL 231	32	96.9%	71.9%	31	96.8%	67.7%	29	96.6%	58.6%	29	96.6%	58.6%
ENGL 232	60	96.7%	38.3%	61	98.4%	49.2%	61	98.4%	42.6%	61	98.4%	42.6%
GBIO 106	0	NA	NA	20	80.0%	50.0%	31	83.9%	29.0%	31	83.9%	29.0%
GBIO 107	0	NA	NA	5	100.0%	100.0%	12	91.7%	91.7%	12	91.7%	91.7%
GBIO 151	0	NA	NA	29	93.1%	34.5%	37	97.3%	51.4%	37	97.3%	51.4%
GBIO 153	0	NA	NA	7	85.7%	57.1%	14	92.9%	78.6%	14	92.9%	78.6%

Course	Academic Year 1998-1999			Academic Year 1999-2000			Academic Year 2000-2001		
	Total Sections	% Sections Full Time	% Sections Doctorate	Total Sections	% Sections Full Time	% Sections Doctorate	Total Sections	% Sections Full Time	% Sections Doctorate
HIST 101	30	83.3%	16.7%	30	83.3%	26.7%	32	71.9%	18.8%
HIST 201	34	79.4%	8.8%	35	82.9%	11.4%	37	89.2%	8.1%
HIST 202	30	63.3%	10.0%	33	66.7%	9.1%	36	86.1%	2.8%
MATH 160	48	85.4%	14.6%	57	75.4%	12.3%	48	68.8%	27.1%
MATH 161	87	80.5%	35.6%	86	80.2%	29.1%	80	78.8%	20.0%
MATH 162	40	82.5%	42.5%	38	84.2%	34.2%	32	90.6%	56.3%
MATH 163	37	89.2%	27.0%	41	87.8%	22.0%	40	92.5%	37.5%
MATH 165	0	NA	NA	12	100.0%	100.0%	19	94.7%	68.4%
MATH 241	49	87.8%	26.5%	51	78.4%	21.6%	61	82.0%	32.8%
MUS 151	20	35.0%	20.0%	25	56.0%	48.0%	25	40.0%	28.0%
POLI 201	25	44.0%	44.0%	25	44.0%	44.0%	24	45.8%	62.5%
PSYC 101	40	62.5%	50.0%	40	82.5%	80.0%	38	78.9%	63.2%
SOC 101	37	64.9%	37.8%	36	63.9%	38.9%	38	86.8%	39.5%

*These courses were not offered until 1999-2000.

Appendix E
General Education Results of Entering Freshmen Survey
Beginning Freshmen Only
1996-2001

The items in this section were developed on the basis of the general education goals provided by the Board of Regents. Students were asked to indicate the level of confidence they felt regarding each skill or ability, on a 1 to 5 scale where 1 means Not Confident at All and 5 means Very Confident.

Question	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001*	Average
Ability to write well	3.56	3.73	3.67	3.74	3.74	3.68
Ability to speak effectively	3.59	3.80	3.73	3.78	3.78	3.74
Ability to comprehend reading material and to analyze its meaning	3.65	3.78	3.74	3.79	3.78	3.75
Ability to use logic and critical thinking skills	3.85	3.97	3.94	3.99	3.97	3.95
Ability to see relationships, similarities, and distinctions between ideas	4.05	4.11	4.12	4.14	4.10	4.11
Ability to apply problem solving techniques	3.75	3.81	3.76	3.82	3.83	3.79
Ability to use mathematical and statistical concepts and tools	3.18	3.27	3.27	3.31	3.41	3.29
Understanding the nature of science and the scientific method	3.43	3.48	3.48	3.51	3.57	3.49
Familiarity with key applications of the basic sciences	3.42	3.46	3.50	3.54	3.61	3.51
Ability to learn on your own, to pursue ideas and to find the information you need	3.85	3.97	3.96	4.02	4.01	3.96
Recognition of the value of coming into contact with people different from you	3.99	4.10	4.11	4.13	4.13	4.09
Understanding the nature and value of at least one of the performing arts	3.70	3.80	3.81	3.83	3.90	3.81
Wider acquaintance with and enjoyment of literature	3.34	3.47	3.47	3.46	3.55	3.46

Question	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	Average
Personal set of values and ethical standards	4.16	4.21	4.25	4.25	4.25	4.22
Awareness of how political and economic trends impact families and communities	3.68	3.74	3.73	3.79	3.74	3.74
Awareness of historical trends which influence current events	3.57	3.63	3.60	3.67	3.69	3.63
Ability to utilize computers	3.37	3.47	3.61	3.71	3.87	3.61

* Selective admissions became effective

Appendix F

Results of the Undergraduate Alumni Surveys Section on General Skills

On a scale of 1 through 5, where 1 means Did Not Help at All and 5 means Helped a Lot, indicate how much SLU helped you in developing the following skills or abilities.

	1994-95, 1995-96 Graduates	1996-97, 1997-98 Graduates
Ability to write well	3.65	3.77
Ability to speak effectively	3.77	3.84
Ability to comprehend reading material and to analyze its meaning	3.72	3.79
Ability to use logic and critical thinking skills	3.87	3.91
Ability to see relationships, similarities, and distinctions between ideas	3.88	3.91
Ability to apply problem-solving techniques	3.81	3.87
Ability to use mathematical and statistical concepts and tools	3.49	3.54
Ability to locate, evaluate, and effectively use information	3.91	3.95
Understanding the nature of science and the scientific method	3.52	3.62
Familiarity with key applications of the basic sciences	3.54	3.65
Ability to learn on your own	4.05	4.16
Ability to work with groups or teams	3.99	3.98
Recognition of the value of coming into contact with people different from you	3.81	3.94
Understanding the nature and value of at least one of the performing arts	3.68	3.71
Wider acquaintance with and enjoyment of literature	3.57	3.61
Personal set of values and ethical standards	3.55	3.56
Awareness of how political and economic trends impact families and communities	3.39	3.44
Awareness of historical trends which influence current events	3.40	3.47
Awareness of how different areas or subjects may be related	3.65	3.76
Ability to utilize computers	3.44	3.76

Appendix G
Student Opinion of Teaching (SOT) Results
Academic Years 1998-1999 to 2000-2001

Where 1 means Weak and 6 means Strong, in my opinion...

Q22 - The quality of instruction was...

Q23 - The contribution of the course to my learning or professional preparation was...

Q24 - The likelihood I would recommend this instructor to others is...

Course	Academic Year 1998-1999			Academic Year 1999-2000			Academic Year 2000-2001		
	Q22	Q23	Q24	Q22	Q23	Q24	Q22	Q23	Q24
ART 105	4.91	4.27	4.71	4.77	4.32	4.53	5.51	5.11	5.47
ART 106	4.78	4.24	4.43	4.86	4.44	4.41	5.08	4.84	4.84
BIOL 109	NA*	NA	NA	5.44	5.01	5.43	5.23	4.81	5.21
BIOL 110	NA	NA	NA	5.29	4.53	5.19	5.54	5.21	5.63
BIOL 152	NA	NA	NA	5.31	5.16	5.36	5.39	5.22	5.37
BIOL 154	NA	NA	NA	5.52	5.37	5.45	5.42	5.29	5.47
CHEM 101	4.96	4.82	4.85	3.91	3.75	3.60	4.75	4.57	4.63
CHEM 106	4.21	3.97	4.27	4.77	4.33	4.66	5.25	4.82	5.16
CLAB 103	4.98	4.72	4.94	4.99	4.71	4.91	5.36	5.06	5.25
CMPS 110	4.99	5.03	4.98	5.07	5.13	5.06	4.75	4.79	4.72
COMM 211	5.44	5.37	5.39	5.43	5.35	5.27	5.32	5.26	5.28
ENGL 101	5.26	5.17	5.18	5.22	5.12	5.12	5.07	4.97	4.93
ENGL 102	5.27	5.15	5.12	5.11	5.01	4.91	5.21	5.14	5.07
ENGL 230	5.34	4.90	5.09	5.19	4.85	4.95	5.28	4.96	5.08
ENGL 231	5.20	4.75	5.07	5.43	5.08	5.34	5.13	4.76	5.00
ENGL 232	5.40	4.99	5.28	5.47	5.06	5.32	5.51	5.09	5.35
GBIO 106	NA	NA	NA	4.83	4.31	4.65	5.22	4.60	5.05

Where 1 means Weak and 6 means Strong, in my opinion...

Q22 - The quality of instruction was...

Q23 - The contribution of the course to my learning or professional preparation was...

Q24 - The likelihood I would recommend this instructor to others is...

Course	Academic Year 1998-1999				Academic Year 1999-2000				Academic Year 2000-2001			
	Q22	Q23	Q24		Q22	Q23	Q24		Q22	Q23	Q24	
GBIO 107	NA	NA	NA		5.78	5.43	5.87		5.60	5.09	5.62	
GBIO 151	NA	NA	NA		4.88	4.63	4.65		5.24	4.97	5.09	
GBIO 153	NA	NA	NA		5.16	4.97	4.91		5.07	4.94	4.86	
HIST 101	5.22	4.87	4.13		5.35	4.95	5.32		5.44	5.11	5.38	
HIST 201	5.45	5.06	5.36		5.35	4.98	5.20		5.47	5.10	5.31	
HIST 202	5.48	5.08	5.38		5.52	5.16	5.35		5.48	5.14	5.27	
MATH 160	5.24	4.99	5.19		5.47	5.20	5.48		5.44	5.26	5.48	
MATH 161	5.33	5.13	5.32		5.18	4.98	5.14		5.53	5.32	5.52	
MATH 162	5.22	4.93	5.15		5.35	5.03	5.28		5.24	5.03	5.17	
MATH 163	5.49	5.19	5.46		5.28	5.08	5.23		5.33	5.11	5.20	
MATH 165	NA	NA	NA		5.02	5.05	4.86		5.25	5.10	5.13	
MATH 241	5.30	4.89	5.25		5.30	4.91	5.25		5.09	4.79	5.06	
MUS 151	5.08	4.59	5.06		5.32	4.85	5.32		5.36	4.86	5.34	
POLI 201	5.39	5.06	5.38		5.34	5.10	5.34		5.36	5.12	5.31	
PSYC 101	5.31	5.05	5.21		5.45	5.13	5.38		5.17	4.97	5.05	
SOC 101	5.23	5.06	5.14		5.21	4.98	5.11		5.31	5.13	5.17	

*These courses were not offered until 1999-2000.

Appendix H
Aggregated Course Information for General Education Courses
Academic Years
1998-99 to 2000-2001

Course	Total Enrollment	% Passed	% Withdraw	Total Sections	% Sections Full Time	% Sections Doctorate	Student Opinion of Teaching Results*		
							Q22	Q23	Q24
ART 105	1,922	70.7%	16.3%	18	88.9%	11.1%	5.05	4.54	4.88
ART 106	877	65.3%	21.2%	15	33.3%	13.3%	4.92	4.53	4.58
BIOL 109	854	68.0%	23.2%	37	54.1%	40.5%	5.30	4.88	5.28
BIOL 110	247	81.4%	15.4%	14	50.0%	42.9%	5.47	5.02	5.50
BIOL 152	2,016	70.7%	21.4%	85	58.8%	38.8%	5.35	5.19	5.37
BIOL 154	445	75.7%	20.0%	27	48.1%	40.7%	5.46	5.32	5.46
CHEM 101	3,297	70.5%	17.5%	46	95.7%	84.8%	4.55	4.39	4.37
CHEM 106	1,681	85.9%	10.1%	36	88.9%	83.3%	4.72	4.35	4.68
CLAB 103	2,225	76.5%	19.9%	109	91.7%	46.8%	5.10	4.82	5.02
CMPS 110	5,705	73.9%	15.4%	184	76.6%	15.8%	4.95	5.00	4.93
COMM 211	8,993	73.1%	18.0%	308	73.1%	44.2%	5.40	5.33	5.31
ENGL 101	10,728	66.0%	17.5%	418	81.6%	26.1%	5.18	5.09	5.08
ENGL 102	10,524	56.0%	27.2%	413	92.0%	19.6%	5.19	5.10	5.03
ENGL 230	2,889	67.4%	23.5%	96	100.0%	32.3%	5.27	4.90	5.04
ENGL 231	2,701	77.1%	15.7%	92	96.7%	66.3%	5.26	4.87	5.14
ENGL 232	5,865	75.8%	17.1%	182	97.8%	43.4%	5.46	5.05	5.32

* Where 1 means Weak and 6 means Strong, in my opinion...
Q22 - The quality of instruction was...
Q23 - The contribution of the course to my learning or professional preparation was...
Q24 - The likelihood I would recommend this instructor to others is...

Courses	Total Enrollment	% Passed	% Withdraw	Total Sections	% Sections Full Time	% Sections Doctorate	Student Opinion of Teaching Results*		
							Q22	Q23	Q24
GBIO 106	2,610	69.8%	14.8%	51	82.4%	37.3%	5.06	4.48	4.88
GBIO 107	888	85.2%	7.5%	17	94.1%	94.1%	5.66	5.19	5.70
GBIO 151	3,886	57.8%	23.2%	66	95.5%	43.9%	5.08	4.82	4.90
GBIO 153	639	76.8%	11.9%	21	90.5%	71.4%	5.09	4.95	4.88
HIST 101	3,751	64.6%	15.5%	92	79.3%	20.7%	5.34	4.98	5.28
HIST 201	6,699	68.2%	15.7%	106	84.0%	9.4%	5.42	5.05	5.29
HIST 202	5,375	70.0%	14.6%	99	72.7%	7.1%	5.50	5.13	5.33
MATH 160	4,873	67.9%	16.8%	153	76.5%	17.6%	5.38	5.15	5.38
MATH 161	9,321	62.7%	18.9%	253	79.8%	28.5%	5.34	5.14	5.32
MATH 162	3,416	65.6%	19.6%	110	85.5%	43.6%	5.27	4.99	5.20
MATH 163	3,839	68.9%	18.8%	118	89.8%	28.8%	5.37	5.13	5.30
MATH 165	783	60.5%	21.7%	31	96.8%	80.6%	5.15	5.08	5.01
MATH 241	5,636	74.8%	15.4%	161	82.6%	27.3%	5.22	4.86	5.18
MUS 151	6,777	79.7%	9.0%	70	44.3%	32.9%	5.25	4.77	5.24
POLI 201	3,655	78.2%	13.4%	74	44.6%	50.0%	5.36	5.09	5.34
PSYC 101	7,113	65.5%	15.6%	118	74.6%	64.4%	5.31	5.05	5.21
SOC 101	7,052	70.7%	15.0%	111	72.1%	38.7%	5.25	5.06	5.14
All General Education Courses	134,837	70.4%	17.7%	3,731	81.1%	33.7%	5.26	5.00	5.16

* Where 1 means Weak and 6 means Strong, in my opinion...

Q22 - The quality of instruction was...

Q23 - The contribution of the course to my learning or professional preparation was...

Q24 - The likelihood I would recommend this instructor to others is...

Appendix I

Freshmen English Course Goals (Revised 2000)

English 101

English 101 is designed to help students do the following:

1. Improve their skills as writers, by requiring students to produce several sustained and developed pieces of writing. Number and length of papers may vary, but students should write 5-9 papers of at least 500 words in length. While these writings may include description, narration, and personal elements, they should demonstrate skill in analysis, argumentation, assertion with evidence, and synthesis.
2. Improve their skills as critical readers and thinkers, enabling students to identify an author's thesis and supporting points and to respond to the writing of both professionals and peers.
3. Develop an ability to write for various audiences and purposes. While concentrating primarily on the essay form, students will go beyond the "5 paragraph theme" and learn to adapt the essay form to various writing situations (including timed, in-class writing assignments as well as revised writings).
4. Develop productive planning and revising processes.
5. Learn the structure and style of effective sentences, paragraphs, and essays.
6. Focus on diction and spelling, punctuation and mechanics, and functional grammar (i.e., grammar in use) in direct relation to students' own writing.

English 102

English 102 is designed to help students do the following:

1. Improve their skills as writers, readers, and critical thinkers.
2. Read and write about literature and about works from across college settings.
3. Utilize research techniques for use in writing from across college settings. Research skills such as the following should be acquire
 - * use of primary and secondary sources
 - *basic documentation skills (ability to use and cite quotations, create a bibliography, etc.),
 - *recognition of various formats (MLA, APA, etc.) and demonstrated ability in at least one,
 - *ability to use research in writing, and
 - *basic knowledge of the following research methods-library, field, and electronic research, --as well as demonstrated ability in at least one of them.
4. Develop an ability to write for various audiences and purposes (including timed, in-class writing).
5. Develop productive planning and revising processes for various kinds of paper, including papers requiring research
6. Review punctuation, mechanics, grammar, and sentence structure within the context of students' writing.

Appendix J
Longitudinal English Proficiency Results
Fall 1992 – Fall 2001

<u>Semester</u>	<u>No. Students</u>	<u>Failing</u>	<u>Appeals</u>	E N G L I S H P R O F I C I E N C Y 1 9 9 2 * 2 0 0 2
Fall 1992	767	85 (11%)	16	
Spring 1993	1090	134 (12%)	411	
Summer 1993	100	15 (15%)	4	
Total	1957	234 (12%)	61	
Fall 1993	791	53 (7%)	16	
Spring 1994	1386	106 (8%)	38	
Summer 1994	106	8 (7%)	0	
Total	2283	167 (7%)	54	
Fall 1994	808	96 (12%)	18	
Spring 1995	1226	123 (10%)	14	
Summer 1995	116	10 (9%)	4	
Total	2150	229 (10%)	36	
Fall 1995	852	61 (7%)	6	
Spring 1996	1324	102 (7%)	17	
Summer 1996	146	5 (3%)	0	
Total	2322	168 (7%)	23	
Fall 1996	772	56 (7%)	6	
Spring 1997	1318	99 (7%)	10	
Summer 1997	135	5 (3%)	0	
Total	2225	160 (7%)	16	
Fall 1997	806	75 (9%)	6	
Spring 1998	1202	104 (8%)	19	
Summer 1998	129	5 (3%)	1	
Total	2137	184 (8%)	26	
Fall 1998	692	81 (13%)	4	
Spring 1999	1216	112 (9%)	14	
Summer 1999	145	10 (6%)	2	
Total	2053	203 (9%)	20	
Fall 1999	768	68 (8%)	4	
Spring 2000	1271	90 (7%)	21	
Summer 2000	152	9 (6%)	0	
Total	2191	167 (7%)	25	
Fall 2000	833	63 (7%)	9	
Spring 2000	1235	80 (6%)	11	
Summer 2000	102	4 (3%)	0	
Total	2180	147 (6%)	20	
Fall 2001	739	49 (6%)	5	
TOTAL	20227	1708 (8%)	285	

Appendix K

English Proficiency Notice to English 102 Students (1993)

POLICY STATEMENT

To pass English 102A, 102B, and 122, all students will be required to pass an English Proficiency exam given during the final exam period. The exam must be submitted as part of a portfolio containing samples of writing done for the course.

PORTFOLIO

The portfolio is a folder containing the exam and three other pieces of student writing. The purpose of the portfolio is to allow graders to judge your writing using a variety of your best in-class and out-of-class work. It provides a check-and-balance in case your exam does not adequately represent your true writing abilities. The portfolio-except for the exam-will be collected by your teacher by the last class meeting.

Folder specifications:

- * Use a light-colored, non-glossy, double-pocketed folder with only your ID number on the outside.
- * Include the exam in the left pocket and three other pieces of writing in the right-hand pocket.
- * Make sure your name and your teacher's name appear nowhere in the portfolio.

Portfolio Contents:

* *The Proficiency Exam:* The exam is taken in a "blue book" distributed by your teacher at the final exam period. See the sample exam on the back of this page.

* *Two Sample Papers:* The two papers selected by the student should represent that student's best writing for the course. It is recommended that these papers be typed, but handwritten papers are acceptable. Revisions of papers that have already received a grade must be stapled on top of the original graded paper. Students are discouraged from submitting short exercises or papers that only summarize a work. Critical, analytical, and argumentative essays are preferred. Both writing samples must be on different writing assignments (not two versions of the same assignment). Research papers are not to be included.

* *Introduction:* The Introduction must be a typed, one-paged, single-spaced explanation of the papers selected for the portfolio. Students should first consider their audience-trained readers who do not know the students, their assignments, or their work. The Introduction should explain the student's accomplishments in the two accompanying writing samples and document strengths found in those samples. Students should consider these questions to guide their Introductions:

- * What were the assignments? (State the directions you were given for each assignment)
- * Are there any other facts relevant to the work which a reader should know? (revisions? Etc.)
- * What special problems or conditions influenced each paper? (time constraints, etc.)
- * Why do you consider each piece an illustration of your proficiency?
- * What details from each work illustrate your strengths as a writer? (Refer to evaluation criteria.)
- * Why did you select these writing samples in particular?
- * How might the works be further improved? Any response to your teacher's comments?

A good introduction should be a good piece of writing in itself—a clear, coherent, detailed, and grammatically correct essay. It should act like a road map, guiding a new reader through the unfamiliar territory of your selected writing samples. Students' and their teachers' names must not appear anywhere in this Introduction.

CRITERIA FOR EVALUATION

A minimum of two trained graders other than your teacher will read your work using the following criteria:

Pass: "Competent or Adequate"

Writing sample is characterized by clarity of purpose and coherence of structure. Its content may not be developed beyond the obvious, however, and organization can be unsophisticated. It may have a few mechanical errors.

Fail: "Unacceptable"

Writing sample is characterized by any of the following:

- * unclear purpose (or doesn't address topic)
- * inappropriate word choice
- * incoherent organization
- * ineffective or incoherent sentence structure
- * little originality of thought
- * inadequate, irrelevant, or illogical development
- * reliance on clichés
- * numerous or significant problems with grammar/mechanics

Appendix L

English Proficiency Notice to English 102 Students (Revised, 2000)

POLICY STATEMENT

To pass English 102A, 102B, and 122H, all students will be required to submit a passing English Proficiency portfolio containing samples of writing done for the course and an essay exam given during the final exam period.

PORTFOLIO

The portfolio is a folder containing three pieces of your writing and a proficiency exam. The purpose of the portfolio is to allow graders to judge your writing using a variety of your best out-of-class and in-class work. The portfolio-except for the exam-will be collected by your teacher by the last class meeting.

Folder specifications:

- * Use a light-colored, double-pocketed folder with your ID number and your teacher's code name on the outside.
- * Include three pieces of writing (defined below) in the right-hand pocket and the exam in the left pocket.
- * Make sure your name and your teacher's name appear nowhere in the portfolio.

Portfolio Contents:

- **Two Sample Papers:** The two papers that you select should represent your best writing for the course. It is recommended that these papers be typed, but handwritten papers are acceptable. Revisions of papers that have already received a grade must be stapled on top of the original graded paper. You are encouraged to attach all drafts and discouraged from submitting short exercises or papers that only summarize a work. Critical, analytical, and argumentative essays are preferred. Both writing samples must be on different writing assignments (not two versions of the same assignment). Do not include lengthy research papers.
- **Introduction to Research:** Assume that the Freshman English Office is creating a handbook for incoming English 102 students and that you've been asked to contribute an essay on problems and solutions in writing papers requiring research. You're asked to identify a few of the problems you've encountered in writing one particular research paper, then to focus on the one problem you felt was the most significant. Explain why it was the most significant problem, how you went about solving the problem, whether you succeeded, and what lesson(s) you learned from dealing with this research problem that you can pass on to other students. Make sure that what you write reads like a focused, developed, multi-paragraphed essay and that you refer to one paper that required research which you include in your proficiency portfolio. Submit a single-spaced, typed, one-page essay approximately 500 words long.
- **The Proficiency Exam:** Its purpose is to demonstrate your skill at writing a timed essay. The exam is taken in a "blue book" which you will purchase and bring to the Freshman English exam period. See the sample exam on the back of this page.

CRITERIA FOR EVALUATION

A minimum of two trained graders other than your teacher will judge your portfolio's proficiency. A portfolio is "proficient" if it demonstrates that you have met the generic goals of English 102. Thus, a portfolio should demonstrate skills in writing, reading, and critical thinking; an ability to write on various subjects for different audiences and purposes; an ability to use research in writing; and evidence of planning and revision processes leading to final drafts. Individual pieces of writing should consistently do the following: state a thesis clearly; develop a thesis logically and in sufficient detail; use well-formed sentences and paragraphs; use language appropriately and effectively; follow standard practices in spelling, punctuation, and grammar.

Pass: "Competent or Adequate": Portfolio's writing is characterized by clarity of purpose and recognition of audience. Portfolio demonstrates ability to plan, focus, organize, develop, revise, and document essays. Mechanical errors do not impede reading.

Fail: "Unacceptable": Portfolio's writing is characterized by any of the following:

- unclear purpose (or doesn't address topic)
- incoherent organization
- little originality of thought
- numerous or significant problems with grammar/mechanics
- inappropriate word choice
- ineffective or incoherent sentence structure
- inadequate, irrelevant, or illogical development
- reliance on clichés