



THE COLLEGE OF CHARLESTON SECOND MONITORING REPORT:

ENSURING THE ACQUISITION OF THE GENERAL EDUCATION COMPETENCIES BY COLLEGE OF CHARLESTON GRADUATES

*PREPARED FOR THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS (SACS) IN FULFILLMENT
OF THE MONITORING PERIOD OF REAFFIRMATION OF ACCREDITATION
(2007-2009)*

ON-CAMPUS VISIT MARCH 20-22, 2007

SEPTEMBER 8, 2009

PAMELA ISACCO NIESSLEIN, PH.D.
ASSOCIATE VICE PRESIDENT
AND SACS LIAISON
843.953.7526
niessleinp@cofc.edu

THE COLLEGE OF CHARLESTON
66 GEORGE STREET
CHARLESTON, SOUTH CAROLINA 29424

TABLE OF CONTENTS

INTRODUCTION

- A. SACS RECOMMENDATION FOR COMPREHENSIVE STANDARD 3.5.1 1
- B. A BRIEF HISTORY OF RESPONSES BY THE COLLEGE OF CHARLESTON 1

EXPOSURE TO GENERAL EDUCATION COMPETENCIES: THE FIRST TWO YEARS

- A. THE GENERAL EDUCATION CURRICULUM 7
 - 1. The General Education Requirements and Competencies 7
 - 2. The Faculty General Education Committee 9
- B. RECENT REVISIONS TO THE GENERAL EDUCATION CURRICULUM 9
 - 1. The English Requirement 9
 - 2. The History Requirement 11
- C. STUDENT ENGAGEMENT IN THE GENERAL EDUCATION COMPETENCIES 12
 - 1. The First-Year Experience (FYE) 13
 - 2. Spot-Audit of Sample FYE Coursework 16
 - 3. The First-Year Experience (FYE) Survey 17
 - 4. Your First College Year (YFCY) Survey 30
- D. THE ADVISING CURRICULUM 34
- E. THE NCAA STUDENT SUCCESS COURSE 35
- F. STUDY ABROAD 36
- G. JUDICIARY PROCEEDINGS 37

ACQUISITION OF THE GENERAL EDUCATION COMPETENCIES: THE FINAL TWO YEARS

- A. SENIOR-YEAR COURSEWORK 41
- B. THE COLLEGE SENIOR SURVEY (CSS) 42
- C. THE MEASURE OF ACADEMIC PROGRESS AND PROFICIENCY (MAPP) 47

INTEGRATING THE GENERAL EDUCATION COMPETENCIES: THE ALUMNI YEARS

- A. THE ALUMNI SURVEY 53
- B. ANALYSIS OF GRE SCORES 56

- CONCLUSION 57

**SUPPORTING DOCUMENTATION FOR THE
SECOND MONITORING REPORT**

A. ACHIEVEMENT OF GENERAL EDUCATION COMPETENCIES MATRIX	63
B. DEPARTMENT OF ENGLISH REVISIONS	
1. The Department of English Proposal to the Faculty Senate	65
2. Faculty Senate Meeting Minutes for April 7, 2009 (English Requirement)	81
3. The Burgess Report	85
C. HISTORY DEPARTMENT REVISIONS	
1. The History Department Proposal to the Faculty Senate	167
2. List of Courses that Satisfy the History Requirement	171
3. Faculty Senate Meeting Minutes for April 7, 2009 (History Requirement)	173
4. Jewish Studies Proposal to the Faculty Senate	175
5. History Course Sequencing Report	177
D. FIRST-YEAR EXPERIENCE ASSESSMENTS	
1. Spot-Audit Matrix	193
2. Sample Evidentiary Documents from the Spot Audit	195
3. The College of Charleston FYE Survey	265
4. Your First College Year Survey	267
E. THE ADVISING CURRICULUM	271
F. NCAA STUDENT SUCCESS SEMINAR SYLLABUS	279
G. STUDY ABROAD PARTICIPATION RATES	281
H. JUDICIARY DOCUMENTS	283
I. SENIOR EXPERIENCE MATRIX	289
J. COLLEGE SENIOR SURVEY (CSS)	295
K. THE MEASURE OF ACADEMIC PROGRESS AND PROFICIENCY (MAPP) INFORMATION	301
L. THE COLLEGE OF CHARLESTON ALUMNI SURVEYS	313
M. DATA TABLES FOR GRE SCORES	325

INTRODUCTION

A. SACS RECOMMENDATION FOR COMPREHENSIVE STANDARD 3.5.1

The Committee recommends that the institution develop and implement an assessment plan that provides evidence that its graduates have attained those college-level competencies identified in its general education program.

B. A BRIEF HISTORY OF RESPONSES BY THE COLLEGE OF CHARLESTON

The Visiting Committee's Report stated that while the College participates in assessment of student learning outcomes in courses that meet general education requirements, assessment of general education goals was lacking.

In the Response Report to the Visiting Committee, the College explained that six General Education Goals/Competencies (herein referred to as Competencies) were adopted by the Faculty Senate September 2006. Based on these Competencies, the Ad Hoc Committee on General Education set forth a robust compilation of curricular change proposals to the Faculty Senate. Though Faculty Senate discussions regarding the curriculum proposals were suspended during summer 2007, the Office of Accountability, Accreditation, Planning, and Assessment devised a detailed assessment matrix of the proposed curriculum that mapped the Institutional Goals, the current general education requirements, and the six General Education Competencies. In doing so, assessment of general education did not have to be postponed until the completion of the Faculty Senate's deliberations.

In the notification letter from the President of the Commission to College of Charleston President P. George Benson, dated January 9, 2008, it was reported that:

The Commission on Colleges reaffirmed accreditation and requested a First Monitoring Report due **September 5, 2008** [Note: per Dr. Wheelan we received an extension to September 15, 2008], addressing the visiting committee's recommendation applicable to the following referenced standard of the *Principles*:

CS 3.5.1 (College-Level Competencies), Recommendation 1

Document that graduates have attained the General Education Competencies. The timeline for the plan presented in the institution's last report scheduled implementation of many of the assessments in 2008 and 2009.

On March 25, 2008, the General Education Proposals failed in the Faculty Senate by a vote of 33 in favor and 37 opposed. While the provisos of the General Education Proposal did not pass the Faculty Senate, the six General Education Competencies

passed by the Faculty Senate in September, 2006, remained in place. Based upon these actions, the College of Charleston submitted the First Monitoring Report on September 15, 2008. This report outlined the actions the College of Charleston would take to ensure that our graduates have attained the General Education Competencies. Among these were:

- Adopt changes within the Office of Accountability, Accreditation, Planning, and Assessment (AAPA) regarding use of the Faculty Activity System; appoint a new Director of Institutional Assessment; utilize an online student evaluation of classes system; and strengthen ties between AAPA and the Office of Institutional Research (IR).¹
- Pilot the Measure of Academic Proficiency and Progress (MAPP).
- Undertake a retrospective study that utilizes hierarchical linear multilevel modeling procedures (course- and section-level) to study a representative sample of course sequencing within the General Education curriculum.
- Outline detailed "...approaches to composition, thereby providing the Department of English and its Freshman English Committee with recommendations to consider as they evaluate the current curriculum." (Taken from page 10 of the *First Monitoring Report*).
- Modify the Alumni Surveys to gather data relative to the General Education Competencies.
- Study the outcomes of the first two years of data from the First-Year Experience at the College of Charleston, which is the subject of our QEP.
- Discuss the Advising Curriculum prepared by the Academic Advising and Planning Center—AAPC—for students in the first two years at the College of Charleston (prior to declaration of a major).
- Utilize data from departmental-level content exams to correlate results with acquisition of the General Education Competencies by our seniors as they prepare to become graduates of the College of Charleston.

¹ These four items did not have direct bearing on assessment of General Education Competencies, however, as an update on them, please note the following:

It was decided that the Faculty Activity System would not suffice for tracking assessment of General Education Competencies. The College is currently implementing Banner as well as a new Learning Management System. Should these offer adequate tracking, they will be used. If not, the College will explore purchasing a commercial product such as WeaveOnline.

In January 2009, the College hired a new Director of Institutional Assessment, Ms. Myra Whittemore, a Ph.D. candidate in Higher Education Administration with a concentration in assessment.

The online evaluation of classes system was piloted in fall, 2007, fall 2008, and spring 2009. The College used a bifurcated pilot that allowed professors to select either the paper or online method of delivery. The College is currently conducting a thorough review of the student evaluation of classes system, including a review of the instrument itself. Pending those decisions, the attempt to use this system for assessment was suspended. In light of other efforts with regard to Comprehensive Standard 3.5.1 outlined herein, this assessment will likely not be used in the future.

AAPA and IR have now established a close working relationship that includes regular meetings, joint projects, and data sharing in order to create a positive institutional effectiveness environment for the College of Charleston. AAPA and IR partnered in the completion of the *Second Monitoring Report*.

- Determine the impact of Student Affairs on the achievement of the General Education Competencies, especially pertaining to Honor Code Violations.
- Provide data on the College's Study Abroad programs as they meet General Education Competencies.

Additionally, the College provided in the *First Monitoring Report* an Assessment Protocol Matrix that mapped these nine actions to the General Education Competencies and sub-Competencies of the College of Charleston. Other documentation outlined the Course-Sequencing Model as well as providing the Burgess Report that reviewed different approaches to freshman composition in order to form the foundation for recommendations for curricular revision by the Department of English. Additionally, information on the Alumni Survey Instruments and the 2006-2007 Survey Results were detailed.

Subsequent to the submission of the *First Monitoring Report*, a committee was formed to ensure that the College of Charleston reviewed and implemented those assessments that would clearly demonstrate that our graduates do, in fact, acquire the General Education Competencies during their stay at the College.

Listed below are those offices that ensure and confirm that these competencies are acquired and the roster of the 2008-2009 General Education Committee:

Accountability, Accreditation, Planning, & Assessment (AAPA)

Dr. Pamela Isacco Niesslein	Associate Vice President/SACS Liaison/Committee Chair
Ms. Ashleigh Freer-Parr	Compliance and Student Enrollment Eligibility Officer
Dr. Karin Roof	Director of Survey Research
Dr. Sue Sommer-Kresse	Senior Vice President for Strategic Planning
Ms. Myra A. Whittemore	Director of Institutional Assessment

Academic Affairs

Dr. Beverly Diamond	Interim Provost and Executive Vice President
Dr. Deanna Caveny	Interim Associate Provost for Faculty Affairs
Dr. Elise Jorgens	Provost (2004 – 2009)
Dr. Susan Morrison	Associate Provost for Operations and Administration

Academic Experience/FYE

Dr. Kay H. Smith	Associate Vice President Academic Experience
Dr. Susan Kattwinkel	Director, First-Year Experience
Ms. Melinda Miley	Assistant Vice-President, New Student Programs

Institutional Research

Dr. Raymond Barclay	Associate Vice President, Director of Institutional Research
Ms. Michelle Smith	Associate Director
Ms. Jose Reichart	Assistant Director

General Education Committee

Dr. Chris Starr, Chair	Associate Professor	Computer Science
Dr. Alison Hopkins	Director	Academic Advising
Dr. Claire P. Curtis	Associate Professor	Political Science
Dr. Felix S. Vasquez	Associate Professor	Hispanic Studies
Dr. James Williams III	Head, Circulation Services	Library
Dr. Jeffrey A. Yost	Associate Professor	Accounting & Legal Studies
Dr. Kay H. Smith	Associate Vice President	Academic Experience
Ms. Myra A. Whittemore	Director	AAPA
Dr. Pamela I. Niesslein	Associate Vice President	AAPA
Dr. Thomas Langley	Associate Professor	Health/Human Performance
Dr. Tricia L. Thelen*	Associate Professor	Theatre

Committee of Report Writers

Dr. Raymond Barclay	Associate Vice President	Institutional Research
Ms. Jennifer Burgess	Graduate Student	Department of English
Dr. Pamela I. Niesslein	Associate Vice President	AAPA
Chair of Committee	and SACS Liaison	
Ms. Ashleigh Parr	Compliance Eligibility Officer	AAPA
Dr. Karin Roof	Director of Survey Research	AAPA
Ms. Myra Whittemore	Director of Institutional Assessment	AAPA

In January 2009, the College of Charleston received a letter from Dr. Belle Wheelan, President of the Commission on Colleges, in which the following action was required:

The Commissions on Colleges reviewed the institution's First Monitoring Report following reaffirmation of accreditation. The institution is requested to submit a Second Monitoring Report due **September 8, 2009**, addressing the visiting committee's recommendation applicable to the following references standard of the *Principles of Accreditation*:

CS 3.5.1 (College-Level Competencies), Recommendation 1

Document that graduates have attained the General Education Competencies. The timeline for the plan presented in the institution's last report scheduled implementation of many of the assessments in 2008 and 2009.

This document, *The College of Charleston Second Monitoring Report: Ensuring the Acquisition of the General Education Competencies by College of Charleston Graduates* is submitted to fulfill the actions required by the Commission on Colleges as outlined above.

* Dr. Thelen is no longer teaching at the College of Charleston.

This response details the assessments that the College of Charleston has completed that, taken in aggregate, clearly demonstrate our **compliance** with CS 3.5.1 (College-Level Competencies). These assessments have been structured to follow College of Charleston students from their first year at the institution through their senior year and on to alumni status. As the student progresses from one level to another, they are exposed to the General Education curriculum and then are expected to acquire the six General Education Competencies. By their senior year, the student should demonstrate the acquisition of the competencies through direct measures (i.e., the MAPP instrument). Further, the results of the alumni surveys sent to all graduates at one-year and five-years out report on the effect of the General Education Competencies on the College of Charleston experience.

Please note that as the work of the Monitoring Report Committee progressed and this report has been developed, the College modified the action items from the *First Monitoring Report*, to respond to changes and initiatives instigated since September 2008 (i.e., the revisions to the English and History General Education Requirements).

Significant program changes in course offerings, active identification of and engagement in general education learning opportunities throughout the College of Charleston experience, and concrete tracking of students engagement in obtaining General Education Competencies have provided a rich set of resources and circumstances that allow for quality assessment, reporting, and determination of program efficacy as well as for ensuring that our graduates have attained these competencies.

In addition to the General Education course review and monitoring provided by the faculty-based General Education Committee, the College of Charleston has put into place a series of assessments that in aggregate demonstrate graduates' achievement of the College's General Education Competencies. Among these measures are the Measure of Academic Progress and Proficiency (MAPP) instrument, the First-Year Experience (FYE) survey, a spot audit of the FYE courses, and other demonstrations of student engagement in learning the College's General Education Competencies. Reported herein are each of the actions and assessment measures and a discussion of results that support our finding of **in compliance** of Comprehensive Standard 3.5.1. One may discern from the Achievement of General Education Competencies Matrix (see Supporting Document A) that College of Charleston students are provided with ample opportunities to gain these Competencies.

The following outlines the programmatic initiatives as well as the results of assessments undertaken in order to ensure that the College demonstrates that our graduates have acquired the General Education Competencies:

- Creation of a standing Faculty General Education Committee to monitor and guide the General Education Curriculum and to effect changes to that Curriculum
- Assessment of the sequencing of courses within the General Education Requirements
- Revisions to the General Education Requirements in English and History made as the result of curricular assessment

- Demonstration of student engagement in the General Education Curriculum, including through the First-Year Experience (the subject of our QEP) as measured via the College's FYE Survey and the Your First College Year (YFCY) Survey
- The role of the Advising Curriculum, the NCAA Student Success Course, and study abroad in the student's acquisition of the Competencies
- The impact of the various Senior Experiences in the acquisition and integration of the Competencies by our graduates (and alumni)
- Administration of the MAPP instrument as a direct measure of students' acquisition of the General Education Competencies
- Surveys of alumni that demonstrates the attitude of our graduates toward the General Education Competencies

EXPOSURE TO THE GENERAL EDUCATION COMPETENCIES: THE FIRST TWO YEARS

A. THE GENERAL EDUCATION CURRICULUM

1. The General Education Competencies and Requirements

General Education in liberal arts and sciences is substantially integrated into the College of Charleston experience with a range that immerses the student in learning. From a student's first day on campus he or she is engaged with learning opportunities that are geared to contribute to a cognitive skills set that reflects, enhances and facilitates learning. Every College of Charleston graduate will have successfully engaged in a full range of studies that lead him or her to emerge from undergraduate education with the following six General Education Competencies, the breadth of which are indicated in the sub-listings:

1. Research and Communication in Multiple Media and Languages, including proficiency in
 - a. Gathering and using information
 - b. Effective writing and critical reading
 - c. Oral and visual communication
 - d. Foreign language
2. Analytical and Critical Reasoning, including
 - a. Mathematical and scientific reasoning and analysis
 - b. Social and cultural analysis
 - c. Interdisciplinary analysis and creative problem-solving
3. Historical, Cultural, and Intellectual Perspectives, including knowledge of
 - a. Human history and the natural world
 - b. Artistic, cultural, and intellectual achievements
 - c. Human behavior and social interaction
 - d. Perspectives and contributions of academic disciplines
4. International and Intercultural Perspectives, gained by
 - a. Knowledge of international and global contexts
 - b. Experiencing, understanding, and using multiple cultural perspectives
5. Personal and Ethical Perspectives, including experiences that promote
 - a. Self-understanding, curiosity and creativity
 - b. Personal, academic, and professional integrity
 - c. Moral and ethical responsibility; community and global citizenship
6. Advanced Knowledge and Skills in Major Area of Study, consisting of
 - a. Skills and knowledge of the discipline
 - b. Sequence of coursework that fosters intellectual growth
 - c. Coursework that extends and builds upon knowledge and skills gained from the core curriculum
 - d. The ability to transfer the skills and knowledge of the major into another setting

The general education component of the undergraduate curriculum is "designed to provide the students with a solid foundation for further study and an essential part of the undergraduate's education" and includes instruction in English, history, natural science, mathematics or logic, foreign language, social science, and humanities².

The College of Charleston's General Education Requirements are:

1. English Composition (4 semester hours): English 110³ (taken in the first semester)
2. History (six semester hours): one course in pre-modern history and one course in modern history from an approved list of courses which do not have to come from the same department nor do they have to be sequential⁴
3. Natural Science (eight semester hours): an introductory or higher two-course sequence in astronomy, biology, chemistry, geology, or physics; two semester hours must be earned in the accompanying laboratories
4. Mathematics or Logic (six semester hours): this requirement may be met by a combination of coursework in mathematics or logic
5. Foreign Languages, Classical or Modern (zero-12 semester hours): satisfactory completion of coursework through the intermediate level (202 or 250), or demonstration of proficiency at the level by approved examination
6. Social Science (six semester hours): anthropology, communication (selected courses), economics, political science, psychology, or sociology
7. Humanities (12 semester hours): no more than six semester hours in any one of the following areas:
 - British or American Literature
 - Any foreign literature
 - Art history (not courses in studio art)
 - Music (not courses in practice or performance of music)
 - Theatre (not courses in practice or performance of theatre)
 - History (excluding the classes used to satisfy the general education history requirement)
 - Philosophy (excluding Philosophy 215 and 216)
 - Religious studies
 - Communication (selected courses)

² The quote and the R Requirements listed are taken from the Undergraduate Catalog (2009-2010), page 13 and may also be found on the College of Charleston website <http://spinner.cofc.edu/about/documents/undergrad0910.pdf>.

³ Revisions reflected here are discussed in the section on Revisions to the General Education Curriculum.

⁴ The removal of a predetermined History sequence as well as the addition of Jewish Studies courses to satisfy the History Requirement is discussed in the section on Revisions to the General Education Curriculum.

2. The Faculty General Education Committee

A standing faculty committee on general education is in place to ensure that the current General Education Competencies are adequately mapped to the general education curriculum and that the committee provides information to the institution and accrediting bodies that our graduates have achieved the General Education Competencies. The Committee's primary charge is to monitor the implementation of all General Education Competencies, particularly as they pertain to those courses that serve as core requirements for College of Charleston graduates. Any changes to the General Education Competencies are vetted through this Committee prior to submission to the Faculty Senate for final approval and implementation.

The curriculum revision proposals accepted during the 2008-2009 academic year incorporate new policies toward the fulfillment of English and History course requirements. The revised General Education Requirements take effect fall semester 2009 and are detailed below.

B. GENERAL EDUCATION CURRICULUM REVISIONS

1. The English Requirement

As a part of the institutional effectiveness efforts at the College of Charleston, the Department of English conducted several years of research to assess the efficacy of the English 101/102 sequence of courses. That sequence was the General Education Requirement for English within the College's curriculum. The Department employed assessment measures and protocol, and researched, reviewed and evaluated the writing composition component of the General Education requirement in English.

The Department of English is particularly proactive in conducting assessment studies addressing the English Requirement of the General Education Curriculum. This Department has served as one the institutional leaders in curricular revision. Based upon the multi-year assessments, the Department of English proposed to the Faculty General Education Committee and then to the Faculty Senate a change to the English General Education Requirement. The new Requirement, reviewed and approved by the Faculty Senate, calls for a four-credit hour course, English 110, which is a modification and recombination of the former English 101 and 102 course sequence. The College of Charleston implemented this curricular revision fall 2009. For all documentation, including the Department of English proposal and the Faculty Senate minutes from April 7, 2009, see Supporting Document B1 and B2.

The Department of English's assessment efforts included a research study, conducted under the auspices of the Department of English by Ms. Jennifer Burgess, which reported on a comprehensive study of assessment of the First-Year writing composition curriculum. With analysis of critical components and projected learning outcomes as laid out by the Department and the Faculty General Education Committee, recommendations for assessment frameworks

have been made and implemented. Within these assessments it is evident that past graduates were achieving the prior competencies in English, but the new competencies demanded a new response.

The *Burgess Report* provided information to the Department of English, the Office of Institutional Research; the Office of Accountability, Accreditation, Planning, and Assessment; the Office of the Provost; and to the Faculty Committee on General Education (See Supporting Document B3). The material contained in the *Report* informs institutional assessment and accreditation requirements as well as the programmatic/budgetary needs of the Department and details the status of the College of Charleston's writing program and its efficacy and approach to formative and summative assessment. The *Burgess Report* was used by the Department of English as a part of their assessment of course sequencing and provided one additional impetus of change to English General Education Requirement.

The implementation of these revisions addresses General Education Competencies 1, 2 and 6:

1. Research and Communication in Multiple Media and Languages, including proficiency in
 - a. Gathering and using information
 - b. Effective writing and critical reading
 - c. Oral and visual communication
 - d. Foreign language
2. Analytical and Critical Reasoning, including
 - a. Mathematical and scientific reasoning and analysis
 - b. Social and cultural analysis
 - c. Interdisciplinary analysis and creative problem-solving
6. Advanced Knowledge and Skills in Major Area of Study, consisting of
 - a. Skills and knowledge of the discipline
 - b. Sequence of coursework that fosters intellectual growth
 - c. Coursework that extends and builds upon knowledge and skills gained from the core curriculum
 - d. The ability to transfer the skills and knowledge of the major into another setting

A second course, English 215 (Interdisciplinary Composition), is designed to introduce students to the writing and research practices of academic disciplines in the humanities, the natural and social sciences, and business. Through course reading and writing assignments, students investigate academic culture in general, and examine the writing and intellectual practices of a particular academic discipline. The course is divided into two units: 1) students examine academic culture more generally, reading and responding to essays that critique American higher education and offer suggestions for how it may be improved; and 2) students apply what they learn in the first unit to an academic discipline of their choice. This course may be paired with English 101 for transfer students in order to complete the writing requirement of the General Education Requirements.

The General Education Competencies that pertain to English 215 are:

1. Research and Communication in Multiple Media and Languages, including proficiency in
 - a. Gathering and using information,
 - b. Effective writing and critical reading,
 - c. Oral and visual communication,
 - d. Foreign language;
2. Analytical and Critical Reasoning, including
 - a. Mathematical and scientific reasoning and analysis,
 - b. Social and cultural analysis,
 - c. Interdisciplinary analysis and creative problem-solving; and
6. Advanced Knowledge and Skills in Major Area of Study, consisting of
 - a. Skills and knowledge of the discipline,
 - b. Sequence of coursework that fosters intellectual growth,
 - c. Coursework that extends and builds upon knowledge and skills gained from the core curriculum,
 - d. The ability to transfer the skills and knowledge of the major into another setting

2. The History Requirement

The History Department submitted a proposal to the Faculty General Education Committee for consideration regarding a change to the History General Education Requirement (see Supporting Document C1). The new History Requirement removes the sequential nature of History 101/102 and History 103/104 (the old Requirement) and requires that students take one pre-modern and one modern history course, not necessarily in the History Department. A subsequent change from the Jewish Studies Program added two courses (JWST 210 and JWST 215 discussed below) that could be used to fulfill this requirement. Others are given on the list developed for this purpose that may be found in Supporting Document C2. The modifications to the core History requirements as approved by the Faculty Senate on April 7, 2009 (see Supporting Document C3) are as follows:

- 1) Students must complete two approved History courses.
- 2) Students must select two courses that, together, cover both eras of human history (pre-modern and modern). Courses will be designated to indicate the appropriate era.

The revisions are being implemented during fall 2009, and they primarily address General Education Competencies 2 and 3:

2. Analytical and Critical Reasoning, including
 - a. Mathematical and scientific reasoning and analysis,
 - b. Social and cultural analysis,
 - c. Interdisciplinary analysis and creative problem-solving; and
3. Historical, Cultural, and Intellectual Perspectives, including knowledge of
 - a. Human history and the natural world,
 - b. Artistic, cultural, and intellectual achievements,
 - c. Human behavior and social interaction,
 - d. Perspectives and contributions of academic disciplines

Another addition to the History Requirement is that, beginning in fall 2009, Jewish Studies 210 (Jewish History I: Ancient to Modern) and Jewish Studies 215 (Jewish History II: Modern to Present) will be an acceptable sequence to fulfill the History Requirement (see Supporting Document C4). The courses are open to students without prerequisite. These courses have been designed to help students acquire the following General Education Competencies:

2. Analytical and Critical Reasoning, including
 - a. Mathematical and scientific reasoning and analysis,
 - b. Social and cultural analysis,
 - c. Interdisciplinary analysis and creative problem-solving;
3. Historical, Cultural, and Intellectual Perspectives, including knowledge of
 - a. Human history and the natural world,
 - b. Artistic, cultural, and intellectual achievements,
 - c. Human behavior and social interaction,
 - d. Perspectives and contributions of academic disciplines; and
4. International and Intercultural Perspectives, gained by
 - a. Knowledge of international and global contexts , and
 - b. Experiencing, understanding, and using multiple cultural perspectives

As a follow-up to these curricular changes, the Chair of the History Department and the Associate Vice President for Institutional Research met to discuss the implications for enrollments and course content. The AVP for Institutional Research then undertook a study on course sequencing for History that may be found in Support Document C5). The study, “A Hierarchical Approach To Understanding Interval-Level Grade Attainment For History Course Sequence (HIST 101/102 and HIST 103/104),” aids in the understanding of potential impacts on trends for enrollments for these two courses and provides data and analysis to inform the re-configuration of curriculum “content” and “approach.” This retrospective analysis of the two course sequences will also assist the Chair of the History Department in the understanding of the efficacy or lack thereof of these sequences and to plan for next steps.

C. STUDENT ENGAGEMENT IN THE GENERAL EDUCATION COMPETENCIES

From the onset of a student’s experience with the College of Charleston, ample opportunities to be engaged in learning, particularly the core General Education Competencies, are provided and/or required to ensure that students may maximize their own intellectual and cognitive growth as they complete their courses of study. The measurements and documentation that affirm these experiences are designed to provide evidence that students are exposed to and engaged in the General Education Competencies during their first two years of study at the College. Among these are:

- The First-Year Experience program assessments including collection and analysis of syllabi, grading rubrics, samples of graded student writing
- Spot-audits of FYE class materials for evidence demonstrating the delivery of General Education Competencies
- The First-Year Experience Survey

- Your First College Year Survey
- Documentation from the Academic Advising curriculum
- Information from the syllabus of the NCAA Student Success course
- Studies on participation in Study Abroad⁵
- Research on the Honor Code and Judicial Proceedings⁶

Each of these are analyzed and used to inform the policy and implementation of curriculum and student activities at the College of Charleston. This section will review those that pertain primarily to students in the first two years. Those pertaining to the last two years of college will be detailed in a subsequent section of this Report.

1. The First-Year Experience (FYE)

The College of Charleston's Quality Enhancement Plan was designed to create an intentional and challenging First-Year Experience. Specifically, the First-Year Experience provides student learning opportunities in the form of an introduction to the liberal arts and science education offered at The College. In this context, the student learning refers primarily to the deliberate cultivation of effective intellectual habits of inquiry, understanding and engagement. This First-Year Experience Program consists of two curricular choices, First-Year Seminars and Learning Communities. Both of these curricular choices fulfill General Education Competencies and have specific learning outcomes.

The First-Year Seminar is a new course model that includes curricular, residential, and co-curricular elements. All sections of the course will be taught by roster faculty members, bringing students into close contact with the faculty early in the students' careers. These faculty members will teach important college transition and success skills, but will do so in the context of the inquiry-based disciplinary or interdisciplinary learning. These courses are intended to be small (generally between 20 and 25 students) and focus on a narrow topic thereby introducing students to the research and writing skills of that discipline. Participation in this course is intended to help build foundational skills in writing and research that will be applicable to their upper level coursework.

The First-Year Seminar (FYSM) course is designed specifically to address and support the General Education Competencies as approved by the Faculty Senate in September 2006. In ways appropriate for first-year students and appropriate to the discipline offering FYSM for general education credit, the course contributes to student learning through the achievement of the General Education Competencies. In combination with their other courses, FYSM courses offer students an excellent introduction to the academic life of the College of Charleston.

⁵ Both Study Abroad and the Honor Code/Student Code of Conduct are also elements of the second two years of study at the College, but are discussed herein as they pertain to the first two years as that is when students are introduced to the codes.

⁶ Revisions reflected here are discussed in the section on Revisions to the General Education Curriculum

A Learning Community (LC) links two or more courses, often around an interdisciplinary theme or problem. Faculty who teach the courses may create cross-course assignments, schedule class activities together, and explore meaningful connections between the community courses and disciplines. A synthesis seminar is a requisite component of first-year learning communities. A peer facilitator leads the weekly, hour-long seminars; the topics under discussion range from issues related to the learning community courses to college life in general. These peer facilitators are motivated upperclassmen, who become a mentor to first-year students, a teacher, a guidance counselor, a College of Charleston ambassador, a discussion leader, and a tour guide of the resources available academically and socially on the campus. Also, peer facilitators often serve as a communication bridge between faculty members and the students, teaching students' methods to access faculty members and to feel comfortable in their communication with them.

To assess The First-Year Experience comprehensive measures have been developed that evidence students' exposure to and acquisition of General Education Competencies. These measures are itemized in Figure 1 which summarizes the specific learning objectives. The varied assessment measures which include but are not limited to the use of rubrics in analyzing student assignments, analysis of syllabi, and surveys highlight the use of direct and indirect measures in the First-Year Experience. This multi-faceted approach provides the evidence needed to ensure that students are indeed achieving these competencies. These learning objectives are the guiding components for evaluation of student work. They not only directly address program-determined learning outcomes, but also meet many of the components of the College's General Education competencies.

The following two sections of this report detail the first two completed FYE assessments: 1) the FYE survey and 2) the spot-audit of FYSM and Learning Community courses.

Figure 1: FYE Learning Objectives

FYE Learning Objectives and Assessments				
Learning Objective	Measure of Objectives	Assessment Criteria	Evidence	Actions Completed
1. Developing effective reading, writing and speech,	Complete at least one paper that demonstrates acceptable and appropriate written communication skills as understood in the discipline and as measured by a rubric approved by the First-Year Experience Committee	FYE Rubric of General Guidelines and class/discipline-specific rubrics	1. FYE Guidelines 2. Course Syllabi 3. Sample Papers	1. Collect FYE Guidelines 2. Collect Course Syllabi 3. Collect Sample Papers 4. Evidence analysis and reporting
2. Using of academic resources and student support services at College of Charleston,	Familiarity with the College library, information technology resources, the Center for Student Learning, the Academic Advising and Planning Center, and other appropriate academic resources and student support service	1. Specific Assignment 2. First-Year Experience (FYE) survey	1. Sample of completed assignments 2. FYE survey results 3. Course/ Seminar Syllabi 4. Tally of visits 5. Web sites/ presentations	1. Collect Survey 2. Collect sample assignments 3. Collect syllabi 4. Collect web or other presentation materials 5. Confirm visits w/ Liaisons 6. Evidence analysis and reporting
3. Becoming familiar with data, information and knowledge-gathering techniques and research skills in the discipline,	Demonstrate knowledge of information gathering techniques and research skills as appropriate in the discipline or to interdisciplinary learning.	1. FYE survey 2. Class/discipline-specific rubrics	1. FYE Survey Results 2. Quizzes Student Papers and Presentations	1. Collect Survey 2. Collect sample quizzes 3. Collect sample papers and presentation materials 4. Evidence analysis and reporting
4. Using critical thinking skills and problem-solving techniques in a variety of contexts,	Complete at least one assignment that demonstrates problem-solving technique(s).	1. Specific Assignments 2. Class/discipline-specific rubrics	1. Sample of completed assignments 2. Course syllabi	1. Collect sample assignments 2. Evidence analysis and reporting
5. Understanding the goals of liberal arts and sciences education and the core values of College of Charleston,	Demonstrate knowledge of the goals of liberal arts and sciences education and the core values of College of Charleston.	1. Specific Assignments 2. FYE Rubric of General Guidelines and class/discipline-specific rubrics	1. Sample of completed assignments 2. Course syllabi	1. Collect sample assignments 2. Evidence analysis and reporting
6. Understanding and respecting,	Demonstrate knowledge of the values of academic integrity, including the College Honor Code.	1. Specific Assignments 2. FYE Rubric of General Guidelines and class/discipline-specific rubrics	1. Sample of completed assignments 2. Course syllabi	1. Collect sample assignments 2. Evidence analysis and reporting
7. Using effective skills and strategies for working collaboratively,	Complete a project or conduct an event that calls for interpersonal or intrapersonal interactions.	1. Specific Assignments 2. Class/discipline-specific rubrics	1. Sample of completed assignments 2. Course syllabi	1. Collect sample assignments 2. Collect event programs, partnership contracts, letters or certificates of participation/ appreciation 3. Evidence analysis and reporting
8. Engaging constructively in the College and local communities.	Actively participate and contribute to a program or event that serves the good of the College or the local community.	1. Specific Assignments 2. Class/discipline-specific rubrics	1. Sample of completed assignments 2. Course syllabi	1. Collect sample assignments 2. Collect event programs, partnership contracts, letters or certificates of participation/appreciation. 3. Evidence analysis and reporting

2. Spot-audits of FYE Class Materials

Along with the collection of assessment evidence for FYE program-specific learning objectives, AAPA conducted spot-audits of First-Year Seminar (FYSM) classes for meeting General Education Competencies (see Supporting Document D1 for a matrix of the course assessments from which the spot audits were drawn). Seven of the nineteen FYSM classes offered in academic year 08-09 were randomly selected for review of syllabi, course teaching materials, grading rubrics, and samples of students' graded assignments (students' personal information was redacted). These items were collected from faculty by the Director of the First-Year program and provided to the Director of Institutional Assessment for confirmation and review.

The classes that were audited and their respective General Education Competencies were:

FYSM9 – FYSM106-001 Love and Death in the Art of Picasso	Competencies 1, 2, 3, 4, 5
FYSM 113.001 The Individual, the Family, and the State in Western Tradition	Competencies 1, 2, 3, 4, 5
FYSM11 – FYSM126-001 Public Education in the 21st Century	Competencies 1, 2, 3, 5
FYSM4 – FYSM152-001 Animal Minds, Animal Rights	Competencies 1, 2, 3, 5
FYSM1 – FYSM158-001 Positive Psychology: Living Life to its Fullest	Competencies 1, 2, 3, 5
FYSM2 – FYSM166-001 Appreciating Diversity Through non-Western Dance	Competencies 1, 2, 3, 4, 5
FYSM5 – FYSM168-001 Gender Outlaws: Our Culture War over Sexual Identity	Competencies 1, 2, 3, 4, 5
LC – FA8: Chemistry 111 and Biology 111 Chemistry and Biology for Pre-Med Students	Competencies 1, 2, 5, 6
LC - F06: Sociology 101 and English 101 Sociology and the Individual	Competencies 1, 2, 3, 5

All of eleven classes that were audited demonstrated student engagement in Competencies 1, 2, 3, and 5. Three of the eleven also demonstrated student engagement in Competency 4. The eight classes that did not include a focus on the fourth Competency were those for which international or intercultural elements were not included.

Only one set of the audited Learning Community courses (LC – FA8: Chemistry 111 and Biology 111/*Chemistry and Biology for Pre-Med Students*) meets Competency 6. According to the design of the course, LC – FA8: Chemistry 111 and Biology 111 is geared to the advancement of students who intend to adopt a Pre-Med major. The sixth Competency is not commonly met through classes in the first-year, as the sixth Competency is geared toward discipline-specific development within a students' declared major. Thus, students are usually beyond freshman year when engaging in the sixth Competency.

A sample of evidentiary documents the resulted from the spot audits may be found in Supporting Document D2. Included also is an explanation of FYE writing requirements, samples of grading rubrics, and samples of graded student papers.

3. The College of Charleston First-Year Experience Survey

Administration and Response

Currently, our First-Year Experience courses consist of two options: the first-year seminar course or participation in a learning community (typically two linked courses with an additional weekly one hour session conducted by peer facilitators). In the 2008-2009 academic year, the FYE program was optional; thus, current students have self-selected to participate. By fall 2011, all freshmen will be required to take an FYE experience course as part of their general education requirements.

The First-Year Experience Survey (see Supporting Document D3 for survey instrument) was designed a cross-departmental committee of members from New Student Programs (NSP), IR, and AAPA. The survey gathers feedback that contributes to the overall assessment of the First-Year Experience as well as assessing programmatic effectiveness. The First-Year Experience survey is administered to the FYSM courses during the last week of classes. For learning communities, this survey is administered by the peer facilitators during one of their sessions.

This section presents summary statistics of the FYE student's responses to the survey. The responses are presented by semester and then cumulatively for the academic year. However, please note the differences in the quantity of courses offered from the fall to the spring semester (24 courses to 8 courses; 473 students as compared to 76 students). For this reason, it is suggested that one rely only on the proportions in comparing the results from one semester to the other and to keep in mind the comparatively smaller N for the spring semester.

Background Questions

Background questions for this survey were limited to residency status and academic intent.

Table 1. Respondent Background Data			
Survey Response Rate	Fall 2008	Spring 2009	Academic Year 2008-2009
Survey Respondents (N)/Students Enrolled (Response Rate)	473/516 (92%)	76/94 (81%)	549/610 (90%)
Courses Offered			
Number of FYSM courses offered	14	6	20
Number of LC courses offered	10	2	12

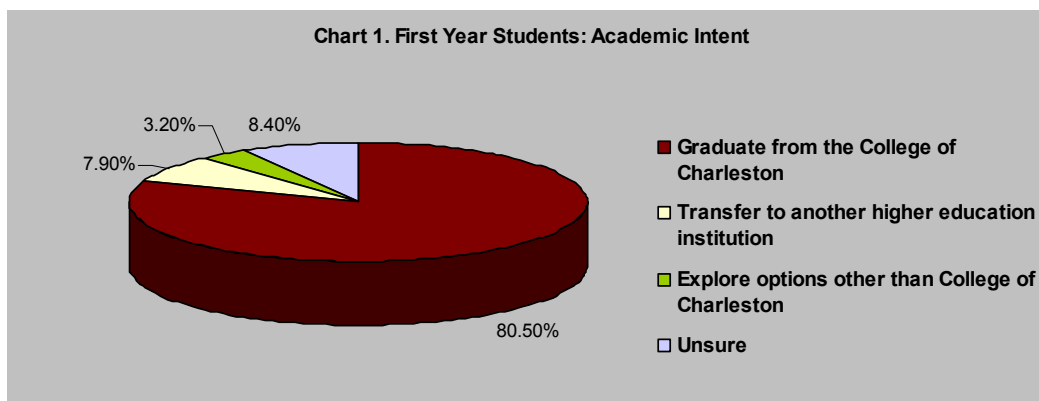
Residency status

For the 2008-2009 academic year, 53% of the students enrolled in an FYE course were SC state residents, while 46% were out of state students. This corresponds fairly closely to the make-up of the freshmen class as a whole, where 58% of students were in-state students and 42% were out-of-state students. Among respondents from fall to spring, there is a slight increase in enrollment percentages of in-state students. Conversely, the percentile dropped for those enrolled from out-of-state.

Table 2. Residency Status						
	Fall 2008		Spring 2009		Academic Year 2008-2009	
	Count	Percent	Count	Percent	Count	Percent
SC State Resident	238	52.4	41	56.2	279	52.9
Out of State Resident	214	47.1	30	41.1	244	46.3
International Student	2	.4	2	2.7	4	0.8
Total	454	100.0	73	100.0	527	100.0

Academic intent

The data indicates that our entering freshmen intend to remain at the College of Charleston until graduation. Overall, an overwhelming majority (80.5%) of our FYE students indicate that their current intention is to graduate from the College of Charleston.



Other notable findings regarding academic intent at the time of the survey:

- ☼ Respondents' declaration of intent indicates an increase in students' desire to remain at the College of Charleston until graduation. This may indicate that more exposure to the College of Charleston only increases their investment in the institution.
- ☼ Given that freshmen are self-selecting into FYE courses, it may indicate that the type of student who is drawn to this type of experience is also more invested in their decision to come to the College of Charleston than students who do not select into these courses.
- ☼ The percentage of students reporting a desire to transfer to another institution is lower in the spring semester than it is in the fall semester.

Table 3. Respondents' Academic Intent						
	Fall 2008		Spring 2009		Academic Year 2008-2009	
	Count	Percent	Count	Percent	Count	Percent
To graduate from this institution	367	79.6	62	86.1	429	80.5
Transfer to another higher education institution	39	8.5	3	4.2	42	7.9
Explore options other than C of C	15	3.3	2	2.8	17	3.2
Unsure	40	8.7	5	7.0	45	8.4
Total	461	100.0	72	100.0	523	100.0

FYSM or LC Course(s) Experience

This section of the survey queries students about their learning experiences in their FYE coursework as it relates to the College's General Education Competencies, active learning, and experiential learning.

Contribution of FYE coursework to cognitive skills and values

Students were asked their level of agreement with 15 factors related to their development of specific cognitive skills or values during their experience in First-Year Seminars or Learning Communities. Overwhelmingly, students tended to state agreement that their FYE coursework made a contribution to their learning in each of these areas. The range of response for those students' who either strongly agree or agreed ranged from a low of 46% to a high of 80%. On average, 70% of the students' answered positively to these questions. On the opposite end of the spectrum, students who did not feel that their FYE coursework contributed to their development never exceeded more than 15%; averaging at 9.6%.

Table 4. Contribution of FYSM or LC Coursework to FYE Learning Objectives

Table 4. Contribution of FYSM or LC coursework to FYE Learning Objectives:															
FYE Learning Objectives:	% of Respondents Fall 2008					% of Respondents Spring 2009					% of Respondents Academic Year 08-09				
	SA	A	NO	D	SD	SA	A	NO	D	SD	SA	A	NO	D	SD*
Developing problem solving skills	12	48	31	8	2	16	49	25	8	1	12	48	30	8	2
	(N=469)					(N=75)					(N=544)				
Sharpening analytical skills	15	55	23	6	2	27	63	7	3	1	17	56	21	6	2
	(N=470)					(N=75)					(N=545)				
Developing ability to work as a team member	15	46	29	8	3	16	40	35	7	3	15	45	30	8	3
	(N=470)					(N=75)					(N=545)				
Feeling more confident about tackling unfamiliar problems	16	56	21	6	1	21	49	24	4	1	17	55	22	5	1
	(N=469)					(N=75)					(N=544)				
Improving written communication skills	18	45	28	8	2	29	60	7	4	0	19	47	25	8	2
	(N=469)					(N=75)					(N=544)				
Improving oral communication skills	15	44	29	11	2	21	51	17	11	0	16	45	27	11	2
	(N=469)					(N=75)					(N=544)				
Developing ability to correct errors in personal writing	12	49	26	11	3	32	47	11	9	0	14	49	24	10	3
	(N=468)					(N=74)					(N=542)				
Developing a personal code of values and ethics	13	42	34	8	3	24	36	32	5	1	15	41	34	8	2
	(N=468)					(N=74)					(N=542)				
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	16	49	25	7	3	27	37	31	4	1	18	47	26	7	3
	(N=470)					(N=75)					(N=545)				
Contributing to the welfare of your community	9	36	39	12	4	12	40	39	7	3	10	36	39	11	4
	(N=470)					(N=75)					(N=545)				
Becoming more intellectually curious about the world	21	54	17	6	2	36	53	7	3	1	23	54	16	6	2
	(N=469)					(N=75)					(N=544)				
Interacting with faculty contributed to the value of academic experience	24	55	15	3	2	29	55	13	3	0	25	55	15	3	2
	(N=469)					(N=75)					(N=544)				
Establishing friendships or study groups with classmates	28	50	16	5	2	27	48	24	1	0	28	49	17	4	2
	(N=470)					(N=75)					(N=545)				
Understanding the value of a liberal arts and sciences education	20	54	20	5	2	25	51	23	1	0	20	54	20	4	2
	(N=469)					(N=75)					(N=544)				
Participating in the FYE made transition to college easier	20	43	22	10	5	29	39	23	7	3	22	43	22	9	4
	(N=469)					(N=75)					(N=544)				
Would recommend the FYE to other first-year students	29	45	15	7	5	29	39	23	7	3	31	44	14	6	4
	(N=469)					(N=75)					(N=544)				

* SA = strongly agree; A = agree; NO = no opinion; D = disagree; SD = strongly disagree

Notable findings (strengths):

- ☞ 80% of respondents agreed that interacting with faculty contributed to the value of their academic experience.
- ☞ 77% reported that their FYE coursework contributed to their becoming more intellectually curious about the world.
- ☞ 77% reported that they were establishing friendships or study groups with classmates.
- ☞ 74% stated they were developing an understanding of the value of a liberal arts and sciences education.
- ☞ 73% reported sharpening their analytical skills.
- ☞ 72% reported feeling more confident about tackling unfamiliar problems.

Notable findings (opportunities for growth):

- ⌘ 46% of respondents agreed that their FYE coursework had an impact on contributing to the welfare of their community.
- ⌘ 56% were in agreement that their FYE coursework contributed to developing a personal code of values and ethics.

Notable **increase** in agreement from fall to spring:

- ⌘ Improving written communication skills, 63% to 89%.
- ⌘ Sharpening analytical skills, 70% to 90%.
- ⌘ Developing ability to correct errors in personal writing, 61% to 79%.
- ⌘ Becoming more intellectually curious about the world, 75% to 89%.
- ⌘ Improving oral communication skills, 59 % to 72%.

Notable **decrease** in agreement from fall to spring:

- ⌘ Would recommend the FYE to other first-year students, 74% to 68%

Parenthetically, as students progress in their college careers they develop cognitive skills and maturity levels, thus their comprehension of what and how they are learning should develop accordingly. This may be a contributing factor in explaining differences from the fall to spring semesters.

Active learning opportunities

The next section of the survey asked students about opportunities afforded via their FYE course experience such as investigating a research question or participating in civic engagement.

Table 5. Coursework in FYSM or LC provided opportunity to participate in the following activities:

(Results expressed as %)	Fall 2008 (%)				Spring 2009 (%)				Academic Year 2008-2009 (%)			
	F	O	S	N	F	O	S	N	F	O	S	N*
Civic engagement or voting in local, state, or national elections	12	23	33	32	9	8	17	65	12	21	31	37
	(N=469)				(N=75)				(N=544)			
Discuss complex real world problems	24	33	32	11	29	29	32	9	25	33	32	11
	(N=469)				(N=75)				(N=544)			
Use the resources and services available on campus	29	45	24	2	32	39	28	1	29	44	25	2
	(N=467)				(N=75)				(N=542)			
Investigate a research question	20	39	31	10	39	31	20	9	23	38	30	10
	(N=468)				(N=74)				(N=542)			
Read journals or books related to course discussion	29	32	27	12	60	25	11	4	34	31	24	11
	(N=467)				(N=75)				(N=542)			
Raise and discuss questions or topics in class	37	40	21	3	63	23	12	3	41	37	19	3
	(N=466)				(N=75)				(N=541)			
Establish learning goals and track progress towards completion	21	41	28	10	33	32	27	8	23	40	28	10
	(N=467)				(N=73)				(N=540)			
Make an oral presentation	11	24	30	35	15	22	36	27	11	24	30	34
	(N=469)				(N=73)				(N=542)			
Write a short or long paper about your position or research findings	23	33	27	16	47	41	11	1	27	34	25	14
	(N=466)				(N=75)				(N=541)			
Use information gathering techniques to conduct research	21	38	31	11	33	37	28	1	23	38	30	9
	(N=468)				(N=75)				(N=543)			
Attend campus events and activities relevant to class	21	32	32	15	24	21	31	24	21	31	32	16
	(N=469)				(N=75)				(N=544)			
Compare and contrast divergent worldviews	18	33	31	18	35	28	25	12	21	32	30	17
	(N=468)				(N=75)				(N=543)			

* F = frequently; O = often; S = sometimes; N = never

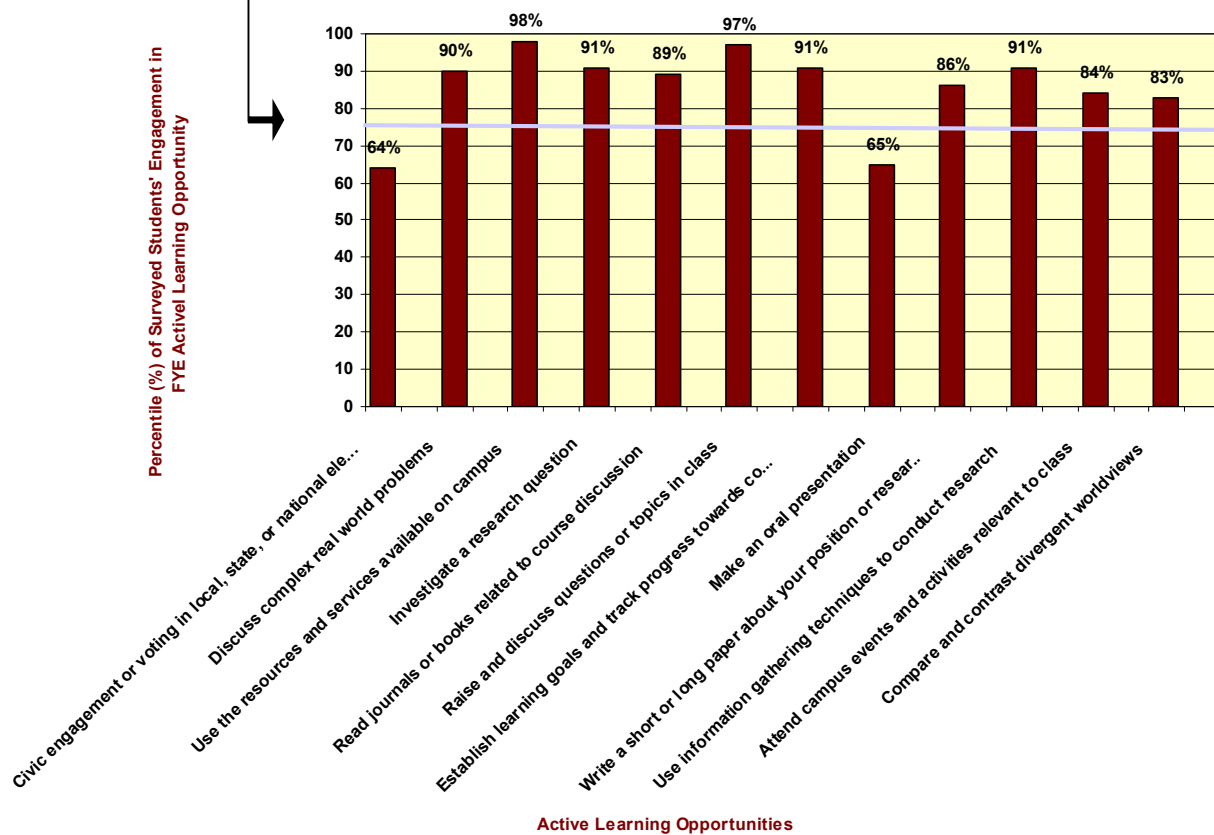
Notable findings:

- ☼☼ 78% reported raising and discussing questions or topics in class.
- ☼☼ 73% reported using the resources and services available on campus.
- ☼☼ 65% read journals or books related to course discussion.
- ☼☼ 61% declared that they wrote a short or long paper about their position or research findings.
- ☼☼ 37% of respondents reported civic engagement or voting in local, state, or national elections. The reported level of engagement is significantly less in this category in the spring than in the prior fall. *It should be noted that fall 2008 was a national election year.*

Chart 2 below demonstrates the percentile of respondents who reported Frequent, Often, or Some engagement in the FYE active learning opportunities. The recommended baseline for student engagement in active learning events is 75% of enrolled participants.

AAPA recommended
baseline of student
engagement: 75%

Chart 2. FYE Student Engagement in Active Learning



Contact with faculty

In the course of the academic year, 60% of responding students met with faculty 1-3 times. As many as 9% of respondents met with faculty 5 or more times. However, 25% of respondents reported having never met with a faculty member.

Table 5. Number of times student met with faculty member outside of class

	Fall 2008		Spring 2009		Academic Year 2008-2009	
	Count	Percent	Count	Percent	Count	Percent
Never	123	26.2	12	16.2	135	24.8
1 time	120	25.5	19	25.7	139	25.6
2 times	86	18.3	20	21.0	106	19.5
3 times	65	13.8	13	17.6	78	14.3
4 times	31	6.6	8	10.8	39	7.2
5 or more times	45	9.6	2	2.7	47	8.6
Total	470	100.0	74	100.0	544	100.0

Intellectual challenge

The majority of students (70.2%) reported feeling intellectually challenged or very challenged by their FYSM and LC coursework. Conversely, 29.8% felt that there could be more academic rigor. The data suggests that students in the spring classes felt more challenged than those in the fall classes.

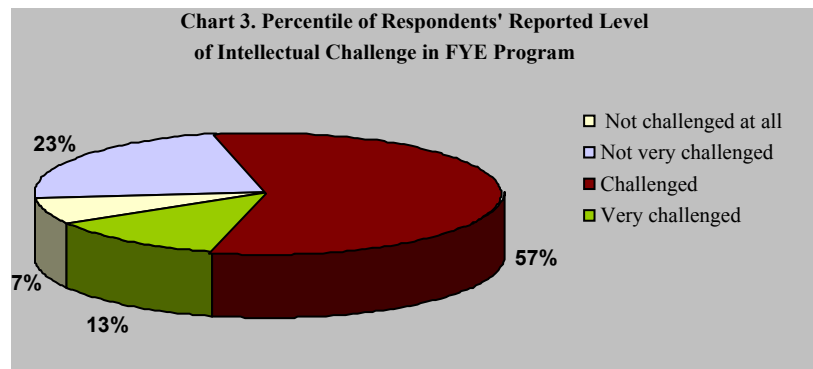
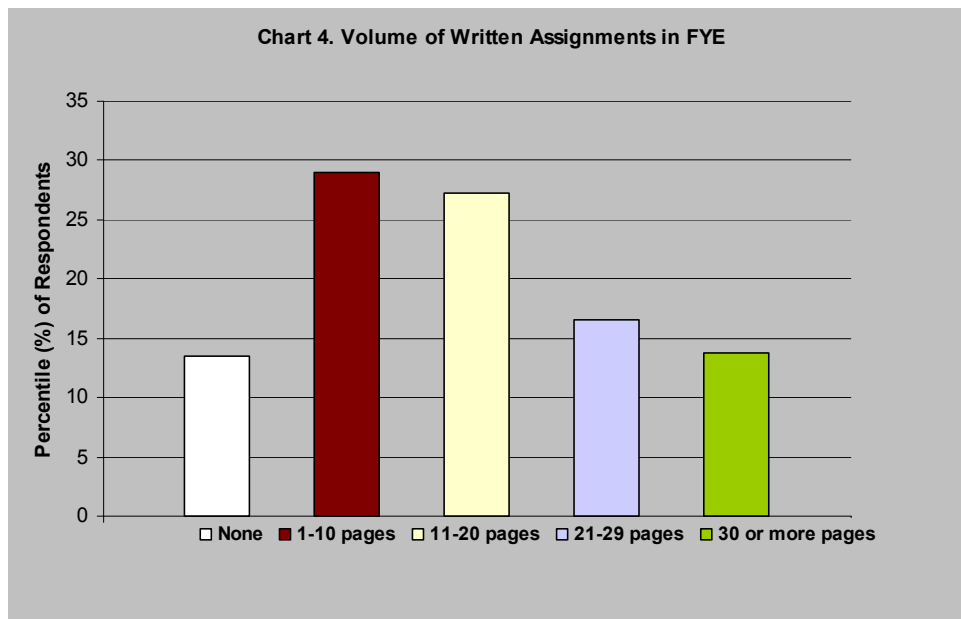


Table 6. Level of Intellectual challenge in FYSM or LC coursework						
	Fall 2008		Spring 2009		Academic Year 2008-2009	
	Count	Percent	Count	Percent	Count	Percent
Not challenged at all	37	7.9	1	1.4	38	7.0
Not very challenged	112	23.9	12	16.22	124	22.8
Challenged	257	54.8	54	73.0	311	57.3
Very challenged	63	13.4	7	9.5	70	12.9
Total	469	100.0	74	100.0	543	100.0

Writing in FYSM or LC course(s)

Volume

Overall, 57.5% of respondents reported having produced 20 or more pages of written work for a grade. 30% reported having produced 1-10 pages of graded written work, and 13.5% reported having none of their written work submitted for grading. 70.2 % of respondents received feedback on their written work.



Note in Table 7 that all respondents in the spring semester reported having their writing graded. The variations in the writing requirement would be determined by the course topics and the instructors' discretion in that which is collected for grading.

Table 8. Writing in the FYE						
Number of pages of writing turned in for a grade						
	Fall 2008		Spring 2009		Academic Year 2008-2009	
	Count	Percent	Count	Percent	Count	Percent
None	73	15.6	0	0.0	73	13.5
1-10 pages	142	30.3	15	20.8	157	29.0
11-20 pages	118	25.2	29	40.3	147	27.2
21-29 pages	70	14.9	20	27.8	90	16.6
30 or more pages	66	14.1	8	11.1	74	13.7
Total	469	100.0	72	100.0	541	100.0
Received feedback on any drafts of a paper						
	Count	Percent	Count	Percent	Count	Percent
Yes	290	67.4	59	88.1	349	70.2
No	140	32.6	8	11.9	148	29.8
Total	430	100.0	67	100.0	497	100.0

Methods of feedback

The majority of students reported having received some form of active feedback and clarification of expectations on their written work:

- ⌘ 82.4% of students reported receiving comments on the assignment's content, claim, organization, and/or audience.
- ⌘ 72% reported receiving identification of errors in spelling, word choice, punctuation, and grammar.

Table 8. Method of instructor feedback on assignments

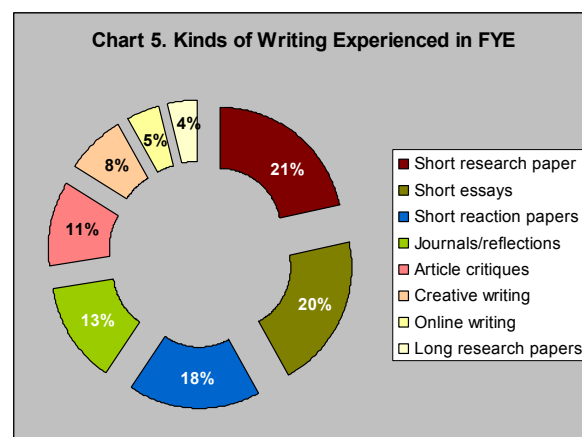
	Fall 2008		Spring 2009		Academic Year 2008-2009							
	Yes		No		Yes		No		Yes		No	
	#	%	#	%	#	%	#	%	#	%	#	%
A grade	391	86	64	14	70	97	2	3	461	87.5	66	12.5
Identification of errors in spelling, word choice, punctuation, and grammar	323	72	129	29	53	76	17	24	376	72.0	146	28.0
Comments on the assignment's content, thesis statement/claim, organization and/or audience	363	81	88	20	68	94	4	6	431	82.4	92	17.6
Rubric that explained the characteristics of A,B,C, and D level work	294	66	150	34	42	63	25	37	336	65.8	175	34.3

Types of writing experiences

The most common form of writing in the FYSM and LC courses was the short research paper, 1-10 pages. The least common was the long research paper (11-20 pages).

Table 9. Kinds of writing done in FYE course

	Fall 2008		Spring 2009		Academic Yr 2008-2009	
	#	%	#	%	#	%
Short research papers (10 pgs or less)	261	55	52	68	313	57
Short essays	263	56	27	36	290	53
Short reaction papers	204	43	51	67	255	46
Journals/reflections	164	35	29	38	193	35
Article critiques	135	29	24	32	159	29
Creative writing	89	19	19	25	108	20
Online writing	60	13	7	9	67	12
Long research papers (11-20 pgs)	42	9	10	13	52	10
Total	N=473	--	N=76	--	N=549	--



V. Campus services and resources

This section of the survey allows students to document their use of integral student support services as well as assess the benefit they feel they received from each service. Services included: The Center for Student Learning (CSL), The Academic Advising and Planning Center (AAPC), the Library website, the Library reference desk, and Career Services.

Notable findings:

☺☺ **CSL:** 54 % of students reported having used the CSL; of those who used the CSL, 61% reported having benefitted from doing so.

☺☺ **AAPC:** 71 % of students reported having used the AAPC; of those who attended advising sessions at the AAPC, 78% reported having benefitted from doing so. To note, academic advising is mandatory for all students in their first year at the College of Charleston.

However, athletes or Honors College students receive their advising and planning services from the Athletics Advisors and the Honors College Advisors, respectively.

☺☺ **Library website:** 91 % of students reported having used the Library web site for research purposes, of those who used it, 90% reported having benefitted from doing so.

☺☺ **Library reference desk:** 59 % of students reported having used the Library reference desk for research purposes; of those who used it, 65% reported having benefitted from doing so.

☺☺ **Career Services:** 24 % of students reported having visited the Career Services; of those who did so, 32% reported having benefitted.

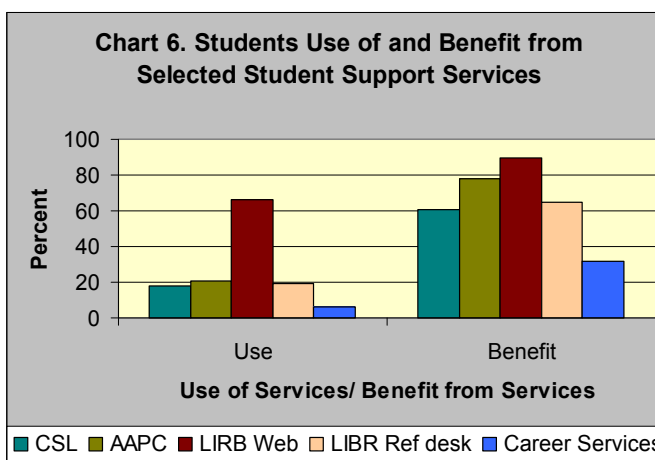


Table 10. ACADEMIC YEAR 2008-2009
(Results expressed as percentages)

<u>Use of Service (%)</u>				<u>Service or Resource</u>	<u>Benefit from Service (%)</u>	
Very Often	Often	Sometimes	Never		Yes	No
7	11	36	46	Center for Student Learning	61	39
		(N=543)			(N=434)	
4	17	51	29	Academic Advising & Planning Center	78	22
		(N=543)			(N=462)	
26	40	25	9	Library Website (for research purposes)	90	10
		(N=542)			(N=501)	
5	14	40	41	Library Reference Desk (for research purposes)	65	35
		(N=541)			(N=443)	
1	5	19	76	Career Services	32	68
		(N=541)			(N=389)	

Peer Facilitator Specific Questions (for LC courses only)

As mentioned previously, the learning community courses offer an additional one-hour per week session with a peer facilitator. This section of the survey is specific to the students in a learning community and queries them about the experience with the peer facilitator.

Notable findings:

- ☼☼ 77% of respondents felt that the synthesis seminar led by a peer facilitator helped make their transition to college easier.
- ☼☼ 91% reported that the peer facilitator encouraged discussion about academic and social issues in the synthesis seminar.
- ☼☼ 73% of respondents reported that the synthesis seminar was a valuable part of the academic experience.
- ☼☼ 91% of respondents felt that the peer facilitator was helpful and supportive.

Table 11. Contribution of coursework in FYSM or LC course(s) to the following:															
<i>(Results expressed as %)</i>	Fall 2008 (%)					Spring 2009 (%)					Academic Year 2008-2009 (%)				
	SA	A	NO	D	SD	SA	A	NO	D	SD	SA	A	NO	D	SD*
The synthesis seminar led by a peer facilitator helped make my transition to college easier	35	42	18	2	3	20	53	27	0	0	34	43	19	2	3
	(N=293)					(N=15)					(N=308)				
The peer facilitator encouraged discussion about academic and social issues in the synthesis seminar	48	43	8	1	1	44	44	13	0	0	48	43	8	1	1
	(N=293)					(N=16)					(N=309)				
The synthesis seminar was a valuable part of the academic experience	33	40	16	6	5	44	44	13	0	0	33	40	16	6	5
	(N=293)					(N=16)					(N=309)				
The peer facilitator was helpful and supportive	49	42	7	1	1	67	20	13	0	0	50	41	8	1	1
	(N=292)					(N=15)					(N=307)				

* SA = strongly agree; A = agree; NO = no opinion; D = disagree; SD = strongly disagree

Commendations and Recommendations

Commendations

- 610 students participated in FYE a program evaluation; that reflects a 90 % response rate of those enrolled in the 32 FYE courses in academic year 2008-2009. (Table 1.)
- 81% of FYE students stated that they intend to graduate from the College of Charleston. (Table 2.)
- FYE programs are commended on the high level of faculty and peer related social engagement and intellectual development. (Table 5.)
- FYE programs are commended on the high level of active learning opportunities available to students throughout the program curriculum.
- Learning Community peer-facilitators enjoy a high rating in their availability to facilitate discussions and provide first-year student support.

Recommendations

- Maintain a 90% participation rate as a baseline measure for survey responses as FYE programs become mandated for all freshmen.
- Establish 81% as baseline of predicted FYE student retention rate. Further, FYE administration should follow-up with the Office of Retention to coordinate program tracking regarding student intent vs. actual retention rates.
- Identify and record baseline levels of first-year student engagement as it pertains to community involvement and the development of personal values. This may require a discussion regarding the suitability of these characteristics as an FYE program priority.
- Establish baseline level of desired student engagement in active learning opportunities. AAPA suggests a level of engagement at 75% and recommends a review of the following two survey items:
 - Civic engagement or voting in local, state, or national elections.
 - Making an oral presentation
- Set and express baseline goals for the volume of written assignments and feedback on those assignments.
- AAPA recommends that FYE administrators set baseline expectations for peer facilitator efficacy.

4. Your First College Year Survey

The First-Year Experience program was the catalyst for adopting the Your First College Year (YFCY) survey instrument which measures students' perception of having acquired the College's General Education Competencies. The "Your First College Year" Survey is designed to capture a measure of students' experiences in their first two semesters at the College of Charleston. The purpose is to track program efficacy in multiple areas – academics, student services, student affairs, and campus life.

(See Supporting Document D4 for the YFCY Survey instrument.)

Reported below are selected data from the Your First College Year (YFCY) Survey as it pertains to our student's accomplishments in regards to the College of Charleston's General Education Competencies. The results from 20 questions of the YFCY survey are presented below.

The YFCY was administered for the first time in the spring 2009 and will be administered bi-annually thereafter. The survey was administered online to all freshmen, with a final response rate of 15% and a corresponding 5.6% margin of error (an acceptable response rate as denoted by the margin of error).

Survey Results as Pertinent to General Education Competencies

Table 1. Assessment of Skill Change over the First Year (Data expressed as percents)

Compared with when you entered this college, how would you now describe your:	Gen Ed Competencies	Much Stronger	Stronger	No Change	Weaker	Much Weaker
Knowledge of a particular field or discipline	6	34.9	56.7	6.1	1.5	0.8
Knowledge of people from different races/cultures	4	13.0	38.7	43.7	3.8	0.8
Understanding of the problems facing your community	4,5	8.8	49.0	37.6	3.1	1.5
Understanding of national issues	5,3	8.4	46.0	37.6	6.1	1.9
Understanding of global issues	5,3	12.3	42.5	38.3	5.0	1.9
Ability to conduct research	1	10.0	54.0	33.3	2.7	0.0
Critical thinking skills	1,2	19.5	60.2	18.4	1.5	0.4
Analytical/problem-solving skills	2	18.8	57.1	23.0	0.8	0.4

Table one and the corresponding chart illustrate the students' perception of change in their abilities given their engagement in their first year of college. The table outlines the specific skills students were queried about, the specific General Education Competency that the skill pertains to, and the corresponding survey results. The results show that a majority of students feel that they have gotten stronger in these skills since entering college.

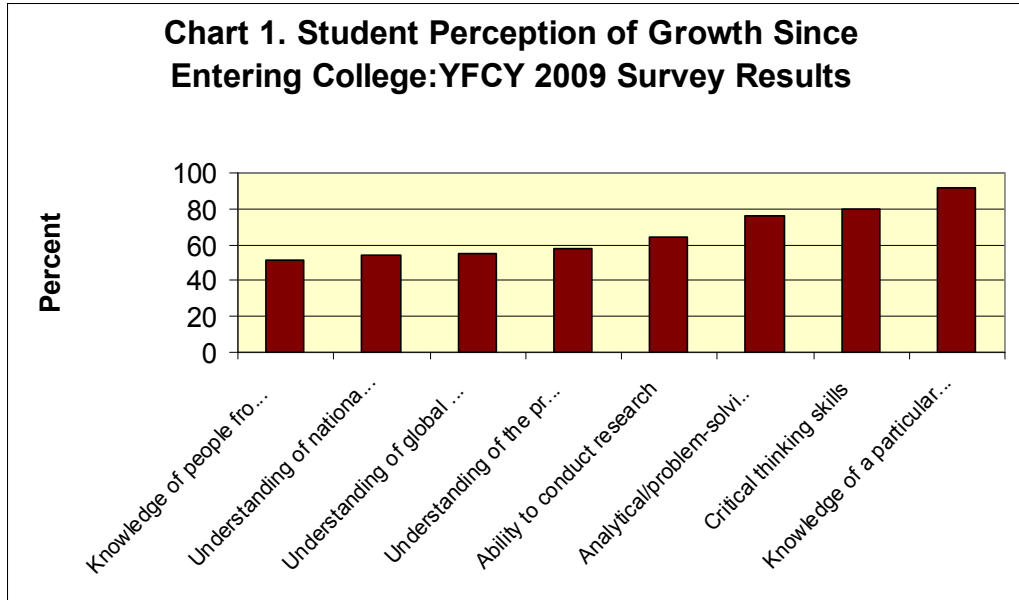


Chart one presents the data graphically and collapses the categories of ‘stronger’ and ‘much stronger’ to better highlight the students’ accomplishments in these areas.

Notable findings:

- 91.6% of freshmen judged themselves to be stronger or much stronger in their knowledge of a particular field or discipline since entering college.
- 79.7% of freshmen rated themselves as stronger or much stronger in their critical thinking skills.
- 75.9% of freshmen rated themselves as stronger or much stronger in their analytical/problem-solving skills.

Table 2. Diversity and Open-mindedness (Data expressed as percents)

Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself.	Gen Ed Competencies	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Ability to see the world from someone else’s perspective	4,5	23.8	52.9	22.2	1.1	0.0
Tolerance of others with different beliefs	4,5	29.9	47.9	21.1	1.1	0.0
Openness to having my own views challenged	4,5	21.8	40.2	34.9	3.1	0.0
Ability to discuss and negotiate controversial issues	4,5	21.8	41.8	31.4	4.6	0.4
Ability to work cooperatively with diverse people	4,5	24.9	52.9	21.5	0.4	0.4

Table two and the corresponding chart illustrate students’ viewpoints, specific to the General Education Competencies, regarding several dimensions that measure one’s acceptance of ideas and beliefs different than one’s own. The results reveal that a majority of the first-year students view themselves as being above average or in the highest 10% as compared to other students their age.

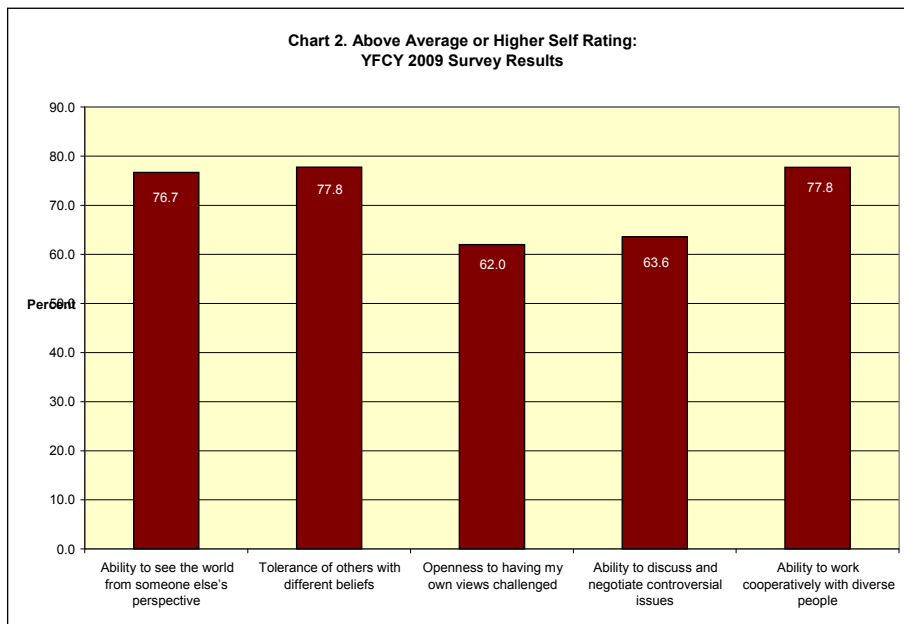


Chart 2 presents the data graphically, collapsing the categories of ‘highest 10%’ and ‘above average’.

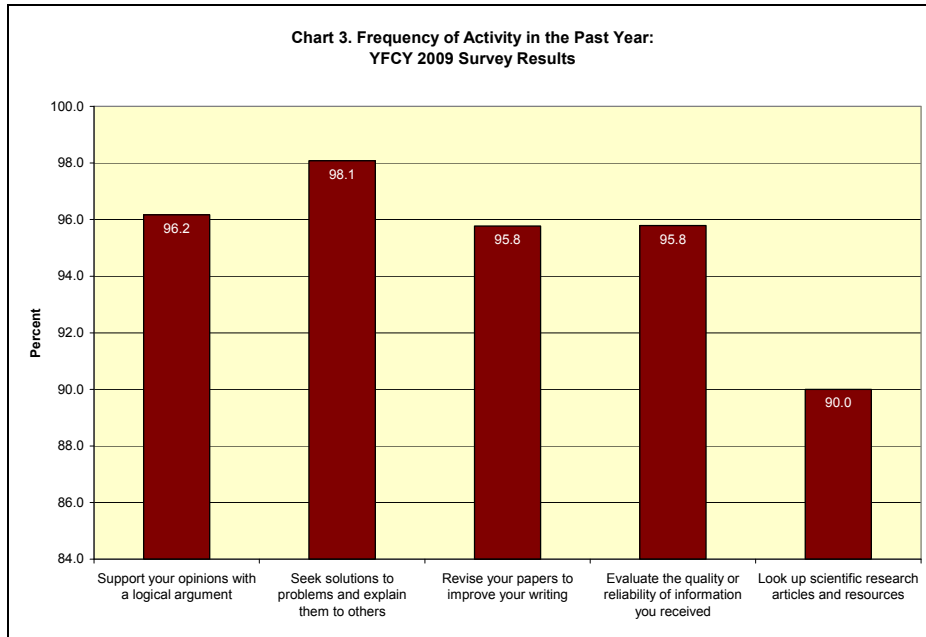
Notable findings:

- 78% of students view themselves as being above average in comparison to their peers in their abilities to show tolerance of others with different beliefs.
- 78% of students reported that they were above average in their ability to work cooperatively with diverse people.

Table 3. Exposure to Various Intellectual Skills (Data expressed as percents)

How often in the past year, did you:	Gen Ed Competencies	Frequently	Occasionally	Not at all
Support your opinions with a logical argument	1	53.3	42.9	3.8
Seek solutions to problems and explain them to others	1	48.1	50.0	1.9
Revise your papers to improve your writing	1	61.2	34.6	4.2
Evaluate the quality or reliability of information you received	1	49.4	46.4	4.2
Look up scientific research articles and resources	2	37.3	52.7	10.0

Table 3 highlights students' exposure to various intellectual skills that have a direct bearing on achieving the college's determined General Education Competencies. These are skills that have a direct bearing the competencies researching and communicating in multiple media and languages (Competency 1) and analytical and critical reasoning (Competency 2). The results demonstrate that an overwhelming majority of the freshman felt that they had at least some opportunities in their first year to practice these skills.



These trends stand out even more when examining chart 3 which further highlights that by the end of the first year, an overwhelming majority of students had at least some exposure to these intellectual skills.

Other notable survey findings:

- 93.1% of students reported that their college coursework inspired them to think in new ways.
- 12% of freshmen had reported having an opportunity to work on a professor's research project.
- 99.6% of the freshmen reported that they understand respect the values of academic integrity.
- 83% of freshmen reported that they had been introduced to the honor code through their coursework.

Conclusion

The data drawn from this survey add to the body of evidence that suggests that College of Charleston students are both exposed to and attaining the General Education Competencies as determined by the College.

D. The Advising Curriculum

The Academic Advising and Planning Center (AAPC) is fully engaged in students' personal and academic development. Through what is considered both intrusive and developmental advising, students are empowered to make informed decisions, take an active role in their own educational development, and are led to establish planning habits that inform the ways they will manage their time and workloads. Advising is intrusive in that it is mandated that all students in their first year at the College be assigned to an advisor. Holds are placed on student registration and are not lifted until the student has met with his or her advisor and has established a plan for at least the subsequent semester.

The Academic Advising and Planning Center has established an Advising Assessment Committee that includes advising administrators, practitioners, and ad hoc members from the Office of Accountability, Accreditation, Planning, and Assessment. This committee works with advising liaisons in each academic department, the Director of Institutional Assessment, and related student service departments to ensure that education competencies are developed and reinforced through students' experiences with the office and their own individual advisors.

Further, all general advising personnel are members of the National Association of Academic Advising (NACADA) and are routinely engaged in professional development that presents student advisement as a form of teaching the student.

The General Education Competencies that pertain to the undergraduate Academic Advising curriculum are:

1. Research and Communication in Multiple Media and Languages, including proficiency in
 - a. Gathering and using information
 - b. Effective writing and critical reading
 - c. Oral and visual communication
 - d. Foreign language
2. Analytical and Critical Reasoning, including
 - a. Mathematical and scientific reasoning and analysis
 - b. Social and cultural analysis
 - c. Interdisciplinary analysis and creative problem-solving
5. Personal and Ethical Perspectives, including experiences that promote
 - a. Self-understanding, curiosity and creativity
 - b. Personal, academic, and professional integrity
 - c. Moral and ethical responsibility; community and global citizenship

The Office of Academic Advising and Planning communicates with students from the earliest stages of their involvement with the College of Charleston. Advisors collect students' data and opinions from pre-Orientation questionnaires and routinely incorporate active learning elements that engage students in gathering necessary information, analyzing their own strengths, weaknesses, values, and skills, along with a variety of inquiry methods. Through engaged learning, students are prompted to develop their own cognitive skills sets to plan their academic futures.

In-person interviews and sample documents from the College of Charleston Academic Advising and Planning Center have been collected and reviewed to verify the policies and practice of academic advising for undeclared students at the College of Charleston. Sample documents (see Supporting Document E) include:

- The Academic Advising and Planning Syllabus
- A General Education Worksheet
- A Degree Worksheet for Chemistry, B.S.
- A Degree Worksheet for English, B.A.

E. The NCAA Student Success Course

The NCAA Student Success Course was created and implemented for fall 2008. The course is a ten-week mandatory set of sessions designed for first-year student-athletes (see Supporting Document F for a course syllabus). The content is designed to help student-athletes transition more smoothly into the college environment. The topics covered address the following General Education Competencies:

1. Research and Communication in Multiple Media and Languages, including proficiency in
 - a. Gathering and using information
 - b. Effective writing and critical reading
 - c. Oral and visual communication

5. Personal and Ethical Perspectives, including experiences that promote
 - a. Self-understanding, curiosity and creativity
 - b. Personal, academic, and professional integrity
 - c. Moral and ethical responsibility; community and global citizenship

Relevant course topics include:

- The roles and responsibilities of the student-athlete
- Success in the classroom: effectively gathering and using information
- Student-athlete behavior and expectations of student-athletes
- Advising and the Liberal Arts Curriculum
- Choosing majors and careers
- Leadership, sportsmanship, and values
- Diversity
- Drug and alcohol abuse

F. Study Abroad

The College of Charleston's Study Abroad Program⁷ primarily focuses on the following two General Education Competencies:

4. International and Intercultural Perspectives, gained by
 - a. Knowledge of international and global contexts,
 - b. Experiencing, understanding, and using multiple cultural perspectives; and
5. Personal and Ethical Perspectives, including experiences that promote
 - a. Self-understanding, curiosity and creativity,
 - b. Personal, academic, and professional integrity, and
 - c. Moral and ethical responsibility; community and global citizenship

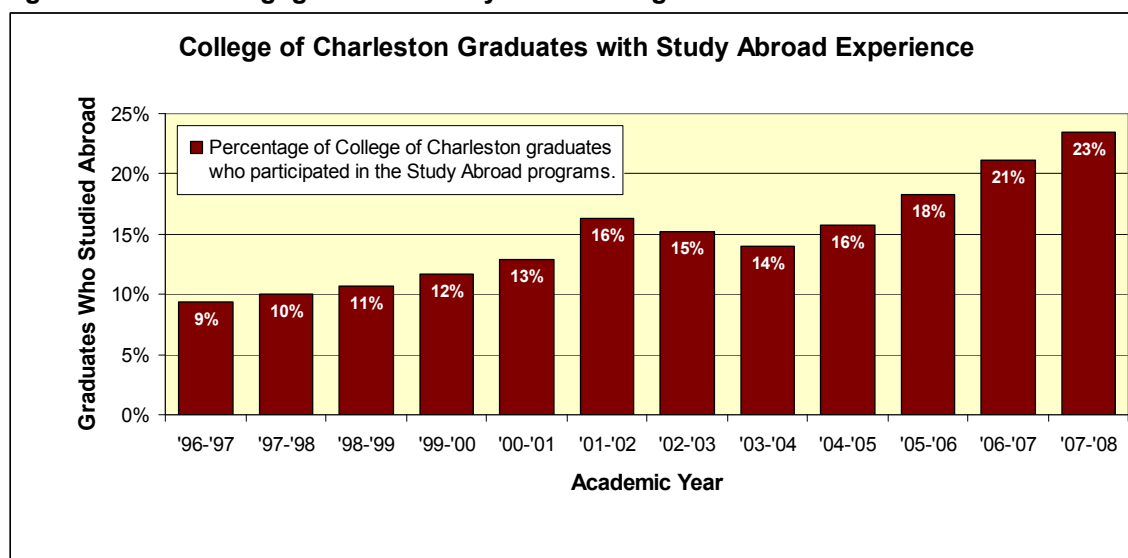
A College of Charleston student may study abroad for a full year, a semester, or a summer through College of Charleston exchange, summer, bi-lateral exchange or independent programs. Related programs include, but are not limited to African Studies, Asian Studies, British Studies, Computer Science, European Studies, German Studies, Japanese Studies, Jewish Studies, Language and International Business, Latin American and Caribbean Studies, and Russian Studies.

If the student is enrolled in a College of Charleston faculty-led program, the student receives full College of Charleston course credit and grades. If the student chooses to study abroad on a bi-lateral exchange or with an independent program, only the credits will transfer back, not the grades. Before a student leaves to study abroad, he or she must complete a "Coursework Elsewhere Form" (see Supporting Document G) to be submitted to the related academic department for approval. This form must be signed by the department chairs for each course taken while abroad. A completed and signed form will serve as a contract ensuring that as long as the student earns a "C" or better in the approved course(s), the credits will transfer back to the College of Charleston as indicated.

The Center for International Education reported data that reflects a growing trend in interest and participation in College of Charleston's Study Abroad opportunities. Figure 3 depicts the numbers of College of Charleston graduates who have studied abroad.

⁷ The breadth of curricula available to student participants during a study abroad experience often allows students to engage in elements of each of the six General Education Competencies.

Figure 3. Student Engagement in Study Abroad Programs



The percentage of graduates who engage in Study Abroad programs has grown from 9.4% of graduating students in 1996-97 to 23.4% of graduating students in 2008-09. See Supporting Document G for the statistical report of graduates who were Study Abroad participants compared to the total number of graduating students in a given academic year.

Study abroad provides students a rich and memorable opportunity to reinforce their knowledge of international and global contexts by experiencing, understanding, and using multiple cultural perspectives.

G. Judiciary Proceedings

Students' experience with the College of Charleston Honor Code and Judiciary proceedings significantly contribute to their acquisition of General Education Competency 5:

5. Personal and Ethical Perspectives, including experiences that promote
 - a. Self-understanding, curiosity and creativity,
 - b. Personal, academic, and professional integrity, and
 - c. Moral and ethical responsibility; community and global citizenship

As presented by the Student Affairs Division, "the Honor System of the College of Charleston is intended to promote and protect an atmosphere of trust and fairness in the classroom and in the conduct of daily life."⁸ The Honor System is composed of two major components: The Honor Code and the Code of Conduct. Specific policies fall under each major component. Students at the College of Charleston are bound by honor and by their enrollment at the College to abide by

⁸ From the Preamble to the Honor Code, College of Charleston Student Handbook, page 6.

the Honor and Conduct codes and to report violations. Faculty and staff members are equally required to report violations of the Honor Code or Code of Conduct.

As members of the College community, students are expected to evidence a high standard of personal conduct and to respect the rights of other students, faculty, staff members, community neighbors, and visitors on campus. Students are also expected to adhere to all federal, state, and local laws.

Alleged violations of the Honor Code or Code of Conduct which are not admitted by the student will be heard by an honor board, a body composed of students, faculty, and staff members.

A student who admits to a violation of the Honor Code or Code of Conduct may elect to have the violation adjudicated by the reporting faculty member(s), a disciplinary panel, a smaller body composed of students and a faculty member, or by an honor board.” (See Supporting Document H).

Once a freshman has been accepted and admitted to the College of Charleston, he or she is required to schedule an Orientation session through the Office of New Student Programs⁹. Among the orientation proceedings, students meet with Student Affairs personnel and are instructed about the Honor Code and Student Code of Conduct, and read and sign a summary statement of both codes.

The Undergraduate Catalog and First Book, a guide to the College of Charleston provided at New Student Orientation, discuss the honor code, the philosophy of academic integrity and the ethics of scholarship. Faculty are encouraged to reference the Honor Code in their course syllabi and discuss the link between the honor code and the professional ethics expected within their discipline(s). Certain majors disseminate documents (the Major Handbooks) that cover the relationship between personal goals in the discipline, doing research, engaging in scholarship, and ethics.

All students have the following opportunities to encounter, discuss and understand the Honor Code and Code of Conduct:

- Admissions application
- Orientation—students read and sign a summary statement of both codes - Honor and Conduct
- First Book
- Residence Hall meetings

⁹ The percentage of participating first-year students is 95.1%.

- Faculty discussions in class
- Course Syllabi
- Class presentations by students

Annual reports of Honor Code and Code of Conduct violations are compiled and retained by the office of the Dean of Students. These incidences are reported to and reviewed by the Student Affairs Leadership Team (S.A.L.T.) to confirm that related policies and procedures have been followed and to identify ways that possible future incidences may be prevented. A copy of both the Honor Code and the Code of Conduct are included in the Supporting Document H.

ACQUISITION OF GENERAL EDUCATION COMPETENCIES: THE FINAL TWO YEARS

A. SENIOR-YEAR COURSEWORK

The General Education Competencies that pertain to Senior Experiences at the College of Charleston are¹⁰:

1. Research and Communication in Multiple Media and Languages, including proficiency in
 - a. Gathering and using information
 - b. Effective writing and critical reading
 - c. Oral and visual communication
 - d. Foreign language
2. Analytical and Critical Reasoning, including
 - a. Mathematical and scientific reasoning and analysis
 - b. Social and cultural analysis
 - c. Interdisciplinary analysis and creative problem-solving
3. Historical, Cultural, and Intellectual Perspectives, including knowledge of
 - a. Human history and the natural world
 - b. Artistic, cultural, and intellectual achievements
 - c. Human behavior and social interaction
 - d. Perspectives and contributions of academic disciplines
5. Personal and Ethical Perspectives, including experiences that promote
 - a. Self-understanding, curiosity and creativity
 - b. Personal, academic, and professional integrity
 - c. Moral and ethical responsibility; community and global citizenship
6. Advanced Knowledge and Skills in Major Area of Study, consisting of
 - a. Skills and knowledge of the discipline
 - b. Sequence of coursework that fosters intellectual growth
 - c. Coursework that extends and builds upon knowledge and skills gained from the core curriculum
 - d. The ability to transfer the skills and knowledge of the major into another setting

Many major programs at the College incorporate a Senior-Year Experience such as an internship, senior seminar, ETS Exam, etc., through which the Department ensures that seniors may demonstrate acquisition of the Competencies of the College's General Education components. Although Competency 6 is the only one that directly ties to coursework in the major, other Competencies inform upper-level courses. Many of these courses provide ample opportunity for the student to demonstrate achievement of the General Education Competencies. For instance, a senior thesis seminar requires the student to engage in research as covered in Competency 1, as well as often including elements of Competencies 2-5 as well. The senior courses and exams

¹⁰ Specific majors also include Competency 4.

have be outlined in Supporting Document I, which provides a matrix of the senior experiences, course descriptions for many of the required seminars and essay courses as well as listing the General Education Competencies to which they map. Thus, there is a consistent message to the students that acquisition of these Competencies is required and expected prior to matriculation in a senior experience.

B. THE COLLEGE SENIOR SURVEY (CSS)

The information below details selected data from the College Senior Survey (CSS) in an effort to help provide supporting documentation regarding College of Charleston students’ attainment of the General Education Competencies.

The CSS was administered for the first time in spring 2009 via an online survey offered to all graduating seniors. The resulting response rate was 20% return with a corresponding 5.4% margin of error (an acceptable response rate as denoted by the margin of error).

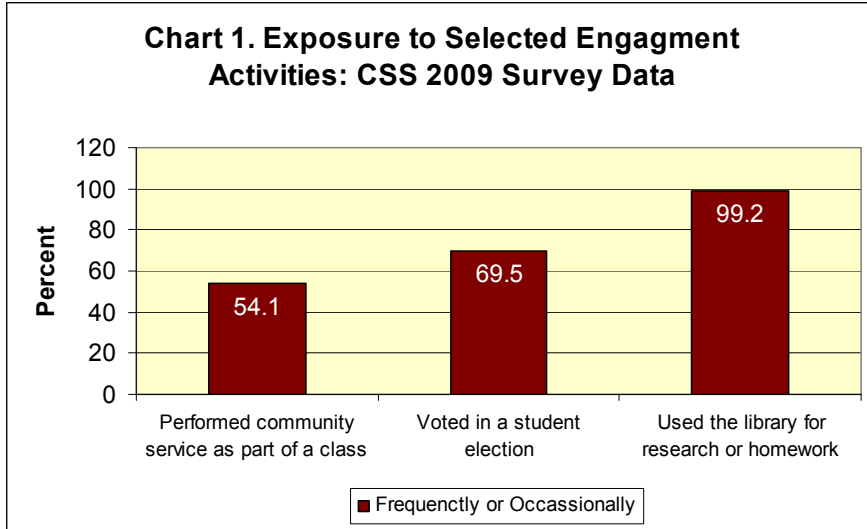
Survey Results as Pertinent to General Education Competencies

Table 1. Exposure to Selected Engagement Activities Since Entering College

Frequency of the following since entering college:	Gen Ed Competencies	Not at all	Occasionally	Frequently
Performed community service as part of a class	5	45.9	42.9	11.2
Voted in a student election	5	30.5	45.2	24.3
Used the library for research or homework	1	0.8	30.1	69.1

Table one and the corresponding chart illustrate the seniors’ exposure to various engagement opportunities from research to community service. The table outlines the specific opportunities which the students were queried about, the specific General Education Competency to which the question pertains, and the resulting data. The results show that students are getting exposure to these opportunities as a part of their academic experience at the College of Charleston.

Chart one below presents the data graphically and collapses the categories of ‘frequently’ and ‘occasionally’ to more precisely demonstrate the students’ exposure to these opportunities.



Notable findings:

- Over half of the seniors surveyed stated that they had an opportunity to perform community service as part of a course.
- 70% of seniors reporting voting in a student election.
- 99% of the seniors surveyed reported using the library for research of homework.

Table 2. Participation in Activities that Contribute to International and Intercultural Perspectives and Personal Growth (Data expressed as percents)

Participation in the following since entering college:	Gen Ed Competencies	No	Yes
Participated in student government	5	92.7	7.3
Taken an ethnic studies course	4	68.0	32.0
Taken a women's studies course	4	74.9	25.1
Participated in an ethnic/racial student organization	4	86.5	13.5
Participated in a study abroad program	4	67.2	32.8

Table two and its corresponding chart illustrate that seniors are getting some exposure to activities that contribute General Education Competency 4, International and Intercultural Perspectives. For example, a quarter of the student's surveyed had taken a women's studies course, 32% had taken an ethnic studies course, 14% had participated in an ethnic/ racial student organization, and 33% have studied abroad. Community and global citizenship is illustrated through a reported 7% of students participating in student government.

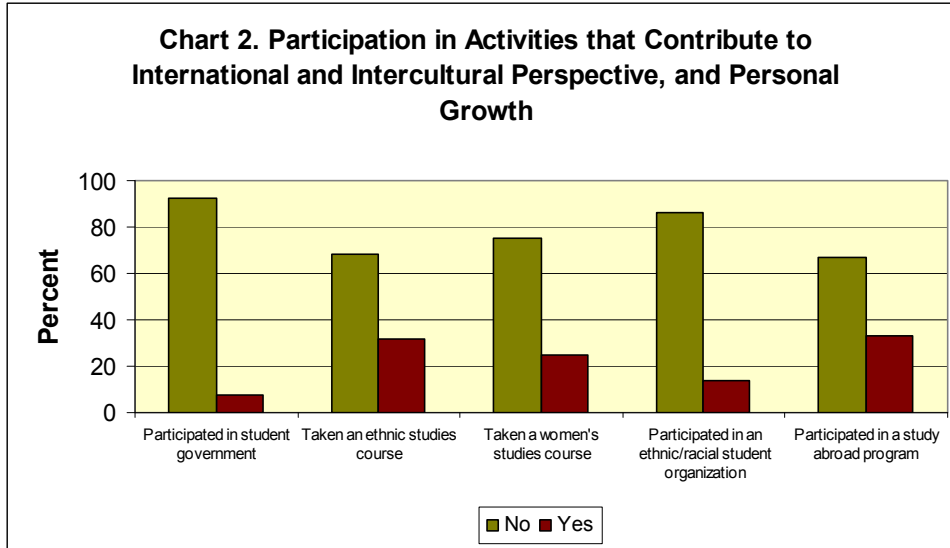


Chart two illustrates these results graphically. It should be noted that for certain types of activities we would expect lower level of engagement given the nature of the experience itself. For example, student government in a select, elected body of students, thus, these relatively low results would be appropriate to the nature of the activity.

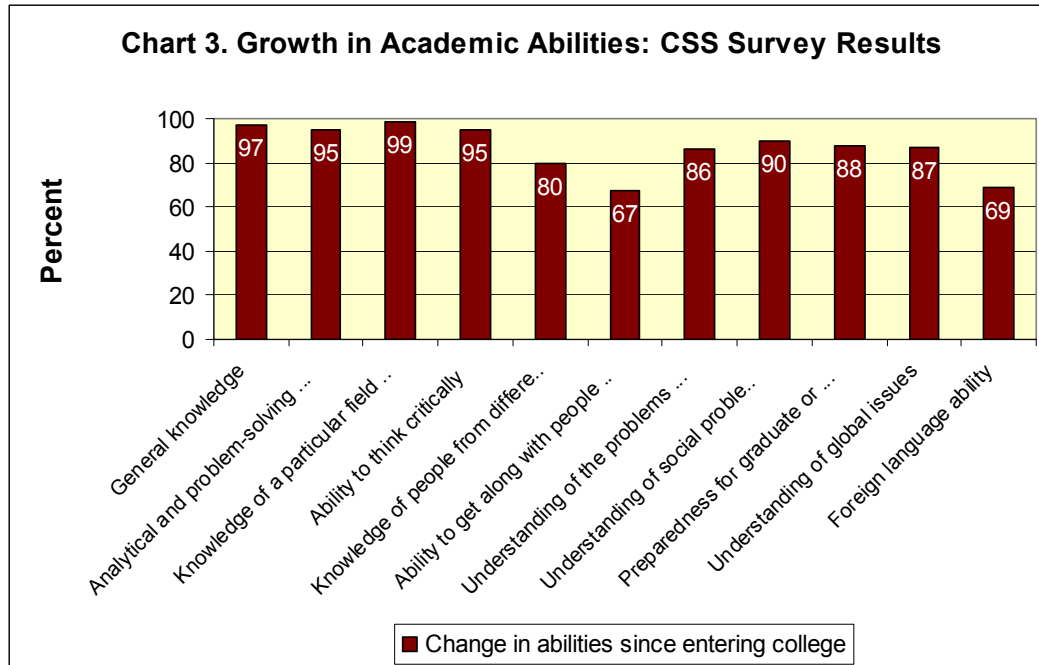
Table 3. Growth in Academic Abilities as Related to General Education Competencies (Data expressed in percents)

Description of abilities in comparison to first entering college:	Gen Ed Competencies	Weaker*	No change	Stronger*
General knowledge	(all)	1.2	1.9	96.9
Analytical and problem-solving skills	2	1.2	3.9	95.0
Knowledge of a particular field or discipline	6	0.4	0.8	98.8
Ability to think critically	1,2	1.5	3.5	95.0
Knowledge of people from different races or cultures	4	1.2	19.3	79.5
Ability to get along with people of different races or cultures	4	3.1	29.7	67.2
Understanding of the problems facing your community	5	0.4	13.5	86.1
Understanding of social problems facing our nation	3	0.8	9.3	89.9
Preparedness for graduate or advanced education	6	0.4	12.0	87.7
Understanding of global issues	3,4	1.5	11.2	87.2
Foreign language ability	1	6.1	24.7	69.1

* Weaker is combination of 'much weaker' and 'weaker'

* Stronger is combination of 'much stronger' and 'stronger'

Table 3 and the corresponding chart examine seniors' growth in academic abilities. Students were asked to rate themselves in comparison to when they first entered college. These questions represent each of the six General Education Competencies. Note that overwhelmingly, the students reported that they had grown stronger in each of these areas.



Notable findings:

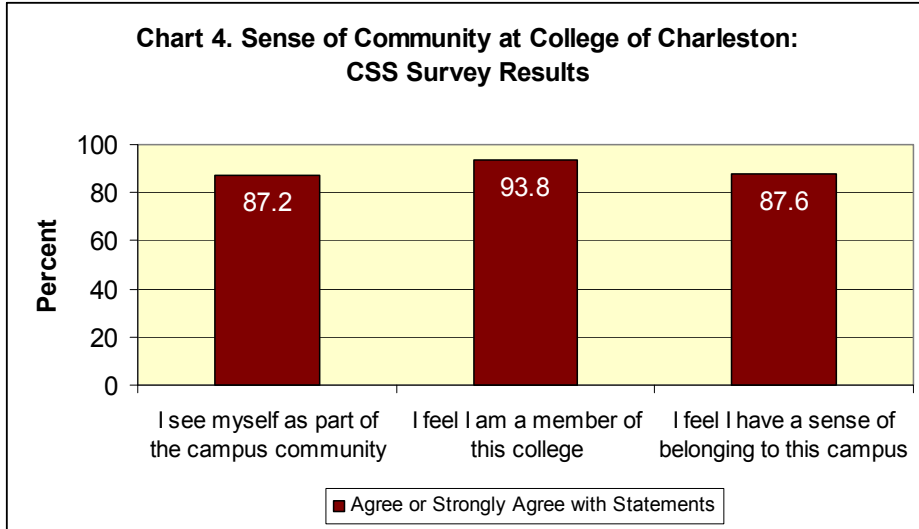
- 99% percent of seniors reported stronger knowledge of a particular field or discipline.
- 97% reported a stronger general knowledge.
- 95% of seniors reported stronger skills in the area of analytical and problem solving skills.
- 95% reported developing stronger critical thinking skills as a result of their coursework.

Table 4. Questions that Contribute to Personal and Ethical Perspectives
(Data expressed as percents)

Agreement or disagreement with the following statements:	Gen Ed Competencies	Disagree*	Agree*
I see myself as part of the campus community	5	12.7	87.2
I feel I am a member of this college	5	6.2	93.8
I feel I have a sense of belonging to this campus	5	12.3	87.6

* Disagree is combination of 'strongly disagree' and 'disagree'

* Agree is combination of 'strongly agree' and 'agree'



Illustrating students’ sense of community (Competency 5), the above questions demonstrate that students had developed a feeling of attachment and sense of place with the College during their tenure. Chart 4 presents the sense of community questions graphically.

Table 5. Faculty Engagement Opportunities (Data expressed as percents)

Frequency with which professors provided the following opportunities:	Gen Ed Competencies	Not at all	Occasionally	Frequently
An opportunity to work on a research project	1	33.3	43.0	23.6
An opportunity to apply classroom learning to real life issues	6	8.1	50.6	41.3

Table 5 illustrates students’ opportunities to engage with faculty through research and to apply their learning to real life issues.

Notable findings:

- 67% of students reported an opportunity to work on a research project. (This compares to a similarly cited statistic in the YFCY that reported 12% of freshmen working on a research project).
- 92% were given the opportunity to apply their classroom learning to real life issues.

Table 6. Qualification for Further Education

Plans regarding graduate school:	Gen Ed Competencies	Percent
Accepted and will be attending this fall	6	18.2
Accepted and deferred admission until a later date	6	1.6

Table 6 highlights those students who have received validation of their abilities based on their acceptance to graduate school. 20% of seniors surveyed reported being accepted to graduate as of their final semester at the College of Charleston.

Conclusion

The data drawn from this survey add to the body of evidence that suggests College of Charleston students are both exposed to and attaining the General Education Competencies as determined by the College.

C. THE MEASURE OF ACADEMIC PROGRESS AND PROFICIENCY (MAPP)

In 2001 the College of Charleston undertook a pilot of the ETS Academic Profile based upon a two-year study by the Faculty Committee on Institutional Effectiveness that recommended the ETSAP instrument. The faculty committee conducted thorough research on the instruments available at that time. Of the two finalists, the committee selected the ETSAP for three main reasons:

1. The ability of the College to use national norms to rate current students against as well as using them on the retake of the ETSAP that was scheduled for 2003. The retake was designed to capture the same students at the end of their sophomore year when, for most students, a majority of the general education courses would have been completed. This retake would then be a measure of the “value added” from their two years of study at the College of Charleston.
2. The faculty committee felt that, given the instruments available, the ETSAP provided the most comprehensive cross-section of the competencies the College needed to measure, including mathematics.
3. The profile allowed for administration within a fifty-minute class time, the shortest class time at the College.

The instrument was administered fall 2001 to approximately 700 first-year students. During spring 2003, the College of Charleston contacted ETS in order to schedule the two-year re-administration of the instrument and was informed that the ETSAP had changed and the former form was no longer available. The new form had changed significantly and could not be used for the purposes the College intended. The pilot was then suspended and was reinstated for the spring 2009 administration as a part of the assessment of achievement of the General Education Competencies by our graduates, using the MAPP instrument.¹¹ This instrument was selected in 2009 for the following reasons:

¹¹ Information on the MAPP instrument may be found in Supporting Document K

1. It is one of the allowed instruments in the Voluntary System of Accountability (VSA);
2. It provides the College with benchmarking data for over 380 institutions;
3. Institutions may add an optional essay for additional insight into students' general knowledge and critical thinking skills; and
4. The College has a history with the instrument based upon a comprehensive faculty review.

Given the assessment needs of the institution, the College planned to undertake a stratified sampling approach with freshman and seniors to ascertain value added and General Education Competency attainment of students prior to graduation (planned for in the *First Monitoring Report*, submitted to SACS September 2008). The proposal called for the administration of the instrument to approximately 400 freshmen and to 400 seniors spring 2009.

As discussions for the assessment of this component of the College of Charleston's *Second Monitoring Report* progressed, it was determined that the primary need for the College of Charleston at this time is a direct measure of achievement of these General Education Competencies by our graduates. It was, therefore, a unanimous decision to use the MAPP as a culminating experience for seniors and to administer it to a cohort of seniors immediately prior to graduation (as opposed to also administering it to a cohort of freshmen).

This seniors-only cohort was selected due to time and budget constraints. As a state institution, the College has been faced with significant budget cuts that have impacted the implementation of ancillary services, the focus of the College being to preserve the high quality of students' academic experiences. Furthermore, the College did not hire a Director of Institutional Assessment, who would oversee the implementation of the testing instrument, until the beginning of spring 2009. The capture of final-semester seniors' Competencies was the apparent top priority in direct assessment of General Education Competencies, hence the decision to limit the testing cohort to seniors only.

ETS advised the College that based on the size of the institution's undergraduate population, a minimum sample of 50 responding students would suffice for accurate reporting and projections. To ensure adequate results, the College administered the MAPP test to 200 students in their final semester prior to graduation in spring 2009. The results for this instrument will form the baseline for data collection for the MAPP at the College of Charleston. The MAPP instrument administration will be repeated spring 2011 to a subset of students comparable to those sampled in spring of 2009 (a random sample of students in their final semester prior to graduation). The decision may also be made to return to the original research proposal and administer the instrument to a cohort of first-year students and to repeat this administration after the second year at the College and then again at the end of the student's career (their senior year).

The General Education Competencies primarily measured by the MAPP test are:

1. Research and Communication in Multiple Media and Languages, including proficiency in
 - a. Gathering and using information
 - b. Effective writing and critical reading
 - c. Oral and visual communication
 - d. Foreign language
2. Analytical and Critical Reasoning, including
 - a. Mathematical and scientific reasoning and analysis
 - b. Social and cultural analysis
 - c. Interdisciplinary analysis and creative problem-solving
3. Historical, Cultural, and Intellectual Perspectives, including knowledge of
 - a. Human history and the natural world
 - b. Artistic, cultural, and intellectual achievements
 - c. Human behavior and social interaction
 - d. Perspectives and contributions of academic disciplines And,
6. Advanced Knowledge and Skills in Major Area of Study, consisting of
 - a. Skills and knowledge of the discipline
 - b. Sequence of coursework that fosters intellectual growth
 - c. Coursework that extends and builds upon knowledge and skills gained from the core curriculum
 - d. The ability to transfer the skills and knowledge of the major into another setting

In April 2009, the MAPP standardized test was administered to a cohort of 199 final semester seniors. Of these instruments, 195 were valid for scoring and analysis. The students who participated in the MAPP broadly represent the College of Charleston population of undergraduate seniors. They come from a variety of majors and demographic backgrounds. Their majors include Accounting and Legal Studies, Art History, English, Health and Human Performance, Music, Biology, Communication, and Hospitality and Tourism Management.

Specific learning outcomes demonstrated by the MAPP include:

1. Proficiency in gathering and using information.
2. Proficiency in effective writing and critical reading.
3. Mathematical and scientific reasoning and analysis.
4. Social and cultural analysis.
5. Interdisciplinary analysis and creative problem-solving.
6. Knowledge of artistic, cultural, and intellectual achievements.

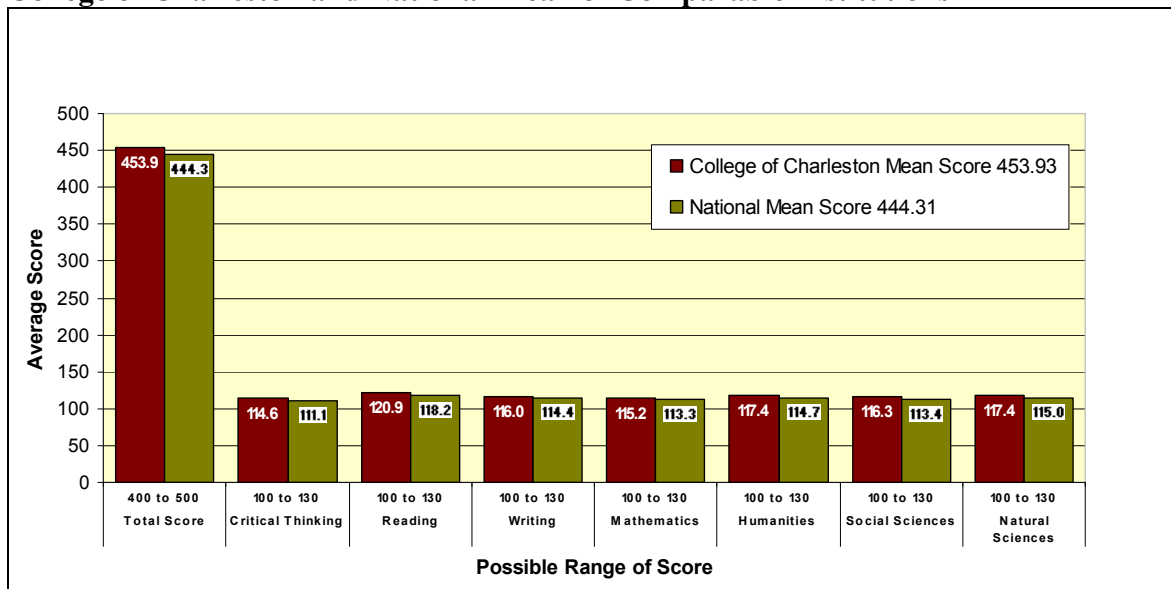
ETS provides statistics for all students who participated in the MAPP test and are enrolled in comparable learning institutions. The College of Charleston is a Master's Colleges and Universities I and II (Carnegie Classification). Figure 5 provides the mean scores for primary and context-based competencies.

Figure 5: Summary of Scaled Scores

	Possible Range	College of Charleston Mean Score	National Mean	95% Confidence Limits* for Mean	Standard Deviation	25th Percentile	50th Percentile	75th Percentile
Total Score	400 to 500	453.93	444.31	452 to 456	18.64	440	452	471
Skills SubScores:								
Critical Thinking	100 to 130	114.61	111.1	114 to 116	6.14	110	115	120
Reading	100 to 130	120.86	118.2	120 to 122	5.66	116	121	124
Writing	100 to 130	115.96	114.4	115 to 117	4.51	113	117	120
Mathematics	100 to 130	115.21	113.3	114 to 116	5.72	111	115	120
Context-Based SubScores:								
Humanities	100 to 130	117.36	114.7	116 to 119	6.42	112	117	124
Social Sciences	100 to 130	116.33	113.4	115 to 117	5.57	113	116	120
Natural Sciences	100 to 130	117.36	115	116 to 118	4.92	114	118	121

*The confidence limits are based on the assumption that the questions contributing to each scaled score are a sample from a much larger set of possible questions that could have been used to measure those same skills. If the group of students taking the test is a sample from some larger population of students eligible to be tested, the confidence limits include both sampling of students and sampling of questions as factors that could cause the mean score to vary. The confidence limits indicate the precision of the mean score of the students actually tested, as an estimate of the "true population mean" - the mean score that would result if all the students in the population could somehow be tested with all possible questions. These confidence limits were computed by a procedure that has a 95 percent probability of producing upper and lower limits that will surround the true population mean. The population size used in the calculation of the confidence limits for the mean scores in this report is 195.

**Figure 6. Comparative MAPP Form A Scoring:
College of Charleston and National Mean of Comparable Institutions**



As reflected in Figure 5 and Figure 6, the College of Charleston slightly exceeds General Education Competency scores as reported by comparable institutions (N=118) who have conducted assessment measures via the MAPP test.

The Measures of Academic Proficiency and Progress: (MAPP) provided a summary of scores that serves as our baseline measure for General Education Competency of our students in their final semester prior to graduation. Broad cognitive skill categories in the MAPP test include Critical Thinking, Reading, Writing, and Mathematics. The SubScores for each skill set ranges from 100 – 130. The total of possible scores for Skills SubScores is 500.

The national mean is 444.31, based on a total of 118 participating institutions. The College of Charleston's Skills Subscore total is 453.93. The aggregate scoring demonstrates that the College's graduates are acquiring General Education Competencies at a rate that slightly exceeds the national averages as reported by ETS.

A comparison of data reported in Figure 5 indicates the College of Charleston students' level of competency in General Education as compared to the national score averages of comparable schools (e.g., Master's Level 4-year Institutions). Figure 6 demonstrates the comparative data.

The Summary of Scaled Scores (Figure 5) shows the ability of the group taking the test. The Comparative Scores Figure (Figure 6) demonstrates the difference between the College of Charleston's baseline scoring and the national averages for this measure of general education competency.

INTEGRATING THE GENERAL EDUCATION COMPETENCIES: THE ALUMNI YEARS

A. GENERAL EDUCATION INQUIRY IN ALUMNI SURVEYS

The College of Charleston monitors the long-term efficacy of students' acquisition of General Education Competencies. This data is captured in surveys of our alumni. The alumni survey captures a broad range of data that speaks to institutional efficacy, the incidence of inquiries that pertain directly to alumni's implementation of the general educational skills set are detailed below in Figure 5. The **1-Year Alumni Survey** asks at least one question for each of the 6 core General Education Competencies. The **5-Year Alumni Survey** has multiple questions that capture information about the General Education Competencies.

Alumni surveys are administered annually via a web-based survey offered to all alumni for whom the college has valid email addresses. Three separate and unique surveys are offered to those who are 1-year, 3-years, and 5-years post graduation. The 1-year and 5-year surveys specifically address the impact of the General Education Experience. This year's administration was conducted during the summer months; with the initial invitation being sent on July 22 and a closing date of August 30. Multiple reminders were sent during the six and a half week administration cycle. The 1-year out survey had a final response set of 388 alumni out of 2,014 valid email addresses, which translates to a 19% response rate and a corresponding 4.5% margin of error. The 5-year out survey had a final response set of 337 alumni out of 1,492 valid email addresses. This yields a 23% response rate with a corresponding 4.7% margin of error.

Figure 7 details the pertinent results which address the College's six General Education Competencies, reflecting in each item the General Education Competency to which it pertains and the percent of respondents' affirmative responses.

**Figure7. Assessment of General Education from the College of Charleston Alumni Surveys
Class of 2007-2008 & Class of 2003-2004****

	<i>Gen Ed Competency</i>	<i>1yr Alumni Positive spectrum reported*</i>	<i>5yr Alumni Percent Positive spectrum reported^</i>
The ability to get along with and appreciate people of different races, cultures, countries, and religions.	4	92.0	74.4
Acquire new skills and knowledge on my own.	1	<i>not asked</i>	85.1
Develop self esteem/self confidence	5	<i>not asked</i>	75.4
Quantitative abilities (e.g., Statistics, mathematical reasoning).	2	<i>not asked</i>	55.9
Read or speak a foreign language	1	56.4	54.7
Place current problems in historical/cultural philosophical perspective.	1,3	84.8	68.9
Communicate well orally	1	<i>not asked</i>	79.8
In depth knowledge of a particular academic field.	6	94.9	84.4
The ability to solve complex problems.	2	92.0	75.2
Understand scientific concepts	2	<i>not asked</i>	52.9
Write effectively	1	<i>not asked</i>	76.5
Synthesize and integrate ideas and information	1	95.2	81.7
Identify moral/ethical issues	5	<i>not asked</i>	68.5
Function effectively as a member of a team	5	<i>not asked</i>	76.8
Appreciate art, literature, music, drama	3	<i>not asked</i>	78.5
Develop awareness of social problems	3	<i>not asked</i>	72.3
Understand myself: abilities, interests, limitations, personality	5	89.5	82.5
Lead and supervise tasks and groups of people	5	<i>not asked</i>	60.8
Acquire broad knowledge in the arts and sciences	2,3	89.3	82.5
Development of historical perspective and knowledge	3	<i>not asked</i>	73.5

* Question wording: 'How effective has CofC education been in helping you with the following'; Scale: Very Ineffective, Ineffective, Effective, Very Effective (Effective and Very Effective reported above)

^Question wording: 'Indicate how much CofC contributed to your development in each area'; Scale: 1 to 4 scale with 1 representing a low value of 'Very little/none' and 4 representing a high value of 'A great deal' (scores of 3 and 4 reported above)

** Data presented are preliminary; final data are reported via the AAPA website 6-8 weeks after the conclusion of the data collection phase. The most current data collection phase concluded on August 30, 2009.

The data demonstrate that the majority of alumni have effectively acquired the General Education Competencies determined by the College of Charleston. In the 1-year Alumni Survey, alumni were asked to rate how effective their College of Charleston education was in helping them in the practical application of all of the six General Education Competencies.

Notable findings for those one-year post-graduation:

- 95% of alumni felt the College of Charleston was effective in helping them develop in depth knowledge of a particular academic field.
- 95% of alumni expressed that the College of Charleston helped them to synthesize and integrate ideas and information.
- 92% of alumni felt that the College of Charleston helped them with the ability to solve complex problems.
- 92% of alumni reported that the College of Charleston improved their ability to get along with and appreciate people of different races, cultures, countries, and religions.

The 5-year Alumni Survey is intended to assess the lasting impact alumni felt that the College of Charleston had on their development in relation to the General Education Competencies. Alumni were asked to indicate how much the College of Charleston contributed to their development in various aspects of the General Education Competencies.

Notable findings for those five years post-graduation:

- 85% of alumni indicated that the College of Charleston contributed to their ability to acquire new skills and knowledge on their own.
- 84% of alumni indicated the College of Charleston contributed to their development of an in depth knowledge of a particular academic field.
- 83% of alumni indicated that the College of Charleston contributed to their acquiring broad knowledge in the arts and sciences.
- 83% of alumni reported an increased understanding of themselves in terms of their abilities, interests, limitations, and their personality.

It should be noted that the lowest scores reported tend to apply to concepts that many graduates are less likely to utilize in their day to day lives (such as foreign language skills, quantitative skills, and scientific concepts). Alumni may be more likely to minimize the impact of those skills given the increased likelihood that they may rely on those more infrequently in their day to day activities.

See Supporting Document L for a sample of the 1-year and 5-year survey instruments.

B. ANALYSIS OF GRE SCORES FOR THE COLLEGE OF CHARLESTON

In spring 2009, The College of Charleston obtained discipline specific GRE score data with national comparisons to further assess the achievement of the General Education Competencies among our alumni. Given the small number of test takers per discipline and limitations of the data available, it was decided to focus the analysis on the percentage of students who scored a 500 or better on the quantitative and verbal sections of the GRE. This cutoff was chosen as it is the standard typically used by graduate schools in the admission decision making process. The programs included are American History, History, Biology, Elementary Education, English Language and Literature, Physical Education, Public Administration, Geology, Psychology, and a catch-all of “any department not listed.”

In the area of quantitative skills, 7 out of the 10 programs scored above the national average. These programs were: any department not listed, History, Biology, English Language and Literature, Geology, and Psychology. The programs that scored below the national average were: American History, Elementary Education, and Public Administration.

In the area of verbal skills, 7 out of the 10 programs scored above the national average. These programs were: History, any department not list, Biology, Elementary Education, English Language and Literature, Physical Education, and Psychology. Figure 1 provides a summary by program of how College of Charleston scores compare to National Scores.

Figure 1. Summary of Percentage of Students Who Scored 500 or Greater: College of Charleston Position in Relation to National Comparisons

Program	College of Charleston Comparison to National Average: % 500 >	
	Quantitative	Verbal
Any Dept. Not Listed	Above (+11.35%)	Above (+11.42%)
American History	Below (-24.66%)	Below (-3.27%)
Biology	Above (+17.83%)	Above (+17.25%)
Elementary Education	Below (-27.15%)	Above (+6.75%)
English Language and Literature	Above (+18.58%)	Above (+12.55%)
Geology	Above (+12.85%)	Below (-9.07%)
History	Above (+15.1%)	Above (+17.20%)
Physical Education	Above (+30.11%)	Above (+30.38%)
Psychology	Above (+8.03%)	Above (+32.79%)
Public Administration	Below (-14.68%)	Below (-14.11%)

See supporting document M for the 2007 and 2008 data tables.

CONCLUSION

Since the faculty of the College of Charleston passed the six new General Education Competencies in September 2006, the SACS Team and the Monitoring Report Committee have undertaken and successfully completed a series of assessments and program revisions that, in aggregate, demonstrate that the College is **in compliance** with C.S. 3.5.1. This *Report* has outlined each of the methods through which our graduates may be exposed to, acquire, and integrate these Competencies. The *Report* provides evidence of direct and indirect assessment measures used to verify that the College's graduates have, indeed, acquired the General Education Competencies.

In addition to the Achievement of General Education Competencies Matrix that outlines the many opportunities students are afforded to acquire each Competency, the following reviews each Competency, providing the corresponding assessments contained in this *Report*.

Competency One:

1. Research and Communication in Multiple Media and Languages, including proficiency in
 - a. Gathering and using information
 - b. Effective writing and critical reading
 - c. Oral and visual communication
 - d. Foreign language

Corresponding Assessment Initiatives: English Revisions, History Revisions, Spot Audit, FYE Survey, Your First College Year Survey (YFCY), Advising Curriculum, NCAA Student Success Course, Senior-Year Coursework, College Senior Survey, MAPP, Alumni Survey

Competency Two:

2. Analytical and Critical Reasoning, including
 - a. Mathematical and scientific reasoning and analysis
 - b. Social and cultural analysis
 - c. Interdisciplinary analysis and creative problem-solving

Corresponding Assessment Initiatives: English Revisions, History Revisions, FYE Program Assessments (including the Spot Audit), First-Year Experience Survey, Your First College Year Survey, Advising Curriculum, Senior Year Course Work, College Senior Survey, MAPP, Alumni Survey

Competency Three:

3. Historical, Cultural, and Intellectual Perspectives, including knowledge of
 - a. Human history and the natural world
 - b. Artistic, cultural, and intellectual achievements
 - c. Human behavior and social interaction
 - d. Perspectives and contributions of academic disciplines

Corresponding Assessment Initiatives: History Revisions, FYE Program Assessments (including the Spot Audit), First-Year Experience Survey, Your First College Year Survey, Senior Year Course Work, College Senior Survey, MAPP, Alumni Survey

Competency Four:

4. International and Intercultural Perspectives, gained by
 - a. Knowledge of international and global contexts
 - b. Experiencing, understanding, and using multiple cultural perspectives

Corresponding Assessment Initiatives: History Revisions, FYE Program Assessments (including the Spot Audit), First-Year Experience Survey, Your First College Year Survey, Study Abroad, Senior Year Course Work, College Senior Survey, MAPP, Alumni Survey

Competency Five:

5. Personal and Ethical Perspectives, including experiences that promote
 - a. Self-understanding, curiosity and creativity
 - b. Personal, academic, and professional integrity
 - c. Moral and ethical responsibility; community and global citizenship

Corresponding Assessment Initiatives: FYE Program Assessments (including the Spot Audit), First-Year Experience Survey, Your First College Year Survey, Advising Curriculum, NCAA Student Success Courses, Study Abroad, Student Honor Code, Senior Year Course Work, College Senior Survey, Alumni Survey

Competency Six:

6. Advanced Knowledge and Skills in Major Area of Study, consisting of
 - a. Skills and knowledge of the discipline
 - b. Sequence of coursework that fosters intellectual growth
 - c. Coursework that extends and builds upon knowledge and skills gained from the core curriculum
 - d. The ability to transfer the skills and knowledge of the major into another setting

Corresponding Assessment Initiatives: English Revisions, FYE Program Assessments (including the Spot Audit), First-Year Experience Survey, Your First College Year Survey, Senior Year Course Work, College Senior Survey, MAPP, Alumni Survey, GRE Score Analysis

The compilation of materials for this *Second Monitoring Report* proved to be invaluable to the College of Charleston. Recognition of the robust assessments of General Education that are in place and that are planned for the future has provided a coherent and sustainable institutional effectiveness effort that ensures not only exemplary assessment of General Education, but also a commitment to institutional effectiveness across the institution. As the College enters the final phase of constructing a new strategic plan that produces a *Vision 2020* for the future, discussions of our identity have required a renewed commitment to our unique historical role as a four-year liberal arts and sciences institution in the State of South Carolina. As we move forward, the assessment of Comprehensive Standard 3.5.1 will remain integrated into the fabric of the

institution and will be reviewed and improved within the context of strategic planning evaluation and as a part of the ongoing assessment cycles of the College of Charleston.

Please direct any questions to:

Pamela Isacco Niesslein, Ph.D.
Associate Vice President and
SACS Liaison for the College of Charleston

Respectfully submitted on behalf of the College of Charleston.

SUPPORTING DOCUMENTATION FOR THE
SECOND MONITORING REPORT

- A. ACHIEVEMENT OF GENERAL EDUCATION COMPETENCIES MATRIX
- B. DEPARTMENT OF ENGLISH REVISIONS
 - 1. The Department of English Proposal To The Faculty Senate
 - 2. Faculty Senate Meeting Minutes For April 7, 2009 (English Requirement)
 - 3. The Burgess Report
- C. HISTORY DEPARTMENT REVISIONS
 - 1. The History Department Proposal to the Faculty Senate
 - 2. List of Courses to Satisfy the History Requirement
 - 3. Faculty Senate Meeting Minutes for April 7, 2009 (History Requirement)
 - 4. Jewish Studies Proposal to the Faculty Senate
 - 5. History Course Sequencing Report
- D. FIRST-YEAR EXPERIENCE ASSESSMENTS
 - 1. Spot-Audit Matrix
 - 2. Sample Evidentiary Documents from Spot-Audit
 - 3. The College of Charleston FYE Survey
 - 4. Your First College Year Survey (YFCY)
- E. THE ADVISING CURRICULUM
- F. NCAA STUDENT SUCCESS SEMINAR SYLLABUS
- G. STUDY ABROAD PARTICIPATION RATES
- H. JUDICIARY DOCUMENTS
- I. THE SENIOR EXPERIENCE MATRIX
- J. COLLEGE SENIOR SURVEY (CSS)
- K. THE MEASURE OF ACADEMIC PROGRESS AND PROFICIENCY (MAPP) INFORMATION
- L. THE COLLEGE OF CHARLESTON ALUMNI SURVEYS
- M. DATA TABLES FOR GRE SCORES

SUPPORTING DOCUMENT A: ACHIEVEMENT OF GENERAL EDUCATION COMPETENCIES MATRIX

This table provides all assessment measures cross-matched with the General Education Competencies to which they map.

General Education Competencies	Goal 1: Research & communication in multiple media and languages, including proficiency in gathering and using information, effective writing and critical reading, oral and visual communication, and foreign language	Goal 2: Analytical and critical reasoning, including mathematical and scientific reasoning and analysis, social and cultural analysis, interdisciplinary analysis and creative problem-solving	Goal 3: Historical, cultural, and intellectual perspectives, including knowledge of human history and the natural world; artistic, cultural, and intellectual achievements; human behavior and social interaction; perspectives and contributions of academic disciplines	Goal 4. : International and intercultural perspectives, gained by knowledge of international and global contexts; experiencing, understanding, and using multiple cultural perspectives	Goal 5: Personal and ethical perspectives, including experiences that promote self-understanding, curiosity and creativity; personal, academic, and professional integrity; moral and ethical responsibility, community and global citizenship	Goal 6: Advanced knowledge and skills in major area of study consisting of skills and knowledge of the discipline, sequence of coursework that fosters intellectual growth, coursework that extends and builds upon knowledge and skills gained from the core curriculum, and the ability to transfer the skills and knowledge of the major into another setting
ENGLISH REVISIONS	X	X				X
HISTORY REVISIONS		X	X	X		
FIRST-YEAR PROGRAM ASSESSMENTS (INCLUDES SPOT AUDIT)	X	X	X	X	X	X
FIRST-YEAR EXPERIENCE SURVEY	X	X	X	X	X	X
YOUR FIRST COLLEGE YEAR SURVEY	X	X	X	X	X	X
ADVISING CURRICULUM	X	X			X	
NCAA STUDENT SUCCESS COURSES	X				X	
STUDY ABROAD				X	X	
STUDENT HONOR CODE					X	
SENIOR YEAR COURSE WORK	X	X	X	X	X	X
COLLEGE SENIOR SURVEY	X	X	X	X	X	X
MAPP	X	X	X			X
ALUMNI SURVEY	X	X	X	X	X	X
GRE SCORE ANALYSIS						X
TOTAL	10	10	8	8	10	10

English 110 Approval Criteria, Course Components, and Rationale

TO: General Education Committee
FROM: Department of English
ABOUT: General Education Writing Requirement
January 26, 2009

We seek your committee's approval of our proposal that students meet the current General Education writing requirement (English 101 and 102) through a single new four-hour course, English 110. Section I of this memo will detail how our proposed course will satisfy the criteria for Competency I.2, "Effective writing and critical reading," that have been approved by the Faculty Senate during the General Education deliberations of 2007 and 2008. In section II we have provided a description of the course, followed by a rationale for the change and a sample syllabus, along with analysis of our department's adjunct reliance and a bibliography of relevant research on first-year writing. Below are the criteria we have highlighted our explanations of how these criteria will be satisfied by English 110.

I. Approval Criteria

(From Faculty Senate minutes and a 1/18/08 memo to the Faculty Senate from the Speaker of the Faculty)

- 1) Courses must require students to generate a significant quantity of written communication or oral/visual communication appropriate to the discipline.
Required written work in English 110 will total a minimum of 20 pages.
- 2) A significant portion of the course grade must be based on the quality of the student's work in either writing or speaking.
Formal paper grades will make up at least 50% of the course grade.
- 3) Some written or spoken work may be presented informally, but at least half of the assignments must be presented according to the conventions of an academic discipline, and/or in a format suitable for an academic or professional audience. Formal paper assignments will require students to construct persuasive arguments, to analyze the arguments of others, and to incorporate research material that includes persuasive evidence from experts. All formal assignments will identify the audience and purpose of the paper, and instructors will help students shape their work accordingly.
- 4) Writing and/or speaking assignments require students to demonstrate understanding of course content and/or academic research.
The course is intended to help students become more proficient and understanding and analyzing texts suitable for college coursework. Students will read, discuss, and write about the numerous essays and other examples of academic writing. Short

writing assignments will promote reflection on the readings and require students to begin the analytical work they are assigned in formal papers. Students will also learn how to conduct library research to develop expertise on assigned topics, and they will incorporate such materials in their papers. In addition, they may also be required to write assessments of the process and product of their own writing and research.

- 5) Course must include several opportunities for individualized feedback by the instructor and revision by the student.
All students will be required to submit drafts and to revise some of their graded work. They will attend small-group workshops in which students assess their own work in progress, and will receive class lessons in planning, revising, and editing written work. Instructors will not only assign grades and make marginal comments on student writing, but will also provide each student with individualized guidance for future improvement, based on the strengths and weaknesses of the written work they submit.
- 6) A writing-intensive literature course must explore a significant quantity of literary works (at least five full-length prose works or three volumes of verse).
- 7) Course size must be no more than 20 students
All sections of English 110 will have a cap of 20.

II. Course Description, Goals, and Requirements

English 110: Introduction to Academic Writing 4 hours

Course description: An introduction to the practices necessary for successful college writing: reading and analyzing college-level texts; crafting effective arguments; writing in a process that includes invention, drafting, revising and editing; and researching, evaluating and documenting appropriate supporting materials for college-level essays. Taken during student's first year, grade of "C" or better required to fulfill the General Education requirement.

Goals of English 110

Students will receive training and practice in the following areas. Successful English 110 students will be able to do the following:

Process

- Understand a writing assignment as a series of tasks, including invention, drafting, revising, and editing
- Shape a written work according to the requirements of purpose, genre, occasion, and audience
- Construct an effective argument using appropriate evidence
- Understand conventions of academic writing
- Document work appropriately
- Follow the conventions of standard American English

Reading and Research

- Develop skills for studying college-level essays and academic articles
- Develop skills for summarizing and paraphrasing college-level essays and academic articles
- Evaluate, analyze, and synthesize appropriate primary and secondary sources
- Integrate their ideas with the ideas of others effectively

Rhetorical Analysis

- Understand how a text is shaped according to the requirements of purpose, genre, occasion, and audience
- Understand the difference between summary and analysis
- Evaluate the persuasiveness of a text's argument

Course Requirements

- Attend and participate actively in class meetings, workshops, and conferences with instructor
- Read, analyze, and compose academic essays
- Locate and assess material appropriate for college-level papers
- Accomplish tasks appropriate for all stages in a writing process, including invention and research, drafting and revising, editing and presentation
- Submit formal papers and shorter writing assignments, totaling 20 pages

III. Rationale for change from 6 hours to 4 hours

I. English 110 is devoted to academic writing, without the literary study that is currently included in our second semester of composition. Both enterprises are valuable, but for first-year students, the study of literature does not, in itself, improve students' writing (see [Fishman](#) and [Royer](#)). We would welcome a General Education requirement for all students to study literature, but we do not believe first-year writing courses are an effective setting for such a requirement.

II. Research shows that students do not derive a significant benefit from taking more than one first-year writing course. Instead, additional writing courses benefit students when taken later in the student's college career, and these courses are more effective if they are discipline-specific (see [Carroll](#), [Smit](#), [Wardle](#)). Many institutions require one first-year writing course and one writing-intensive course in the third year (see [Moghtader](#)). We welcome such a requirement at the College, but the Department of English is not equipped to deliver discipline-specific writing instruction to all students. In addition, during the 06-07 and 07-08 Faculty Senate discussion of the proposed General Education curriculum, in which an upper-level writing requirement was proposed, representatives from many departments assured the Faculty Senate that such instruction was already taking place within their majors. In recognition of these conditions, we believe that it will be in students' best interest

for the College to reduce the first-year writing requirement to one semester, leaving students more room to take other General Education, major, or elective courses.

III. A four-hour course will promote greater learning within a single semester. The fourth hour enables students to have more conferences with the professor and more time for other forms of instruction in library research, proofreading skills, and workshops that address other writing skills such as paragraph development, sentence structure, and the like (see Appendix 1 for a full syllabus). Our proposal also requires students to earn a C or better in English 110 in order to meet the General Education requirement, something that is not part of the present 101-102 requirement. We believe it is reasonable to expect that students meet this higher expectation, so long as the course has four rather than three hours of instructional time each week.

IV. A one-semester writing requirement will greatly decrease our reliance on adjunct faculty to teach this very important course.

English 110 Sample Syllabus

English 110: Introduction to Academic Writing Composing Charleston: Writing, Place, and Cultural Memory

Fall 2009

MW 11 – 11:50

F 11 – 12:50

Classroom

Office

Office Phone

Email

Instructor Name

College of Charleston

Department of English

Mailbox

Office Hours

Course website URL

Course Texts and Materials

- Graff, Gerald, and Cathy Birkenstein. *They Say / I Say: Moves that Matter in Academic Writing*. New York: Norton, 2006.
- Kincaid, Jamaica. *A Small Place*. New York: FS&G, 1998.
- Additional required readings available on WebCT
- Familiarity with an online writing resource such as the Purdue Online Writing Lab (<http://owl.english.purdue.edu>)
- Admission ticket to the Charleston Museum

Overview and Objectives

Places, like texts, are imbued with meaning. Over the course of the semester, we will work to understand and analyze the meaning of the spaces we inhabit—the classroom, the College of Charleston Campus, and the city of Charleston. We will additionally examine that place commonly known as academia, and you will learn to successfully position yourself within the complex landscape of academic writing and culture. In short, this course is designed to help you develop reading and writing practices that you may draw on to write effectively throughout the college curriculum: you will learn strategies for generating ideas in writing, evaluating these ideas in light of other ideas and texts, and developing critical arguments that demonstrate this complex thought process.

So that we may accomplish these goals, the course is divided into three units. We will open the course by closely reading two challenging but important essays about place and culture memory, applying the theories these texts offer us to our individual understandings of place and space. In the second unit, we will move outside the classroom and onto the campus, investigating

competing representations of the College and campus community. Finally, in the third unit, you will bring together what you've learned in these two prior units to compose a substantial research essay that critically examines a monument or other historical site, either on campus or in the greater Charleston area, and how this site represents the history it seeks to commemorate.

It's important to keep in mind, though, that this is first and foremost a class on writing. You will be required to do a significant amount of writing, and we will devote time in and out of class to analyzing your writing. In fact, your writing will be central to our work this semester. I will regularly distribute examples of student work, and we will use these examples as a means to discuss writing issues and as a way into the texts we will be reading.

Course Policies

Attendance and Participation: Since the work of the course depends on collaboration as readers and writers over the term, and since your work is central to class discussion, attendance is required. Come to class on time and ready to begin the work of the course. Be sure to bring with you the appropriate texts or materials, turn off cell phones and any other electronic devices, and be prepared to take part in the work of the class. If there is a time when you cannot come to class, it is your responsibility to communicate with me, to arrange to turn in written work, and to find out about subsequent assignments by consulting the class website. If you register late for the course, it is your responsibility to catch up and complete the work you've missed.

Missing class will decrease your attendance and participation grade (see Grades section below), and it will likely affect the quality of writing you produce throughout the semester. I make no distinction between unexcused or excused (i.e., documented) absences, although I will make exceptions in circumstances that meet those listed on the learning contract each student signs. *Students may not miss more than six classes; if a student misses more than six classes, he or she will fail the course.* It is your responsibility to keep track of absences. I will notify a student only once he or she has missed six classes.

Assignments and Late Work: Throughout the term you will be expected to complete a variety of assignments. You will be required to keep up with, and be prepared to discuss, assigned readings. The writing assignments are divided into two categories:

- *Response Essays* are shorter papers (up to 3 pages in length) where you begin your inquiry into the assigned readings. These papers are less formal than essays; however, you will want to make sure you leave yourself enough time to proofread and edit your writing. You will complete a total of 5 Response Essays throughout the semester.
- *Activity Journal* entries are informal writings in which you will report on the different writing- and research-related activities you complete over the semester.

- *Portfolios* are more extensive formal writing assignments (up to 8 pages in length) that enable you to revisit, extend, and/or revise the ideas raised in the Response Essays. You will write a rough draft for each Portfolio project and we will workshop these assignments both in class and in small-group conferences. You will complete 3 Portfolio projects throughout the term.

So I may efficiently distribute essays for workshopping in class, I ask that you format your assignments as Microsoft Word files and submit them to me electronically through WebCT, using file names that indicate your name and the assignment (i.e., YourLastName_Essay1.doc). (For more information on submission guidelines, please see the separate handout entitled “Guidelines for Submitting Assignments.”) You are responsible for preparing the assignments for the course as fully as you can and on time. *Late assignments will not be accepted for credit unless the student makes arrangements with me in a reasonable amount of time prior to the assignment’s due date.* It is your responsibility to make sure you submitted an assignment correctly and on time; I will not notify you if an assignment is late. In turn for your promptness, I will comment on your work and return it to you within two weeks.

Plagiarism and Honor Code: To present someone else’s work as your own is to plagiarize. If you draw on or quote the work of others in your writing, as you will almost surely do in the course, you must acknowledge that you are doing so. This applies whether your sources are published authors, fellow students, teachers, or friends. Plagiarism is an Honor Code violation and will therefore be treated seriously. Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended, or expelled from the College by the Honor Board. I recommend that you read the university’s statement on academic integrity (http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html) and ask me if you have any questions about either the policy itself or how to document sources in your writing.

Writing Lab: The Writing Lab, located on the first floor of Addlestone Library, is an excellent resource for working on editing and revision, on problems of getting started or organizing scattered materials, or on any other difficulty you may be experiencing as a writer. Although you should not expect consultants to “correct” your paper for you, they may assist you in learning to edit and revise your work. For more information, consult the Writing Lab website at http://www.cofc.edu/%7Ecsl/writing/writing_lab.html.

Writer’s Group: Writer’s Group is a non-credit, free-of-charge course designed for any student who wants extra opportunities to plan, revise, edit, and review the writing he or she does in English 101. Students meet weekly for 50 minutes in groups of four, along with a facilitator, to discuss an essay that they are drafting or one that has been graded by their instructor. At various points in the semester, facilitators also deliver writing workshops designed for larger groups of students. For more information about Writer’s Group and the services it offers, visit www.cofc.edu/~english/writers_group.html.

WebCT: All course materials—including handouts, assignments, the syllabus, policies, and schedule—will be available online through WebCT, a program that manages course materials and resources for students and instructors. You will want to check the course web site regularly because I will post important materials to the site. If you need an extra copy of any class handout, you may download it from WebCT.

Students with Disabilities and Special Needs: The College will make reasonable accommodations for persons with documented disabilities. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact the Center for Disability Services located in the Lightsey Center, Suite 104. Students approved for accommodations should notify me as quickly as possible.

Office Hours and Email: I keep regular office hours each week, and this time is reserved for you to discuss with me any issues, concerns, or suggestions you have about your work or about the course. I have an open door policy, so please don't hesitate to visit me during office hours. If you can't make the hours posted, email me to arrange another time when we can meet or to ask any questions you may have. Send all email inquiries to WarnickC@cofc.edu; please do not send them through the Mail function on WebCT. I will respond to emails within twenty-four hours.

Grades: I will read and comment on all your work. You will receive a letter grade for the final draft of each Portfolio Project. Your Response Essays will not receive letter grades; instead, you will receive full credit if you satisfactorily complete each Response Essay. You may expect to earn a C participation grade if you attend all classes, come to class prepared, and participate in class discussion one or two times per class. Consistent and meaningful participation will raise that grade; non-participation, disruptiveness, absences or lateness will lower it.

I will use the following formula to determine your final grade:

- Response Essays (10%)
- Portfolio 1 (25%)
- Portfolio 2 (25%)
- Portfolio 3 (25%)
- Participation, attendance, Activity Journal (15%)

If, at any time, you have questions about your grade, please do not hesitate to schedule an appointment with me to discuss your progress in the course.

English 215: Interdisciplinary Composition

Fall 2008

MWF X – X:50
Classroom
Office Location
Office Phone
Email

Instructor Name

College of Charleston
Department
Mailbox
Office Hours
Course Website

A. Course Texts

Graff, Gerald. *Clueless in Academe: How Schooling Obscures the Life of the Mind*. New Haven: Yale UP, 2003.

Other required readings available on WebCT

B. Overview and Objectives

This course is designed to introduce you to the writing and research practices of academic disciplines in the humanities, the natural and social sciences, and business. Through our reading and writing this semester, we will investigate academic culture in general, but you will also be asked to examine the writing and intellectual practices of an academic discipline you're interested in entering (or one to which you already belong). Toward this end, the course will roughly be divided into two units. In the first unit, we will examine academic culture more generally, and you will read and respond to essays, written by students and teachers, that critique American higher education and offer suggestions for how it may be improved. Our focus will narrow in the second unit, as we will apply what we learn in the first unit to our own respective academic disciplines. Ultimately, you should expect to leave this class with a critical *and* practical understanding of the general conventions behind academic writing. In addition, through your own research and writing you will learn and reflect on the writing, reading, and thinking practices valued in your chosen discipline—whether it be Biology, Chemistry, Psychology, Sociology, Law, English, foreign languages, Political Science, Marketing, or another area of specialization.

Finally, your writing will be central to the work of the course. This is a writing-intensive course, which means that you should expect to hand in writing each week. I will regularly reproduce student writing for our review, and we will workshop this writing in class, discussing our reactions to a given text as well as examining the critical ideas it raises and where those ideas lead us.

Course Policies

Attendance and Participation: Since the work of the course depends on collaboration as readers and writers over the term, and since your work is central to class discussion, attendance is required. Come to class on time and ready to begin the work of the course. Be sure to bring with you the appropriate texts or materials, turn off cell phones and any other electronic devices, and be prepared to take part in the work of the class. If there is a time when you cannot come to class, it is your responsibility to communicate with me, to arrange to turn in written work, and to find out about subsequent assignments by consulting the class website. If you register late for the course, it is your responsibility to catch up and complete the work you've missed.

Missing class will decrease your attendance and participation grade (see Grades section below), and it will likely affect the quality of writing you produce throughout the semester. I make no distinction between unexcused or excused (i.e., documented) absences, although I will make exceptions in circumstances that meet those listed on the learning contract each student signs. *Students may not miss more than six classes; if a student misses more than six classes, he or she will fail the course.* It is your responsibility to keep track of absences. I will notify a student only once he or she has missed six classes.

Assignments and Late Work: Throughout the term you will be expected to complete a variety of in- and out-of-class assignments. You will be required to keep up with, and be prepared to discuss, assigned readings. You will complete three types of writing assignments:

- *Exercises* are shorter, more informal writings (up to 2 pages in length) in which you will engage with a question or issue raised in the class readings—including essays written by your classmates. I will thoroughly read these essays, and we will discuss them in class, but I will not assign them letter grades. You will receive full credit if you satisfactorily complete each assignment on time. Even though you won't receive letter grades on these activities, I don't want you to view them simply as busywork. These activities are designed so that you may begin thinking about or testing an idea that you may develop more fully in one the three major projects you'll complete. In some cases, these exercises will ask you to compose materials that you may include as part of a more fully developed project.
- *Projects* are more substantial writing assignments (up to 15 pages in length) that allow you to extend the ideas you raise in your Exercises. For each of the 3 Projects you will complete this semester you will compose a rough draft that you will have the opportunity to revise based on feedback you receive from me and your peers. In Project 1 you will write a formal academic essay that puts into conversation several published critiques of the Academy, including texts we'll read in class. For Project 2 you will write an essay that rhetorically examines a journal article published in a prominent research publication relevant to your discipline. Finally, for Project 3 you will compose a research essay, addressed to members of your discipline, on a current topic in the field. In addition, you will give a brief oral presentation on this project, geared to an audience of non-specialists.

- *Peer Response Letters* are short informal writing assignments that ask you to offer a classmate constructive criticism on the rough drafts of their Project assignments. These assignments will not receive letter grades; they will instead be factored into your Attendance and Participation grade (see Grades section below).

So I may efficiently distribute essays for workshopping in class, I ask that you format your assignments as Microsoft Word files and submit them to me electronically through WebCT, using file names that indicate your name and the assignment (i.e., YourLastName_Essay1.doc). (For more information on submission guidelines, please see the separate handout entitled “Guidelines for Submitting Assignments.”) You are responsible for preparing the assignments for the course as fully as you can and on time. *Late assignments will not be accepted for credit unless the student makes arrangements with me in a reasonable amount of time prior to the assignment’s due date.* It is your responsibility to make sure you submitted an assignment correctly and on time; I will not notify you if an assignment is late. In turn for your promptness, I will comment on your work and return it to you within two weeks.

Plagiarism and Honor Code: To present someone else’s work as your own is to plagiarize. If you draw on or quote the work of others in your writing, as you will almost surely do in the course, you must acknowledge that you are doing so. This applies whether your sources are published authors, fellow students, teachers, or friends.

Plagiarism is an Honor Code violation and will therefore be treated seriously. In cases where I believe a student has plagiarized out of misunderstanding, I will determine an appropriate resolution in consultation with the student. In some instances, this resolution may be filed with the Dean of Students. Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible for academic dishonesty will receive an XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended, or expelled from the College by the Honor Board. I recommend that you read the university’s statement on academic integrity (http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html) and ask me if you have any questions about either the policy itself or how to document sources in your writing.

WebCT: Course materials—including handouts, assignments, the syllabus, policies, and schedule—will be available online through WebCT, a program that manages course materials and resources for students and instructors. You will want to check the course web site daily because I will post important announcements to the site. If you need an extra copy of any class handout, you may download it from WebCT.

Writing Lab: The Writing Lab, located on the first floor of Addlestone Library, is an excellent resource for working on editing and revision, on problems of getting started or organizing scattered materials, or on any other difficulty you may be experiencing as a writer. Although

you should not expect consultants to “correct” your paper for you, they may assist you in learning to edit and revise your work. For more information, consult the Writing Lab website at http://www.cofc.edu/%7Ecsl/writing/writing_lab.html.

Students with Disabilities and Special Needs: The College will make reasonable accommodations for persons with documented disabilities. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact the Center for Disability Services located in the Lightsey Center, Suite 104. Students approved for accommodations should notify me as quickly as possible.

Grades: I will read and comment on all your work, and you will earn letter grades on the final drafts of your three main Project assignments. Your Exercises and Peer Response Letters will not receive letter grades; instead, you will receive full credit if you satisfactorily complete each activity. At the midpoint of the term, we will meet one-on-one to discuss your writing. During this conference we will discuss the midterm grade you’re earning for your work in the course to this point, and we will talk about specific strategies you may draw on to improve your grade.

Your final grade will be based on the quality of work you produce throughout the semester and on class participation. You may expect to earn a C participation grade if you attend all classes, come to class prepared, and participate in class discussion one or two times per class. Consistent and meaningful participation will raise that grade; non-participation, disruptiveness, excessive absence or lateness will lower it.

I will use the following formula to determine your final grade:

- Project 1: Conversation Essay (25%)
- Project 2: Article Analysis (25%)
- Project 3: Final Research Project and Presentation (30%)
- Exercises (10%)
- Attendance, Participation, and Peer Response Letters (10%)

If, at any time, you have questions about your grade, please do not hesitate to schedule an appointment with me to discuss your progress in the course.

Office Hours: I keep regular office hours each week, and this time is reserved for you to discuss with me any issues, concerns, or suggestions you have about your work or about the course. I have an open door policy, so please don’t hesitate to visit me during office hours. If you can’t make the hours posted, email me to arrange another time when we can meet or to ask any questions you may have. Send all email inquires to WarnickC@cofc.edu; please do not send them through the mail function offered through WebCT. I will respond to all email inquiries within twenty-four hours.

Working Schedule

Below is a schedule detailing our work this semester. Readings and writing assignments are to be completed by the date under which they're listed. This schedule is subject to changes according to the needs of the class.

Week 1

- W Course introduction
 - F In-class essay
-

Week 2

- M Discuss responses to in-class essays
 - W Douthat, "Approaches to Knowledge" (available on WebCT)
Exercise 1 due by 11:59 pm (via WebCT)
 - F Discuss Douthat and responses to Exercise 1
-

Week 3

- M Graff, *Clueless in Academe*, pp. 1-80
 - W **Exercise 2 due by 11:59 pm (via WebCT)**
 - F Discuss Graff and responses to Exercise 2
-

Week 4

- M Graff, *Clueless in Academe*, pp. 83-112
 - W **Rough draft of Project 1 due by 11:59 pm (via WebCT)**
 - F Discuss Graff and workshop rough drafts of Project 1
-

Week 5

M Graff, *Clueless in Academe*, pp. 115-207

W **Peer Response Letter 1 due in class**

F Peer review workshop

Week 6

M Graff, *Clueless in Academe*, pp. 211-277

W Discuss Graff and workshop Project 1 rough drafts

F Peer Review Workshop
Final draft of Project 1 due by 11:59 pm (via WebCT)

Week 7

M Introduce Project 2

W Library Presentation

F **Exercise 3 due by 11:59 pm (via WebCT)**

Week 8

M Discuss interviewing techniques

W Midterm conferences

F Midterm conferences

Week 9

M **No classes, Fall Break**

W Introduce Project 2

F Bazerman, "What Written Knowledge Does" (available on WebCT)
Exercise 4 due by 11:59 pm (via WebCT)

Week 10

M Workshop responses to Exercises 3 and 4

W Continue discussion of Bazerman

F **Rough draft of Project 2 due by 11:59 pm (via WebCT)**
No class, travel to conference

Week 11

M Workshop Project 2 rough drafts

W **Peer Response Letter 2 due in class**
Peer review workshop

F **Final draft of Project 2 by 11:59 pm (via WebCT)**

Week 12

M Kuhn, selections from *The Structure of Scientific Revolutions* (available on WebCT)

W **Exercise 5 due by 11:59 pm (via WebCT)**

F **No class, travel to conference**

Week 13

- M Research day, meet in Addlestone Library
 - W Workshop responses to Exercise 5
Rough draft of Project 3 due by 11:59 pm (via WebCT)
 - F Workshop rough drafts of Project 3
-

Week 14

- M Research day, meet in Addlestone Library
 - W **No class, Thanksgiving holiday**
 - F **No class, Thanksgiving holiday**
-

Week 15

- M **Peer Response Letter 3 due in class**
Peer review workshops
 - W Presentations
 - F Presentations
-

Week 16

- M Presentations, course wrap-up
Project 3 due

Minutes of the Faculty Senate Meeting, 7 April 2009

The Faculty Senate met on Tuesday, 7 April 2009, at 5:00 P.M. in Wachovia Auditorium. After Speaker Joe Kelly called the meeting to order, the minutes of the Faculty Senate meeting on 10 March 2009 were approved.

English

New Course—ENGL 110 Introduction to Academic Writing

Ms. Curtis made a motion to remove the C or better requirement for ENGL 110. The motion received a second. Susan Katwinkel (guest and director of the First-Year Experience) said that she liked the motives behind the C grade requirement, but was concerned about its impact on the First-Year Experience program (FYE), especially in terms of logistics.

The Faculty Senate voted and passed Ms. Curtis' amendment.

Mr. Phillips asked why ENGL 110 was presented as four-credit course and what the logistical impact would be. He added that his department had wanted to propose a four-credit-hour course, but found that it wouldn't work in terms of scheduling and logistics. Ms. Caveny said that there were also classroom-availability issues with four-credit-hour courses, particularly in light of the fact that the College operates at such high capacity in terms of classroom use. She added that the Math Department has also experienced difficulties in trying to schedule four-credit courses, and that in general there is a loss of efficiency in scheduling four-credit courses.

Brian McGee (guest) responded to these arguments by pointing out that the proposed ENGL 110 course entails the elimination of ENGL 101 and 102, which means that overall there is a reduction from six to four credit hours. By going from two required classes (ENGL 101 and 102) to one required class (ENGL 110), a lot of class space will be freed up. He said, too, that if we use the time after 2 P.M. for classes outside the typical three credit-hour range, then we wouldn't have classroom time and use problems. Mr. Hakkila said that he was relieved to hear that classroom time will be freed up, but was still concerned about scheduling problems that four-hour-credit courses might create.

Norris Preyer (Physics and Astronomy) said that the ENGL 110 course proposal has tremendous budgetary implications and asked for more information on this aspect of the proposal. Trish Ward (at-large and English Dept. chair) said that this year there were 68 sections of ENGL 101 and 21 sections of ENGL 102 in the fall, and five sections of ENGL 101 and 64 sections of ENGL 102 in the spring, and that next year there would be close to 40 sections of ENGL 110 in the fall and about 40 in the spring. Further, the Department of English's use of adjuncts and expenses will be drastically reduced.

Mr. Phillips remarked that the sample syllabus indicates that the extra-hour is a conference hour. If that is what happens in the fourth hour, then he would have to take issue with the proposal. The course would give students an extra-credit hour just for meeting with faculty. That is problematic because many faculty in other courses have conferences with students, but their courses aren't listed as four-credit-hour courses (For example, in some of his courses, students meet with him twice for one-hour conferences.) He thought that adding an extra-credit-hour that was not tied to classroom contact time with students set a dangerous precedent.

Chris Warnick (guest) said the extra-hour would not always be used in conferences with professors. Those students who were not meeting with the professor might be required to go to the Writing Lab, or go to a lecture and write about it, or do some other assignment. The fourth credit hour, he said, was earned.

Todd McNerney (at-large) asked how the ENGL 110 proposal would affect the Writers' Group. Mr. Warnick answered that it would not affect the Writers' Group, which is a voluntary program to help weak students with significant writing problems.

Next, Mr. Phillips moved to amend the ENGL 110 proposal by reducing the credit hours from four to three. The motion received a second. He said that he hears the explanations for what students will do in the extra-hour to earn the fourth credit hour, but all of that is already done in many other classes that are worth three credit hours. Traditionally, credit hours have been determined by hours students are in the classroom; so if we approve the ENGL 110 proposal change as a four-credit course, then we will be changing the principle by which credit hours are determined, and we need to go into this with our "eyes wide open."

Seaton Brown (guest and SGA President) said that he liked the idea of the four-credit course and the idea of learning not only inside the classroom, but also outside the classroom in a different context with the professor. He thought, too, that the College should reconsider how it determines credit hours. Ms. Curtis argued that the issue was not just a matter of using the fourth hour for an extra assignment; rather, it's about different kinds of instruction that may happen in the fourth hour.

Laquita Blockson (Management and Entrepreneurship) wanted to verify that approving the ENGL 110 proposal meant that the Gen-Ed literature requirement would be eliminated. She also asked how other schools would enhance their writing requirements. For example, her department has a one-hour business-writing course. Will the proposed four-credit course in English have any effect on that course?

Going back to the issue of using the fourth hour for student conferences, Mike Duvall (guest) said that students often make their biggest strides in writing in conference situations.

Mr. Hakkila wanted to know what would happen if the Faculty Senate passed the ENGL 110 proposal, but the course didn't pass as a Gen-Ed proposal. Ms. Ward answered that the course would not be taught.

Jim Newhard (Classics) said that he had mixed feelings about the ENGL 110 proposal: on the hand he liked the goals of the course; on the other hand, he was concerned about the fourth hour, and about relationship between the course and the First-Year Experience (FYE). He said he would like more thought put into that latter issue. On the fourth-hour question, he remarked that while it was good for students to go to the Writing Lab or to meet with their professor, such activities are what any good student would ordinarily do. The proposed course would therefore simply be rewarding students with an extra-credit hour for doing what they should do anyway. Ms. Kattwinkel remarked that she was at first concerned about the logistical impact of the four-hour course on the FYE, but she no longer feels that it will be a problem and that the course will work well with the FYE, that it will reinforce the learning done in the FYE and help make good writing apply to all classes.

At this point a Senator called the question. The motion received a second and then passed.

The Faculty Senate voted down Mr. Phillips proposed amendment to reduce ENGL 110 from four to three credits.

Ms. Kattwinkel said that she was very concerned about starting ENGL 110 next year and that it would be difficult to coordinate it with the FYE. Ms. Eichelberger said that she appreciated Ms. Kattwinkel's position on the matter, and that it would indeed be a big problem if the Department of English were adding more requirements, but the department is not doing that. She thought that ENGL 110 could fit into the FYE as easily as ENGL 101 has.

Mr. Hakkila remarked that he was worried about costs of implementing the change to ENGL 110, especially in light of the budget cuts, more of which are likely to come. And Ms. Caveny asked for more information on adjunct use. Ms. Ward responded that the Department of English would save about \$200,000—much of that going to adjuncts. The department's need for adjuncts would almost vanish.

Mr. Nunan observed that a move from the six-credit course sequence of ENGL 101 and 102 to the four-credit ENGL 110 course would require students to find another course to meet the 122 credits required for graduation. Provost Jorgens pointed out that it would be no problem for students to find another course, as numerous upper level courses are half empty. Mr. Krasnoff added that most students graduate with more than 122 credit hours.

At this point, Meg Cormack (at-large) called the question, which received a second. The Faculty Senate voted on the motion to call the question, which passed.

The Faculty Senate voted and approved ENGL 110.

Mr. Starr then moved that the Faculty Senate approve the language to go in the catalog that explains the new English Gen-Ed requirement:

English: complete ENGL 110, Introduction to Academic Writing, a four-semester-hour course in effective writing, critical reading, gathering and using information. (A degree candidate must enroll in ENGL 110 in the first year and each semester after that until the English requirement has been fulfilled.)

Ms. Eichelberger was not sure that the parenthetical statement in the English requirement was needed and asked for unanimous consent to remove it. Unanimous consent was granted. Deanna Caveny (at-large), however, thought that the Faculty Senate should try to stipulate that students take the ENGL 110 in the first year, and moved to include the following statement, which was seconded:

(A degree candidate must enroll in ENGL 110 in the first year at the College and until the requirement has been fulfilled.)

Brian McGee (guest) asked if the Faculty Senate controls the language that goes into the catalog. Norris Preyer (Physics and Astronomy) thought that the added language was not needed and that the issue addressed in the proposed catalog language should be handled by the College's advisors at Freshman Orientation.

The Faculty Senate voted and approved Ms. Caveny's amendment.

Speaker Kelly then turned to George Pothering, the Faculty Senate Parliamentarian, to ask about the issue Mr. McGee raised. The Faculty Senate, Mr. Pothering said, needs to decide on the issue, though it could table the matter and address it at a later time. Kay Smith (guest) asked the Registrar, Cathy Boyd, to comment on the issue. Ms. Boyd said that she would like the Faculty Senate to approve the Gen-Ed language in the catalog. Every section of the catalog, she added, has an owner. Mr. McNerney urged the Faculty Senate to deal with the motion at hand and pointed out that perhaps in the future the Gen-Ed Committee will have authority over language in the catalog regarding Gen-Ed requirements. Jaap Hillenius (at-large) pointed out that approval of catalog language involves more than wordsmithing or verbal stylistics; it also affects the content or substance of what the catalog presents.

At this point a Senator called the question, and the motion received a second. The Faculty Senate passed the motion.

Table of Contents

I. Project Context and Significance

A. Revision of First-Year Writing Curriculum

B. Recent Assessment Initiatives in the Department of English at the College of Charleston

II. Literature Review of the Scholarship on Writing Program Assessment (with Works Cited)

III. Methodology of Project

A. Survey of Writing Program Assessment Practices of Five Universities

B. List of Schools Contacted & Schools Interviewed

C. Rubric for Phone Interviews with Peer Institutions regarding Program Assessment

D. Matrices of Interview Questions and WPAs' Responses (Assessment Focus & Method)

IV. Summary and Recommendations

A. Suggested Framework for Assessing English 110

B. Plan of Action for Assessing Year I of English 110

Appendices

1. "A Few Notes on Best Practices for Writing Programs"

2. Edward White's "Guidelines for Self-Study to Precede a Writing Program Evaluation"

3. WPA Consultant-Evaluator Information

4. Goals of First-Year Composition at the College of Charleston

5. Expectations of English 110 (given to English 110 instructors)

6. Sample Assessment Rubrics (Elon University, University of Pittsburgh)

7. Sample Student Survey (Elon University)

8. Sample Instructor Evaluation/Observation Rubric/Checklist (USC)

I. Project Context and Significance

A. Revision of First-Year Writing Curriculum and the Need for an Assessment Framework

The Faculty Senate recently approved the Department of English's proposal to revise its first-year writing curriculum. As a result of this approval, beginning in fall 2009, the current general education writing requirement of English 101 and 102 – a two three-hour course sequence – will be replaced by English 110 – one four-hour course. Dr. Chris Warnick, Assistant Professor of English and Director of the First-Year Writing Committee, explained in an interview that the main reason for revising the curriculum was to improve the learning experience of all students taking first-year writing; this revision is an attempt to create more coherence in the curriculum. The fourth hour included in English 110 will provide instructors and students with more time to accomplish some of the following possible goals: to introduce more academic resources that will help students during their college careers – experience in the Writing Lab, study skills seminars, library research; to incorporate service-learning; to allow for more one on one time for students with their instructors; and to improve teachers' feedback and comments on student writing (Warnick Interview).

By replacing the two three-hour course sequence of 101 and 102 with one four-hour course, English 110, the department has significantly altered its approach to teaching first-year writing. It will be crucial to begin assessing the outcomes of this new approach and curriculum as quickly as possible. A curricular assessment will enable faculty to see how they are maintaining coherence with the new course goals and will provide them with feedback on what

they may do to improve (Warnick Interview). As this revision fundamentally affects the cornerstone of general education at the College of Charleston, offices and committees across campus¹² will expect the department to frequently assess the revised curriculum to ensure that it is accomplishing its proposed goals as well as satisfying the requirements of the general education curriculum. This project will provide the Department of English with the tools to accomplish this goal in the form of specific recommendations regarding “best practices” for the method of assessing the efficacy of the new curriculum. In addition to these recommendations, this report will also provide the department with a baseline approach or plan of action for assessing the first year of English 110’s implementation in the form of seven specific and realistic goals for the 2009-2010 academic year and summer of 2010.

Before the First-Year Writing Committee and the Department of English can assess the writing curriculum, a well-planned and clearly articulated assessment approach must be developed. Currently, no such assessment approach exists. Therefore, the aim of this project is not to conduct an assessment of the current writing curriculum, but to develop an assessment framework based on extensive research of the scholarship of writing program assessment and extensive research into the “best practices” of assessment approaches of various colleges and universities. This framework will provide the committee and department with suggested approaches for both long-term and short-term and internal and external assessment strategies.

¹² These offices and committees include the following: the Office of the Dean of Humanities & Social Sciences, the Office of the Provost & Executive VP for Academic Affairs, the Office for Enrollment Planning, the Office for the First-Year Experience, the Faculty Curriculum Committee, the General Education Committee, and the Faculty Senate.

The committee and department, after examining these suggestions, may determine on which aspects of the assessment framework they would like to use.

B. Recent Assessment Initiatives in the Department of English at the College of Charleston¹³

Though the Department of English does not currently have an assessment framework in place for evaluating its writing curriculum, it has been engaged in a good deal of assessment work over the past several years. These assessment initiatives have focused on curriculum and student outcomes in both the undergraduate major in English and the graduate program in English.

During the 2002-2003 academic year, the department conducted a three-tiered assessment of undergraduate English courses. This assessment “attempted to determine the efficacy of student outcomes in the area of teaching majors to write, speak, and to conduct research”; “researched their [the department’s] success in imparting knowledge to majors on representative authors, themes, genres, and literary periods”; and “looked at the extent to which instructors of freshman writing share evaluative standards” (Institutional Effectiveness Report Summary – Department of English 2002-2003). Department of English faculty evaluated senior papers and Senior Symposium presentations and examined a sample of first-year writing essays that had already been graded. Based on data collected in this assessment, the department made the three following recommendations: “In upper-division English courses, faculty members should work

¹³ This section discusses the department’s assessment work between the years of 2002-2003 and 2008-2009. The information included in this discussion is taken solely from the available **Institutional Effectiveness Summaries** found on AAPA’s website. This discussion, therefore, includes only information regarding these specific assessments and their resulting reports/recommendations. It does not cover how effective the recommended actions were or whether or not they were actually implemented.

with students on their ability to collect, synthesize, and evaluate secondary material, as well as on their close reading skills; Faculty members should encourage the very best majors toward original and innovative work; The department needs to continue discussion relative to the evaluative standards via regularly scheduled workshops and forums” (Institutional Effectiveness Report Summary – Department of English 2002-2003). The graduate program assessment focused on evaluating the M.A. candidates’ knowledge of the “representative authors, genres, and themes” in British and American literature and the “strengths and weaknesses of the program” as perceived by graduating students. The assessment approach consisted of gathering data from the M.A. comprehensive exam and an exit survey. Based on the collected data, the department made the two following recommendations: “To continue to advise students to take a broad range of courses in American and British literature; To encourage students to review previous comprehensive exams to increase their understanding of the depth needed for a high pass” (Institutional Effectiveness Report Summary – Department of English 2002-2003).

During the 2003-2004 academic year, the Department of English focused its assessment efforts on further evaluating the M.A. program in English. In response to a changing student body¹⁴, the department evaluated “the makeup of the [then] current student body and how well or poorly the career goals of students [were] being served” (Institutional Effectiveness Report Summary – Department of English 2003-2004). The assessment approach included analyzing enrollment and retention data (as provided by Institutional Research) and conducting surveys of

¹⁴ The M.A. in English was initially developed for certified full-time teachers who were part-time students. By the 2002-2003 academic year (12 years after the program began) the student body had changed significantly. The program was seeing a younger student body with goals of possibly pursuing a PhD or teaching at the junior college level. Many of these students were enrolled in classes full-time. The department recognized that the needs of the current student body probably differed from the needs of the original student population of full-time teachers.

both alumni and currently enrolled students. The surveys yielded demographic data – gender, race, part-time/full-time, type of employment while enrolled, in-state/out-of-state – and information regarding career goals upon entering and leaving the program, as well as current employment (of the alumni). Upon analyzing the data, the department made the following recommendations: the Department of English was to “conduct a strategic planning retreat for the M.A. program (Fall 2004)”; “identify two primary constituencies for the program (terminal M.A. students and potential PhD candidates)”; “Increase the support for the ‘traditional’ full-time student (offer day classes, provide social opportunities geared towards younger students, provide departmental activities/better involve graduate students in current activities)”; “Develop recruitment strategies that increase the number of minority students in the program, target out-of-state students, and increase to the student body to 45 degree-seeking students”; and “Modify the curriculum to offer seven courses each semester (four by the college), develop internship opportunities, ensure the success of the African American literature concentration, develop a rhetoric/composition concentration, and develop a creative writing concentration” (Institutional Effectiveness Report Summary – Department of English 2003-2004).

The 2005-2006 assessment focused on the 200-level course curriculum in the Department of English. The assessment committee and the department were interested in how the department could attract a greater number of English majors as well how to attract non-majors for 200-level courses that would satisfy Humanities requirements. The assessment approach included surveys of the following on-campus populations: English faculty, English 102 students, faculty advisors, and English 101 students (Institutional Effectiveness Report Summary – Department of English 2005-2006). IR also provided the committee with longitudinal data. Upon reviewing the

collected data, the assessment committee recommended that a greater diversity of 200-level courses be offered and that more 100-level courses be offered.

In May of 2008, in collaboration with the Graduate Studies Office, the Department of English brought in two external reviewers to assess the MA program in English. The reviewers, Karin Westman of Kansas State University and Bill Naufftus of Winthrop University, were either “department chairs or program directors from programs similar to the CofC’s MA program in English – “non-Phd granting, state-supported institutions” (Eichelberger email). The reviewers’ visit included meeting with faculty (joint faculty from CofC & the Citadel), students, and administrators. The reviewers also examined a report written by the department, which included the results of a survey given to recent graduates and current MA students regarding the program and curriculum. With the inclusion of this report, this assessment was, therefore both an internal and external review. The cost of the external reviewers was paid by the Graduate Studies Office and is estimated to have been around \$1000 per reviewer (including travel expenses).¹⁵ Information on this assessment report is still pending.

During the 2007-2008 academic year, the assessment committee, as part of its three-year assessment cycle, worked on assessing the goals for English 101 and 102 and how well those goals were being accomplished. The committee developed a survey for 101 and 102 students that looked at their understanding of research methods and signal phrases. Some data were collected, but, as the surveys did not denote which section the students were in, the data ended up not being particularly useful for their assessment goals.

¹⁵ Information on the recent graduate program assessment provided by Dr. Julia Eichelberger in an email dated April 13, 2009

During the spring 2009 semester, the Assessment Committee of the Department of English focused its efforts on adjunct instructors, their working conditions, and their perceptions of the department. The committee conducted a survey that was given to the thirteen adjuncts teaching during the spring '09 semester. The survey asked for the adjuncts' opinions on the following issues: "departmental training and support, working conditions, compensation and benefits, collegiality/sense of community" (Duvall Interview). The survey also asked for information about the adjuncts' education and background and welcomed them to give feedback on how the department could create a greater sense of community. After the surveys were completed, the committee planned to meet with each adjunct for follow-up interviews. The committee planned to generate a report by the end of the semester. According to Dr. Duvall, the assessment approach was not just a means to collect data, but an attempt to "create some sense of connectivity [for the adjuncts] to the department" (Duvall Interview).

II. Literature Review of the Scholarship on Writing Program Assessment

The assessment of student writing is one of the top concerns for Writing Program Administrators (WPAs), Composition instructors, Department of English chairs, and students. Composition scholars and all of those associated with the business of student writing, as well as academic associations such as College Composition and Communication (CCC) and the National Council of Teachers of English (NCTE), have been going to great lengths for the past few decades to formulate policies and procedures that provide for the best methods to fairly, accurately, completely, and consistently assess student writing. Just as central to the issue of student of writing is the assessment and evaluation of the writing program as a whole or, if a writing program is not currently in existence (such as at the College of Charleston), the

assessment of writing curriculum. Several WPAs agree that, though program assessment may not be something that they consider themselves to be experts in, it is vital to the survival and ensured efficacy of a writing program. This literature review of writing program assessment scholarship will discuss the arguments for conducting writing program assessment as well as examine the numerous and often contending views as to which means of assessment is most effective.

The Need for Writing Program Assessment

Edward M. White, former director of California State University's writing program, discusses the importance of program evaluation as well as explains the anxiety of WPAs and Composition specialists regarding program evaluation in "The Rhetorical Problem of Program Evaluation and the WPA". This article details the various forms of program assessment and illustrates why the different methods either fail or succeed. White, in the article's opening paragraph, explains the necessity for program evaluation and the mystery surrounding it as follows:

It [program evaluation] combines importance – a negative program evaluation may mean the loss of funds or even of the entire program – with an apparently arcane field of study. Program evaluation is often considered to be a subspecialty of fields that most WPAs have consciously or unconsciously avoided for most of their lives: statistics and social science/educational research. The very language of program evaluation often seems forbidding, highly technical, and hostile to humanistic concerns. *But there is no escaping the issue.* Program evaluation requires the WPA to prove that the expensive writing program works: that it is producing results, fulfilling its goals, and meeting institutional needs (italics added for emphasis) (132).

Program evaluation is necessary in order to convince suspicious constituents outside of the discipline of writing - deans, provosts, presidents, trustees, inter-campus committees, legislators, and even parents - that the current writing program or writing curriculum is producing the desired results as articulated in the statement of the program's goals. WPAs often have to justify a writing program's large budget by proving its efficacy to a skeptical audience of program outsiders or, as White calls them "interlocutor[s]," who may be looking to cut back on funds in favor of "new and cheaper models of general education" (132). The survival of the program depends on whether or not the WPA can acquire sufficient data to convince his or her audience that the program is effective and is sufficiently serving the students' writing needs. The only way that the WPA could acquire such persuasive data is through a program evaluation that produces evidence that "is likely to fit the assumptions of the audience" (134).

White's argument also touches on the rhetorical strategies and the discourse that should be used when presenting this evidence to the "interlocutors." His suggested strategies on this issue will be revisited in this literature review's discussion of methods of writing program assessment and evaluation.

Brian Huot and Ellen Schendel also approach the issue of writing program assessment in the collaborative article, "A Working Methodology of Assessment for Writing Program Administrators." Huot and Schendel argue that, in addition to the employment of program assessment as a means to achieve self-preservation, WPAs, though many of them have "little interest, experience, or expertise in assessment," should consider program assessment to be one of their chief responsibilities. It is the WPA's duty, they explain, to "ensure that first-year writing curricula and support systems are serving the needs of the students as effectively as possible" (207). Therefore, even if upper level administrators or legislators have not specifically

“mandated” a program evaluation, the WPA should pursue program evaluation in order to ensure that the writing curriculum is accomplishing the program’s specified and detailed goals and is sufficiently serving the student population (207). These program goals, however, should be clearly articulated and understood by all those involved with the program before pursuing a program assessment.

Huot and Schendel refer to Larry Beason’s argument that program assessment is not only a responsibility, but an “ethical obligation” belonging to the WPA (207). They specifically quote the following passage from Beason’s article “Composition as Service: Implications of Utilitarian, Duties, and Care Ethics”:

For composition courses to reflect individuals’ changing values and needs, we have an ongoing ethical obligation to gather data and input on what we do in composition and on how these efforts are perceived by other faculty and by students... Empirical research and assessment are required to meet a crucial duty – namely, to help us be informed enough to determine what a campus community considers valuable about composition courses (113).

This argument “shape[s]” their article, which focuses on the concept that writing program assessment carries great “positive potential” as it is both “community-based” and “reformatory” (207). In a later section of their article, Huot and Schendel describe the community aspect of assessment as a way in which all those involved in composition “come together to study all aspects of a writing program” (213). This community involves students, teachers, and administrators who research data from student writing and scholarship on composition theory and pedagogy, and who examine the placement of the university within the national academic context.

In the introduction to *Assessing Writing: A Critical Sourcebook*, a collection of articles intended to “help both practicing professionals and graduate students understand the theory and practice of writing assessment,” Brian Huot and Peggy O’Neill echo White’s statements regarding the hostility and anxiety surrounding program assessment that many composition instructors and writing directors experience. They cite arguments that writing program assessment acts as a “punitive force for students, faculty, and progressive forms of instruction” (1). Despite these negative perceptions of program assessment, Huot and O’Neill explain that it is a “critical” practice not only because “accrediting agencies, policymakers, and government organizations [are] demanding evidence of learning for educational institutions,” but because it is also a “critical component” of “teaching, writing, creating curricula, and developing programs,” (1). They argue that assessment “discourse” may have “positive and productive” results for the activities within the writing program despite the sometimes justified fears that surround program assessment.

As seen in the few examples provided in the previous paragraphs, there are recurrent themes throughout current scholarship on writing program assessment. The first issue that echoes throughout this literature is the reality that program assessment is becoming more necessary as a means to justify, protect, and defend a university’s writing program to outside “stakeholders” both within the university and in the local community and government. The second, and much more positive, concept regarding writing program assessment is that evaluating a writing program may often lead to positive outcomes. As Beason explains, the issue of assessment is “community-based” and its results affect not just the students and faculty in the program, but the entire university and the general public. As this literature review will discuss in the next section, many scholars argue that the entire writing program community should be involved in program

assessment. Through this involvement, faculty, staff, and administrators will, hopefully, become dedicated both to the assessment itself, as well as enacting positive curricular reforms as a result of the findings and recommendations of the assessment. In addition to resulting in positive curricular changes, and changes in across-campus attitudes toward the writing program, White explains that merely the effort put into collecting evidence within the program may lead to very basic and easily implemented reforms. He explains these changes as follows:

The very act of gathering information from a variety of sources leads to new lines of communication and new thinking about the program. There is no need to wait years for data analysis; some findings result directly from the evaluation activity. The department head discovers that the new creative software he or she proudly ordered is still not in use; the freshmen composition director is dismayed to find out that half the staff are teaching literature instead of writing; the English teachers are amazed to hear that they are held in high esteem by their colleagues in the sciences, many of whom require writing in their classes (Rhetorical Problem 143).

Due to many general education curricula requiring every student to take at least one semester of College Writing, many English departments and Composition programs rely on part-time instructors and graduate teaching assistants to teach a significant number of introductory composition courses. The growing use of adjunct instructors, many of whom teach at more than one institution, to fill the gaps in composition teaching timetables has led to a breakdown in communication between the instructors in writing programs¹⁶. As a result of this communication

¹⁶ The issue of contingent faculty at the College of Charleston is examined in a previous paper that I wrote in April 2008. The paper is entitled “The Position of Part-time Composition Instructors at the College of Charleston.”

divide, often between the roster and contingent faculty¹⁷, the goals of a writing program or curriculum are not properly made known to all instructors and may lead to instances in which not all instructors understand the goals of a curriculum – especially if the goals have recently been revised. Program assessment may lead to these lines of communication opening and curricular misunderstandings or contentions being resolved or, at least, being made known to the director.

Approaches to Writing Program Assessment

The methodology of writing program assessment, much like the methodology of writing assessment, has significantly changed over the past few decades. The accepted practices of the past are now seen by assessment and composition scholars as deleterious to the reputation of and attitudes toward their writing programs. These scholars argue that examining mere statistics or using a simplified pretest and posttest model to measure student ability and improvement do not properly or effectively encompass the essence and definition of writing and the goals and responsibilities of writing programs. Willa Wolcott and Sue M. Legg in their first chapter of *An Overview of Writing Assessment: Theory, Research, and Practice* capture the shortcomings of writing assessment in the late nineties. As their attitude toward writing assessment may be compared to many of the attitudes that composition scholars have toward outdated practices of program assessment, it is beneficial to look at their argument. Their description of the state of writing assessment runs as follows:

To some extent, the term *writing assessment* itself appears to juxtapose mutually exclusive elements – writing, with its susceptibility to debate as to what good writing is,

¹⁷ This communication divide does not, however, exist only between roster & contingent faculty. Oftentimes, there may be a breakdown in communication between tenured and junior faculty members or composition and literature faculty.

and assessment, with its emphasis on what good measurement requires. Impromptu writing samples[...]are criticized for the narrow perspective of writing they provide, while portfolios[...]are criticized for their failure to meet the rigors of statistical measures. Thus, the current state of writing assessment often resembles rippled glass: the image that teases with promise but still lacks the full clarity desired (1).

Just as writing assessment is concerned with the lack of depth and complexity of statistical analysis and the lack of rigor of portfolio assessment, program assessment is concerned with simplistic statistics and less than rigorous portfolios¹⁸. The recurrent questions regarding program assessment focus mainly on how to fully and properly capture both the depth and complexity of the work done and success and improvement achieved within a writing program, as well as how to reliably and validly assess a writing program's effectiveness. Much like the methods of writing assessment, various means of program assessment may also "tease with promise [that] still lacks the full clarity desired." The following paragraphs will detail various forms of program assessment methods, as well as discuss the recommendations given by Composition scholars as to which method best accomplishes the goal of collecting and interpreting data that thoroughly and accurately represent the state of a writing program.

Kathleen Blake Yancey in her article, "Looking Back as We Look Forward: Historicizing Writing Assessment," breaks down the history of modern writing assessment into three eras or, as she calls them, "waves". As she explains, the first wave (1950-1970) saw writing assessment

¹⁸ Although these two methods can produce incomplete assessment data when used independently, many assessment approaches, acknowledging both the merit and limitations of both practices, use them collaboratively in order to acquire both quantitative and qualitative data that reflects the complexity of student writing. The recommended framework for assessing English 110 allows for both methods to be used.

employ the method of “objective tests”; the second wave (1970-1986) introduced the “holistically scored essay”; and the third and current wave (1986-present) began using both “portfolio assessment and programmatic assessment” (131). Each of these waves was informed and influenced by specific historical contexts that were going on both in academia as well as in society in general.¹⁹ Program assessment followed along a similar historical trajectory and focused on similar questions and methods of assessment – just in a broader context than specific individuals’ writing.

Edward White details the various forms of program assessment in “The Rhetorical Problem of Program Evaluation.” White explains why some of these methods are effective and why others not only fail, but produce such arbitrary and poorly representative data that they may result in a negative and damaging assessment of an effective program that is achieving its desired goals. His objection to poorly conceived methods of program assessment runs as follows:

A program evaluation that fails to show results is a damaging document. It is far better to avoid such an evaluation than to engage in one that will seem to demonstrate that no measurable good is being done by an effective composition course, writing-across-the-curriculum program, grant program, or research hypothesis (138).

The assessment method referred to in this passage is the “norm referenced pretest/posttest evaluation model, which is certain to show no results” (138). White explains that this method of evaluation is undoubtedly employed by those unfamiliar with composition pedagogy (134). This

¹⁹ For example, the move to the second wave makes much sense as Composition Studies was just beginning to assert itself as a bonafide discipline during the late 1960s and 1970s. Theory and scholarship regarding Composition pedagogy and assessment was just beginning to become well-known and Composition programs were finally being established outside of English departments.

method is “deceptively simple and based on simple-minded positivism: Writing instruction is designed to improve student writing, so we should measure student writing ability before and after instruction” (134). The amount of increase in the student’s ability reflects the efficacy of instruction (134). The pretest/posttest that is administered is an objective test that, as opposed to measuring a student’s writing ability, measures the amount of spelling and punctuation errors a student makes on a multiple-choice exam. This method, therefore, assesses merely the surface aspects of writing and fails to incorporate both the complex aspects of composition and the work that has been done in the writing class over the course of the semester.

The second method that White discusses and categorizes as “Probable Failure” is the “Single Essay Test” (139). This method involves a pretest/posttest model, but employs “holistic or primary-trait scoring” (139). Though this method is an attempt to actually incorporate composition into assessment, it still fails to show the complexity of the writing process. As White explains, this test assumes that writing improvement is only shown in a first-draft essay (140). This method, therefore, completely ignores the concept of revision, which is now such an integral part of both the writing process and writing instruction. The third model, which is labeled as having “Probable Results,” is a means of “evaluation by varied measures” (141). This model, which requires the involvement of composition faculty and staff, “attempts to define and acquire information about a wide range of [the writing program’s stated] goals” (141).

The final two models, which are sure to produce valuable results, involve external assessment. The first is referred to as having “Anecdotal Results” and is performed by “outside experts and opinion surveys” (143). In this situation an “expert” evaluator (expert being considered a somewhat relative term) who has some evaluation experience and is a composition colleague from preferably an out-of-town university visits the campus and talks with

composition faculty, students, and administrators. Also included in this method are questionnaires given to students and faculty. White explains that, though this method does produce results, the data is generally quite positive and general, and therefore, does not result in either a thorough assessment of the program, or constructive and concrete recommendations for positive reform (143-144). Gail Hughes agrees with White's description of this form of assessment and describes these evaluations as follows:

Many evaluations are superficial – designed, perhaps, to fulfill a legal, political, or bureaucratic requirement, and nobody is very interested in the results. They appear to assess a program without really doing so. Reports sit unread on administrators' shelves. The chief purpose of such window-dressing evaluations seems to be to reassure people that all is well (159).

In merely satisfying the requirement of program evaluation mandated either by an administrator or a legislator, this method fails to satisfy the positive motivation for program assessment: reform and progress. Though recommendations are made, they are generally vague and complimentary, and lack any force to encourage positive growth within a program

The final method of assessment, and the one that White thoroughly supports, is “Authentic Assessment by Genuine Experts: Consequential Validity” (145). This method involves WPA consultant-evaluators' visiting the campus and, after meeting with the administration, faculty, and students, writing a detailed report. This report is based both on their experience on campus as well as on the detailed information that the WPA would have provided them with before their visit. The report details constructive recommendations (and critique) for the future of the program. Their recommendations would rely heavily on the current goals of the program as well as its plans for the future. White admits that, due to a brief visit of only two

days, even the WPA evaluation is limited, but this method is the most thorough of the five, as it brings not only intensive training and professionalism, but a national perspective, as well (145). The WPA consultant-evaluators are respected Composition scholars, as well as WPAs at their home universities, and their expertise includes both experience as well as a thorough knowledge of current theory regarding all aspects of Composition studies – especially assessment. In “A Case for Writing Program Evaluation” Laura Brady describes her experience with the WPA assessment at West Virginia University where she is now a writing program director. The first sentence of her article quotes White’s discussion of program assessment, and she continues through the duration of the article to support each of his claims regarding WPA consultant-evaluators. Interestingly, West Virginia University in 1999, when the evaluation took place, did not, like the College of Charleston currently, have a central writing program administrator (81). The university was looking to make some major changes within the Department of English and was specifically focused on the writing program, which, at that time, lacked a “clearly defined philosophy or mission statement in relation to writing” (81). The WPA review, like White argues, brought a national perspective to the campus and made detailed and constructive recommendations that helped the department to focus its plan and goals on what was most immediately necessary and how to go about achieving the desired reform (83). One of the drawbacks of this method of assessment, however, as may be expected, is that it is costly²⁰.

James Slevin, in his chapter “Engaging Intellectual Work: The Role of Faculty in Writing Program Teaching and Assessment,” asks the following two questions: “How can we find better

²⁰ Please see Appendix 3 for detailed information (taken directly from the WPA consultant-evaluator website) regarding this option for external assessment.

ways to put the *intellectual work* of faculty and students at the *center* of our educational concerns, and, as a consequence, at the center of assessment models,” and “More specifically, what role can writing courses and programs play in this effort” (211). Throughout the chapter, Slevin discusses concepts of assessment – both prevailing concepts of assessment that “devalue the work of faculty and students and concepts of assessment that place value in the collaborative work of faculty and students (as accomplished in the composition classroom). The chapter thus focuses and attempts to answer the following questions:

“How do prevailing models of assessment marginalize the perspectives and work of the faculty? How may faculty work be defined and the purposes of assessment deepened in order to incorporate a more significant faculty role? In what ways are writing programs positioned to help make educational assessment generally a more complex, and therefore more accurate and helpful, contribution to the intellectual life of the university?” (212)

Slevin’s discussion, though it does not make specific recommendations for an assessment approach or framework, is useful to note in the conversation on writing program assessment. As seen by Edward White’s discussion of writing program assessment, many assessment approaches seem to devalue and even invalidate the positive work that is done in writing programs. Slevin’s discussion continues this conversation and builds a strong case for an assessment framework that is created and conducted by faculty who are devoted to student writing.

It is generally accepted that program assessment should encompass a variety of practices. WPAs have a variety of options when deciding upon which method of assessment is most practical for their writing programs. A WPA could choose to use internal or external reviewers, and, as White explained, there is a decision to be made as to which external reviewers are used. A WPA must decide which materials are to be assessed: portfolios or single writing samples, and

who will be rating these materials. Interviews of administrators, faculty, and students may be involved in the assessment. These decisions are often motivated by budgetary issues as much as program needs²¹.

Recommendations for Writing Program Assessment

This section will briefly discuss recommendations made by assessment scholars for specific aspects that need to be recognized when beginning a program evaluation. Both White and, in their article “Research and WAC Evaluation: An In-Progress Reflection,” Paul Prior et al note the importance of the rhetoric of evaluation. When preparing an evaluation a WPA must understand the audience to which the evidence will be presented. Understanding and working within the discourse community of academic administration or academic legislation is vital to the survival of a writing program or writing curriculum. White explains that the WPA needs to carefully consider “what the audience’s assumptions are and to what use they will put the report,” as the audience’s agenda is almost surely different than that of the writing faculty (133). He warns that using a rhetoric that does not relate to the audience will most likely result in the budgetary funds being given to another program “with a better command of the required rhetoric” (134). Prior et al echo these sentiments in the description of their approach to evaluating the WAC program at the University of Illinois. When considering their audience they envisioned “busy administrative readers out of [their] experience” and asked themselves “what research questions and strategies would best address that audience” (188). In addition to asking themselves this question, they also considered the following issues:

²¹ Please see the “Methodology of Project” section of this report for a discussion of the specific assessment approaches used by the WPAs of five different college writing programs whom I interviewed.

- What goals should guide our research?
- What activities are being assessed?
- Who is doing the assessment and who is being assessed?
- What audiences might this research address?
- What research strategies and resources are available to pursue these goals?
- How can we read our research data with different readers and goals in mind?
- How can we articulate relationships among goals, activities, audiences, resources, and research strategies?

(187).

Many of these questions, much like White’s discussion of rhetoric, focus on the specific audience to which the assessment data will be presented. It is absolutely necessary to tailor an argument’s discourse to a specified audience in order to convince the audience of the claims being made. If the argument’s rhetoric does not speak to the audience, then the attempt will most certainly fail to persuade. As White notes, a WPA literally cannot afford to “speak like an English teacher” when defending his or her budget to a finance committee that is looking to decrease expenditures.

One final recommendation regarding audience that is necessary to note is given by Richard Haswell and Susan McLeod in “WAC Assessment and Internal Audiences: A Dialogue.” This article focuses on the issue of differing audiences and documents a mock conversation between a WPA and an academic dean. One of the first steps necessary in program evaluation, as argued in this article, is to “contrast the typical roles and motives of evaluator and administrator;” this step is integral in the evaluation discussion because both “groups form the rhetorical core of an assessment report, writer and reader” (250). If the differing roles and

motives are not acknowledged then “clashes” between the two of them may “lead to rhetorical failures” (250). Once again, this recommendation focuses on the audience that will be reading the assessment report.

Regarding specific recommendations for assessment approaches, Stephen P. Witte and Lester Faigley conducted a study of four different writing program evaluations and provided both an explanation of method and a critique of method for each of the evaluations in *Evaluating College Writing Programs*. The four evaluations that they include in the study are The University of Northern Iowa Study, The University of California San Diego Study, The University of Miami Study, and The University of Texas Study (which was conducted by the authors in collaboration with other UT faculty and administrators). Witte and Faigley included each of the studies due to both the merit/success of the approaches and the failures/shortcomings of the approaches. They explain their inclusion of each of the studies as follows:

Northern Iowa: “We chose to examine this study because it illustrates two problems that frequently appear in evaluations of writing programs and courses: (1) the failure to understand and accommodate differences between composition courses, and (2) the failure to recognize and control differences between noncomposition courses of study.” (9)

University of California San Diego: “We selected the San Diego study for review here because (1) unlike the Northern Iowa study, it attempted to accommodate differences in the way writing is taught, (2) it relied on more than one measure of writing course or program effectiveness, (3) it illustrates some of the difficulties associated with inferring course or program effectiveness from writing samples, and it illustrates the relative nature of writing program evaluation.” (12)

Miami University: “The Miami study was selected for review here because it (1) illustrates the difficulties associated with the failure to separate curricular and instructional variables involved in comparative evaluations of writing courses, (2) illustrates the problems of defining both curricula and instruction in writing, and (3) illustrates the necessity of controlling instructional and curricular variables through carefully conceived research designs.” (16)

University of Texas: “Our purpose in discussing the Texas study in some detail here is to illustrate the extreme difficulty in controlling major variables when two very different courses are compared.” (22).

My reasoning for including each of these statements is to illustrate the various critiques that helped shape much of my conceptualizing of the assessment framework recommendations that are found in section IV of this report. Though the Witte and Faigley text was published in 1983 when writing program assessment scholarship was still fairly rare to find, it contains many invaluable critiques of assessment frameworks²². Many of these critiques, as noted in footnotes and in the narrative of Section IV were informed by these critiques.

Throughout the scholarship on writing program assessment there are various recommendations for effective program assessment, and some of these methods stand in stark contrast to each other. Despite the lack of agreement regarding the manner in which to implement a program evaluation, one theme remains constant throughout each of the arguments:

²² It should be noted, as well, that the Witte and Faigley text examines assessment studies conducted by Research I institutions that were in some cases evaluating numerous campuses and in other cases evaluating several courses or pedagogical approaches in a large well-established writing program. Though this report focuses on assessing the efficacy of just one course – English 110 – and does not rival the scale of the reviewed frameworks, the critiques and recommendations are still quite pertinent.

the importance of program assessment. Program assessment may lead to a variety of positive results that affect all levels of the university community: students, teachers, WPAs, and administrators. Through program assessment, WPAs are given the chance to, as Huot and Schendel explain, “examine in detail” all aspects of their writing programs. Even if major programmatic reform does not directly result from an assessment, the awareness and knowledge that WPAs and writing instructors gain about their programs – from student writing to instructors’ syllabi - will surely prove invaluable.

Works Cited

- Brady, Laura. "A Case for Writing Program Evaluation." *WPA: Writing Program Administration* 28.1/2 (Fall 2004): 79-94.
- Haswell, Richard and Susan McLeod. "WAC Assessment and Internal Audiences: a Dialogue." *Assessing Writing: A Critical Sourcebook*. Eds. Brian Huot and Peggy O'Neill. Urbana: Bedford/St. Martin's, 2007. 249-267.
- Hughes, Gail F. "The Need for Clear Purposes and New Approaches to the Evaluation of Writing-across-the-Curriculum Programs." *Assessment of Writing: Politics, Policies, Practices*. Eds. White, Edward et al. New York: The Modern Language Association of America, 1996. 158-173.
- Huot, Brian and Peggy O'Neill, eds. Introduction ("An Introduction to Writing Assessment Theory and Practice"). *Assessing Writing: A Critical Sourcebook*. By Huot and O'Neill. Urbana: Bedford/St. Martin's, 2007. 1-9.
- Prior, Paul et al. "Research and WAC Evaluation: An In-Progress Reflection." *Assessing Writing Across the Curriculum: Diverse Approaches and Practices*. Eds. Kathleen Blake Yancey and Brian Huot. Greenwich: Ablex Publishing Company, 1997. 184-216.
- Schendel, Ellen E. and Brian A. Huot. "A Working Methodology of Assessment for Writing Program Administrators." *The Allyn and Bacon Sourcebook for Writing Program Administrators*. Eds. Irene Ward and William J. Carpenter. New York: Longman, 2002.
- Slevin, James F. *Introducing English: Essays in the Intellectual Work of Composition*. Pittsburgh: University of Pittsburgh Press, 2001.

White, Edward H. *Developing Successful Writing Programs*. San Francisco: Jossey-Bass Publishers, 1989.

---. "The Rhetorical Problem of Program Evaluation and the WPA." *Resituating Writing: Constructing and Administering Writing Programs*. Eds. Joseph Janangelo and Kathleen Hansen. Portsmouth: Boynton/Cook Publishers, 1995. 132-150.

Witte, Stephen P. and Lester Faigley. *Evaluating College Writing Programs*. Carbondale: Southern Illinois University Press, 1983.

Wolcott, Willa and Sue M. Legg. *An Overview of Writing Assessment: Theory, Research, and Practice*. Urbana: NCTE, 1998.

Yancey, Kathleen Blake. "Looking Back as We Look Forward: Historicizing Writing Assessment." *Assessing Writing: A Critical Sourcebook*. Eds. Brian Huot and Peggy O'Neill. Urbana: Bedford/St. Martin's, 2007. 131-149.

III. Methodology of Project

A. Survey of Writing Program Assessment Practices of Universities around the Country

The “primary” research element of this project included telephone interviews with WPAs and First-Year Writing Directors of five universities: Elon University, Rowan University, University of South Carolina, Winthrop University, and The College of New Jersey. Elon University, Rowan University, and The College of New Jersey were chosen because they are peer institutions of the College of Charleston. Winthrop University and The University of South Carolina were included in this research sample because they are two of the College of Charleston’s fellow in-state institutions. Though this sample is not large, it represents a diverse collection of institutions (from small liberal arts to research I) and of college writing programs. The chart that follows this narrative lists all of the institutions that I contacted while trying to collect data for this research. More of CofC’s peer institutions would have been contacted, but it is significant to note that several of its peer institutions do not have defined writing programs, but require writing intensive courses within majors or work within a Writing Across the Curriculum or Writing in the Disciplines model (schools such as University of Mary Washington, Ramapo College of NJ, and Truman State University, among others).

In order to collect data for this research I initially contacted each of the WPAs listed in section B. either through email or by telephone. After receiving a response, I scheduled an interview with the WPA. The questions used during the interviews are listed in section C. During the interviews, the WPA and I discussed the assessment approaches and foci of their writing program/department/institution. After the interview, I emailed the WPAs to thank them for sharing their time and knowledge of assessment with me and to ask them any follow-up questions or request specific materials that they had mentioned during the interviews. I

summarized the WPAs' responses in the Matrices in Section D. The information is divided into two matrices: Matrix of Assessment Focus and Matrix of Assessment Method. The Focus Matrix describes the various approaches of the different institutions and the main foci of their assessment frameworks. The Method Matrix details the "business" of the institutions' assessment methods: budgets, training of raters, dissemination of results, etc.

As detailed in the matrices, the programs each use different assessment approaches. There are, however, a few trends that should be briefly noted. With the exception of The College of New Jersey, whose longitudinal assessment initiative was discontinued with a change in administration, each institution conducts some form of assessment annually. And, with the exception of Rowan State University, each assessment is both funded and required by the university's administration. Much like the College of Charleston, these assessment initiatives are motivated by, among other things, SACS or other accreditation requirements. Regarding assessment approaches, these institutions conduct mainly internal assessments, but both USC and Rowan State have used WPA Consultant-Evaluator external assessments and Elon uses a similar external assessment about every five years. The assessment frameworks and foci are different for each institution, but most of the schools use both qualitative and quantitative measures that include pre-test/post-test essays or portfolios and student surveys. One final point of interest is that each institution uses a defined rubric for assessing student work. Though rubrics do not capture every important concept involved in writing instruction and writing process, they are vital when collecting and evaluating data. Employing a rubric for evaluation is a way to ensure that each rater understands the focus of the assessment and is collecting analysis that resembles some sort of coherence and uniformity.

B. List of Schools Contacted and Schools Interviewed

School	WPA/Director	Interviewed	No Response to Emails/Phone Calls	No Follow-thru w/Interview	No Assessment Approaches to Discuss	Peer Institution
Elon University	Dr. Jessie Moore	X				X
Rowan University	Dr. Roberta Harvey	X				X
UNC-Asheville	Dr. Dee James			X		X
USC	Dr. Christy Friend	X				
Winthrop University	Dr. Kelly Richardson	X				
Clemson University	Dr. Cynthia Haynes			X		
The College of New Jersey	Dr. Felicia Steele*	X				X
University of Georgia	Dr. Christy Desmet		X			
University of Tennessee	Dr. Mary-Jo Reiff		X			
UNC-W	Dr. Anthony Atkins		X			X
James Madison University	Ms. Cynthia Martin		X			X
Western Washington University	Dr. Donna Qualley				X	X
Appalachian State University	Dr. Kim Gunter		X			X
University of Missouri-St. Louis	Dr. Suellynn Duffey				X	X

* Dr. Steele is not the WPA at TCNJ, but she teaches first-year writing and she was actively involved in the assessment project (both development and implementation of) that the English Dept. at TCNJ recently conducted.

C. Rubric for Phone Interviews with Peer Institutions regarding Program Assessment

- 1) How often do you perform a formal assessment of your writing program?
 - What are the types of assessment protocols /approaches used?
 - Is there a set rubric used for the assessment?
 - Who composes the rubric? The WPA, faculty, reviewers, administration?
- 2) Is program assessment required by your institution's administration? Does your institution support assessment work financially? Provost, dean, and/or dept. Budgets? Can you share total amount allocated toward your assessment annually.
- 3) Do you conduct the assessment internally or do you bring in external reviewers?
- 4) Do you pay your reviewers if you conduct an assessment internally? Are they paid as a supplement to their salaries?
- 5) If you use on-campus reviewers, how are these reviewers trained to assess your program?
- 6) If you bring in external reviewers, how do you choose these reviewers?
- 7) How much do you pay these reviewers?
- 8) What is the focus of the assessment?
 - student portfolios
 - grade outcomes
 - student success informed by course sequencing
 - others? Please explain.
- 9) What are some of the issues that the rubric addresses?
- 10) Are faculty interviewed during the assessment (both within and outside of the writing program – outside in order to gain insight into the campus opinion of the success of the writing program/curriculum)?
- 11) Are students interviewed/surveyed regarding their opinion of the success of the writing curriculum?
- 12) What is your budget for program assessment?
- 13) How and with whom do you disseminate results?
- 14) Has additional funding come forward related to results?
- 15) What program changes have you made resulting from results?

D. Matrices of Questions and WPAs' Responses – 1. Matrix of Assessment Focus

	How often do you conduct an assessment of your writing program?	What types of assessment protocols/approaches are used?	Is a set rubric used for the assessment?	Who composes the rubric?	What issues does the rubric address?	What is the focus of the assessment?	Are faculty interviewed?	Are students interviewed or surveyed?
Elon University	Every semester – but do various forms of assessment	Indirect: series of survey questions emailed to students at end of semester Direct: faculty review 1 project completed by their students; review the paper + a reflection on paper = product + process	Yes	The WPA, College Writing/English 110 Committee, & the entire first-year writing faculty	"- The student articulates an understanding of his/her own writing process, including an ability to revise work based on self-assessments and peer, instructor, and/or Writing Center consultant feedback. - Student's work reflects a sophisticated understanding of the relationships between purpose, audience, and voice. - The student is able to support his/her own ideas by selecting, using, and properly documenting relevant and credible resources."	Student success/outcomes of course: how well classes are accomplishing course objectives	Not currently, but former WPAs conducted survey regarding across-campus writing expectations	Yes – student survey given at end of semester (in addition to course evals); 30 ques that focus on how well class has accomplished course goals & how well course goals were explained at beginning of semester; how well were revising & drafting explained & how often did you practice these steps & invention strategies during semester?
Rowan University	Annually	Portfolios that are required to pass writing course; for 1 st semester writing course – signature assignment that is evaluated	Yes	Writing Committee Faculty	The 7 core goals (based on WPA Outcomes) of the writing program & how well these goals are being addressed in writing courses	Basic writing skills	No	No
University of South Carolina	Annually	- quantitative: instructors evaluate how well their students' writing meet outcomes of course; tracked score from SAT essay to similar essay @ end of 101 & 102 - qualitative: open-ended student survey about nature of course; annual evaluations of TAs by roster faculty members	Yes	WPA, some writing instructors, faculty members who train TAs to teach Composition	Essay exam – raters trained to use SAT rubric – trying to get broad measure of whether or not students were able to compose a thesis-driven essay	Student success in courses; large-scale study of all freshmen writing (2006-2007); instructor performance (by students & peers)	Yes, but as part of SACS review of gen ed curriculum - 2006 Provost called for task force to assess how effectively gen ed was training students in communication skills	Yes: conduct course surveys & will conduct ad hoc student surveys regarding new curricular ideas; in past did interview students, but found that students brought too much of a "customer service" attitude to the focus group – complaints about price of books, teacher personality, etc.
Winthrop University	Annually	- quantitative: essays, average gpa & grade outcomes - qualitative: course evals, instructor observations	Yes	WPA & Dean of University College	Looked at goals of Gen Ed curriculum & created questions to discern how well WR 101 is fulfilling these goals/expectations	How well is WR 101 fitting into Gen Ed curriculum; student performance/grade trends in Fall sections	Not formally, but have many informal discussions w/101 instructors & do follow-up conversations after WPA instructor observations	Not beyond course evals, but evals have been reformatted to gain more course information as opposed to instructor-specific critiques
The College of New Jersey	Were performing 3-yr longitudinal study that began in 2003, but ended 2 yrs ago	102: - pre & post-test @ beginning & end of 1 st & 2 nd semester – prompts - evaluative essays: read texts & would answer whom they would recommend them to	Yes	WPA with an advisory group of faculty members from various disciplines (art, music, engineering)	- WPA expectations for 1 st year writing - rubric developed for portfolio assessment	- various methods of delivering instruction - portfolio assessment: student success	No	No, but initially the assessment framework did include a "student inventory" @ end of 1 st yr & then @ end of college career

2. Matrix of Assessment Method

	Is program assessment required by your institution's administration?	Is program assessment institutionally funded?	Do you conduct assessment internally or externally?	If on-campus reviewers are used, how are they trained?	Do you pay these reviewers? How?	If you use external reviewers, how are they chosen?	What program changes have you made as a result of assessment?	How & w/whom do you disseminate results?	Has additional funding come forward related to these results?
Elon University	Yes – SACS (for ex.), but assessment began b/f it was required	Yes	Both	Initially had training session for new faculty	Faculty aren't paid b/c assessment is done alongside grading	About every 5 yrs use external; have general review that is similar to WPA consultant-reviewers	- Results determine the focus of faculty meeting discussions - results determine research strategies	- summarize results for faculty in program & individual results - extensive report is given to general studies committee - end of yr report given to dept. & general studies	_____
Rowan University	No	No	Both	_____	Only those who are part-time employees	WPA Consultant-evaluators	None have been made thus far	Results are shared with the campus community in an assessment report	No
University of South Carolina	Yes	Yes; received internal grant from College of Arts & Sciences (\$25,000) to fund WPA's assmnt research/work; have budget for grad asst to help w/assmnt	Both	Reviewers (grad students & writing instructors) are trained & paid by assessment office	Yes - \$25 an hour; mostly graduate students	WPA Consultant-evaluators; \$3000+ travel & accommodation; had 1 in early 90s & again in Spring 2008	Recently revised 101 & 102 curriculum – revision influenced by results of assessment initiatives; also perform interventions w/instructors who have particularly troubling student evals or peer evals	Report given to department & Provost's Office	_____
Winthrop University	Yes	Yes, either by assessment office or University College	Internally, but also in collaboration w/Gen Ed Office	Before evaluation began, an introductory session was given to discuss rubric & stress that raters were not "grading" but evaluating papers based on specific criteria	Yes, \$100 stipend for 1 day of assessment work	_____	Changes have been made to WR 101 to better accommodate HMXP & CRTW courses; in 2005 WR 101 was reconfigured to be intro to academic discourse in order to prepare students for HMXP (Human Exp. Interdisc. Course) & CRTW	Every year a report is given to chair & shared with the department; annual report is published each year for administration – assessment results included in report	_____
The College of New Jersey	Yes - assessment mandate exercised by dept.	Yes, have annual assessment budget; initially longitudinal assessment completely backed by Vice Provost – Middle States Accreditation	Internally, but in collaboration with History, Business, & English	Assessment work was initially begun with English Dept., IR, & Vice Provost – collaboration & training for developing program took place informally/organically	Yes, given a small per diem stipend, which is part of annual budget	_____	No, but the university & department are trying to create a culture of reflection & a culture of assessment	_____	No

*Full-page versions of these matrices are available at the end of this report (after Appendix 8).

IV. Summary and Recommendations

A. Suggested Framework for Assessing English 110

As articulated in *Evaluating College Writing Programs*, every writing program assessment should ask and concentrate on the following question: “does the course seem to affect positively the development of writing abilities” (Witte and Faigley 32). In addition to answering this question, all writing program assessments, according to Stephen Witte and Lester Faigley, also possess three common characteristics: comparison, change in performance over time, [and] evaluative judgments (Witte and Faigley 34-36). The following assessment framework will adhere to these recommendations. In an attempt to answer the question of whether or not the course is positively affecting students’ writing abilities, this assessment framework will ask a related question: how well is English 110 accomplishing the goals of the College of Charleston’s first-year composition curriculum? The framework will also include comparison – comparison of the writing abilities of students enrolled in English 110 and of students not enrolled in English 110 as well as comparison in the grade outcomes and attrition rates of students taking freshmen composition courses between the academic years of 2008-2009 and 2009-2010; the measurement of change in performance over time – change initially within a semester and then (long-term assessment goals) measuring change between freshman and sophomore years; and evaluative judgments regarding English 110 – how successful is English 110 in accomplishing the goals of the first-year composition curriculum.

Before beginning an assessment, however, the following factors must be clearly defined and understood by those conducting the assessment:

- What is being evaluated?
 - Curriculum?

- Instruction?
 - Both?
 - Other factors?
- In this assessment, how is writing skill or writing ability defined? How is this concept to be measured?²³
 - What are the goals of this writing curriculum and how well are they understood by the faculty, students, and administrators involved with English 110 and the assessment?

In addition to defining these factors before beginning an assessment, several variables must also be acknowledged and accounted for within the framework. As Witte and Faigley argue, “attention to curricular, instructional, and contextual variables is mandatory in well-designed evaluation research” (11). Therefore, the framework must acknowledge differences in course sections: content, instruction style, number of and nature of assignments, & type of texts that are used. The framework must also account for differences in courses that students are taking while

²³ Edward White discusses the unique situation that writing programs are in regarding assessment due to widespread disagreements within the discipline of Composition over how to define these concepts. Though a consensus may not exist within the discipline, there needs to be an agreed upon and well-articulated definition of these concepts within the program that is being assessed. White explains this situation as follow: “in the first place, we need to recognize the number of removes from reality that empirical program evaluation requires. There is, on the first level, the student – thinking, learning, day-dreaming. On the second level is the written expression of that student’s mental activity: a first-draft writing product, a survey of some sort, a demonstration of the writing process, a portfolio of processes and products. Then we have the third remove from reality, the evaluation of that second level[...]Then comes the fourth level, for we are not here concerned with individuals, but with groups: we must aggregate these measures somehow to come up with group measures[...]We share the many removes from reality I have just described with some other disciplines; our problem of definition, however is almost unique. What is this thing that we are measuring, and how do these different meanings affect our comparisons of group performance” (White *Developing Successful College Writing Programs* 200 -201).

they are enrolled in English 110 and the effect that these courses could have on the students' writing abilities. In addition to looking at the courses that students are taking alongside English 110, it is necessary to use a "control" group comprised of students who are not taking English 110. This "control" group will provide the assessment researchers with comparative data that should assist with determining the efficacy of English 110 based on how well it is accomplishing the proposed goals of the curriculum²⁴. In order to validly use the data from the "control" group, it will be necessary to acknowledge the effect that the courses these students are taking may have on their writing abilities, as well. [The use of a control group is included here as a "Best Practice" recommendation because it is a useful tool for helping to ensure the highest level of validity of collected data. It is impossible, however, to use a control group in this assessment because all freshmen will be required to take English 110 beginning in fall 2009. If the curricular revision had allowed for a "phasing in" of the new curriculum, then a true control group could have been used in the assessment.]

This framework provides for the following forms of assessment: qualitative and quantitative measures, short-term and long-term goals, and internal and external approaches. It is organized according to short-term and long-term goals and then further divided into phases. As mentioned in the previous section, "Methodology of Project", the following recommendations are informed by research in the scholarship of writing program assessment and discussions with various WPAs regarding the current assessment approaches of their programs and departments.

²⁴ Witte and Faigley explain the necessity of this form of a "control" in the following quote: "since neither the San Diego, Miami, nor Texas study employed control groups which did not undergo writing instruction, none of these three studies can claim with certainty that the changes in student performance are solely attributable to this or that writing course" (34-36).

Short-term Goals - Internal Assessment²⁵

Phase I

Qualitative:

- “Experimental group”²⁶:
 - At the beginning of the semester students should be given a handout that clearly states the goals of English 110. Instructors should be encouraged to go over these goals with the students to ensure that both instructor and student are completely clear on what to expect in English 110. At the end of the semester student surveys should be given to the students. These surveys, developed by the First-Year Composition Committee and approved by the instructors of English 110, should ask the students questions regarding how well the course has accomplished its proposed goals. The questions on this survey should relate solely to the course curriculum/nature of the course. Students will have a chance to evaluate their instructors in the end-of-semester course evaluations that are managed by AAPA. Though students will not be asked specifically about their teachers’ strengths and weaknesses, the survey will ask for information regarding the type of instruction that was delivered during the semester (as well as instructor name & section number), number and nature of written assignments, and specific texts that were required. These surveys may also ask how the 4th hour was used during the

²⁵ This assessment approach is designed to be conducted by First-Year Composition faculty and perhaps members of the Department of English’s Assessment Committee.

²⁶ “Experimental group” = 1st semester freshmen taking English 110 (transfers or students who are farther along in their college careers will be excluded from this sample). Though this exclusion of all non-traditional freshmen controls the variable of writing instruction received in previous college courses, this exclusion does not control the variable of instruction and preparation received at the high school and secondary level. Some schools that I spoke with do try to account for this variable through tracking progress by comparing grade outcomes with SAT essay scores, but I decided not to account for that variable in this framework (see USC assessment approach in Matrix of Assessment Focus).

semester and how effective it has been for improving writing & supplementing the 110 lecture²⁷.

- Each instructor should choose 1 student to participate in an interview with a committee that consists of members of the First-Year Composition Committee and faculty members who are participating in the assessment. These interviews will supplement the student surveys and will, similarly, ask questions regarding the curriculum/nature of the course. As there are 31 sections of English 110 being offered this fall²⁸, it would be more time efficient to place students in groups of four or five for these interviews, as opposed to conducting individual interviews with each student. Depending on how many interviewers are participating, it may be arranged that students are not interviewed by their English 110 instructors. As these interviews will focus on the strengths and weaknesses of the course curriculum, and not on the personality and strengths and weaknesses of the instructors, it is possible to have instructors interviewing their own students (this is, however, not the ideal option). These interviews should give the students more of a chance to tell the committee about their experience with the English 110 curriculum. Questions, much like the survey, will ask students about how well the composition course has helped to improve their writing as well as how effective the 4th hour has been for improving writing & supplementing the 110 lecture.

²⁷ See Appendix 7 for survey sample questions developed at Elon University.

²⁸ This framework is not accounting for the English 110 Learning Communities courses, but they it can certainly be modified to include those courses. As I do not know enough about the nature of these courses, I did not feel comfortable including them in these recommendations.

- “Control group”²⁹:
 - A survey should be administered to the “control group” near the end of the semester that asks these students questions regarding how effective their current courses have been in helping to develop their writing skills. The students should also be provided with the goals of the English 110 curriculum. Questions on the survey should attempt to gauge how well these students feel they can accomplish these goals with the experience they have gained in other courses. In order to make this data as valid as possible, it is necessary to have the students list their current courses and the nature and number of written assignments that they have done in these courses.
 - From among these surveys, ten to fifteen students should be chosen for interviews with the same committee that interviews the English 110 students³⁰. These interviews, like those conducted with the English 110 students, will serve to supplement the information provided in the student surveys.

Quantitative:

- Pre-test & Post-test essays should be administered to both the “experimental” and the “control” groups. The Pre-test essay should be administered at the beginning of the

²⁹ “Control group” = 1st semester freshmen not taking English 110 who did not AP out of English 110. See pg. 32 for a discussion of the necessity of this control group in the assessment of English 110. One difficulty with employing a control group is providing the students with some sort of incentive to participate in this assessment. Perhaps offices such as AAPA and First-Year Experience (or other offices that conduct surveys routinely) may be able to offer some advice for how to enlist student participation.

³⁰ As the control group will be smaller than the group of students taking English 110 during the fall 2009 semester, it makes sense that this sample interview group will be smaller than the other group interviewed.

semester. For the “experimental group” this could serve as the diagnostic essay that many Composition instructors have their students write on the first day of class. If it is used as a diagnostic essay, it serves the purpose of informing both the individual instructors as well as the assessment.

- In order to produce data that is as easy to compare as possible, the essay topic should be created by the committee conducting the assessment in collaboration with the English 110 instructors.
- The essays will be evaluated according to a rubric developed by the committee in collaboration with the English 110 instructors. This rubric will be designed based on the goals of the English 110 curriculum³¹.
- Each instructor will evaluate his/her own students’ essays. The essays will then be evaluated by a second reader (ideally another English 110 instructor). If there is great disparity between the scores, then a third reader will evaluate the essay. The evaluators will meet to discuss the results in comparison to the essays of the “control group”.
- The “control group” essays will be evaluated by two readers who, ideally, are not teaching English 110 (and are, therefore, not evaluating English 110 essays).
- Post-test essays will be administered near the end of the semester. The topic should, once again, be created by the committee in collaboration with the English 110 instructors. The post-test in the English 110 classrooms may be given during the last few weeks of class.

³¹ See Appendix 7 for sample rubrics that were used/provided by Elon University and the University of Pittsburgh.

- The pre- and post-tests for the “control group” will be much more difficult to administer, as they cannot be given during class time. Perhaps the essays may be written during an afternoon in a computer classroom in Maybank. As an incentive, refreshments should probably be served.
- In addition to the essay measures, portfolios for the “experimental group” should also be assessed. This measure will allow the assessment researchers to see and evaluate the improvements that the English 110 students have made in the process of writing. It will also allow the assessment to evaluate those goals of English 110 focusing on process and revision that are impossible to measure in a first-draft, timed essay test.

Phase 2

Qualitative

- “Experimental Group” – follow-up with students from previous semester:
 - Near the end of the spring 2010 semester the English 110 students who were surveyed during the fall 2009 semester will be given a follow-up survey asking them how well English 110 prepared them for their second semester courses³².
 - Near the end of the spring 2009 semester English professors (201, 202, etc.) who have the students from English 110 in their courses should be contacted and interviewed. The professors should be asked if they see any difference between their students who completed English 110 in the fall and their students who did

³²This measure will be, much like the measures of the “control group,” difficult to accomplish because it will require the students to participate in the assessment on their own time (as opposed to during class time). Like the “control group” of the fall semester, these students will need to be offered some form of incentive for participation.

not take this course. They should also be asked about their evaluation of the former English 110 students' writing abilities.

- “Experimental Group” – students taking English 110 during spring 2010³³

The same qualitative measures that were employed during fall 2009 will be used with the spring 2010 English 110 students – surveys and interviews.

Quantitative

- “Experimental Group”
 - The same quantitative measures that were employed during fall 2009 will be used with the spring 2010 English 110 students – pre-test and post-test and scored portfolios. The same rubrics will be used
 - Grades and attrition rates (perhaps compared to fall '08 101 & spring '09 102?) will also be examined for the 2009-2010 academic year (both fall and spring semesters). These statistics should be accessible through the Office of Institutional Research.

Long-term Goals³⁴

Phase 1 – Internal Assessment

The department should continue the assessment measures that have been outlined in the above sections, tweaking them wherever improvements need to be made. In addition to continuing the

³³ The spring 2010 assessment measures will not include a “control group”.

³⁴ This section of the framework will consist of more general comments regarding assessment measures. The department and those faculty and staff members directly involved in the assessment will definitely need to make changes to the assessment approach after the first year of evaluating English 110.

above measures, the department should also move towards an approach that evaluates writing instruction³⁵.

One matter of particular significance is the efficacy and success of English 110's fourth hour. As the use of this fourth hour is left to the discretion/creation of the individual instructors, it logically follows that several different approaches to this hour will be used. The department can create an assessment framework that evaluates this hour by both quantitative and qualitative measures. Regarding quantitative measures, grade outcomes, attrition rates, and student essays & portfolios can be used. Regarding qualitative measures, surveys, interviews, and instructor evaluations may be used. Therefore, many of the measures that are outlined above may be modified to accommodate an assessment of the use/delivery of the fourth hour in English 110³⁶.

If it is possible, the department should continue to track the success of the first two sample sets of English 110 students (fall 2009 and spring 2010). The following qualitative and quantitative measures will provide for this "tracking" of student success:

Qualitative

- English professors should be interviewed regarding the success of any of the students from the first two "experimental groups" of English 110. If possible, these professors should also be interviewed regarding the success of the "control group" students from fall 2000 (if they have any of them in their classes).

³⁵ See Appendix 8 for a sample rubric/checklist provided/used by USC to evaluate and observe First-Year Composition instructors.

³⁶ The Witte and Faigley text, *Evaluating College Writing Programs* could be helpful when devising this assessment framework. See their discussion of the University of California San Diego study (pgs 12-16) & The University of Texas study (pgs 21-34) for examples of assessment approaches that focused on differences in writing instruction.

- The English faculty should meet annually to discuss their perceived successes and failures of English 110.
- Faculty members of other departments should be invited to discuss their opinions of the successes and failures of English 110, as well. This will give the department insight into how the course (and student writing) is perceived across-campus.

Quantitative

- The “experimental group” and “control group” students (who are willing to participate) should provide the assessment researchers with a portfolio of at least five academic essays from a variety of classes. These portfolios should include an essay (perhaps the final assignment) from English 110 as well as essays from courses that they have taken during their subsequent years at the College of Charleston. Evaluating these portfolios, according to a rubric similar or identical to the one used in the English 110 portfolio evaluation, will allow the researchers to see how the students’ writing abilities have developed over time. The researchers will be able to see if the students are successful in accomplishing the goals of English 110 and how well the knowledge that they gained in the course has transferred into writing in their other courses. The researchers will also be able to, once again, compare the “experimental group” with the “control group”.

Phase 2 – External Assessment (2012-2013 Academic Year)

After English 110 has been in place and formally assessed for three years, the department/program should be prepared to receive an external assessment. This assessment could be conducted by a group of “authorities/experts” that is chosen by the department (as was the case with the 2007-2008 evaluation of the MA program in English), or it could be conducted by the WPA Council’s Consultant-Evaluators. Edward White and Laura Brady have both been

quoted in the Literature Review section of this report as saying that that the WPA consultant-evaluator team is the best option for an external assessment. Dr. Christy Friend, Director of USC's Freshman Writing Program, said in an interview that the WPA evaluation that USC recently underwent was "worth every penny" that they paid (Friend Interview) and Dr. Roberta Harvey of Rowan University also spoke highly of a WPA evaluation that her program underwent several years ago. This assessment option is unique in that it provides a detailed evaluation of the current program and a specific plan of action in the form of recommendations for the future as determined by "experts" in the field of Composition Studies. These "experts", as stated in the literature review portion of this report, bring not only intensive training and professionalism, but also a national perspective to the assessment; the WPA consultant-evaluators are respected Composition scholars as well as WPAs at their home institutions. If the department/program has a budget that can afford the WPA Consultant-Evaluator assessment, then I would definitely recommend that it goes with this option. This assessment not only provides expert analysis of the program from an outside perspective, it also requires an in-depth self-study to be performed by the department/program in preparation for the evaluation. Please see Appendix 3 for specific information about the WPA Consultant-Evaluator assessment (taken directly from the Council of WPAs' website).

B. Plan of Action for Assessing Year I of English 110

The above framework outlines both short-term and long-term goals for assessing the English 110 curriculum. Though it would be ideal to begin working toward these goals during the fall 2009 semester, it is just not realistic to expect the department and First-Year Composition Committee (and whoever else is involved in the assessment) to be able to accomplish this work as they introduce and adjust to a new curriculum. With that having been said, it is, however,

essential to collect data from the first year of English 110's implementation. The following recommendations constitute a baseline or plan of action for assessing the first year of English 110 and gathering that valuable data. This plan of action is a modified version of the above assessment framework and should serve as a realistic set of expectations for the 2009-2010 academic year (and most likely summer as well). After this work is accomplished, the department may decide, based on its findings, how it would like to continue its assessment work and which aspects of the above assessment framework it would like to incorporate in its future assessment initiatives.

1. Comparative Analysis between English 110 and previous curriculum in the form of Matched-Paired essays

- This analysis will examine similarities and differences in competencies that can be seen in the sample essays from English 110 and the sample essays from the previous curriculum. The specific competencies that the evaluators expect to be seen in the essays should be determined and agreed upon by the evaluator prior to the examination of the two sets of essays.
- Two possible limitations of this analysis are 1) finding a prompt/assignment for English 110 that will be similar enough to a prompt/assignment used in the previous curriculum and 2) finding enough faculty members who a) used comparable prompts/assignments in the previous curriculum and b) saved samples from those assignments in order to create a valid survey sample. This survey sample, however, does not need to be massive – 15-20

essays – and the if three faculty members can provide the essays, then the sample should be sufficient³⁷.

- In addition to these limitations, two variables must be noted and, hopefully controlled, when evaluating the essays – part of the semester in which the assignment is given and which course the previous assignment comes from (101 or 102 – preferably 101 for obvious reasons).

2. Pre-test/Post-test Essays

The Pre-test essay should be administered at the beginning of both the fall and spring semesters. This exercise could serve as the diagnostic essay that many Composition instructors already have their students write on the first day of class. If it is used as a diagnostic essay, it serves the purpose of informing both the individual instructors as well as those performing the assessment. The Post-test essay will be administered near the end of the fall and spring semesters.

- In order to produce data that is as easy to compare as possible, the essay topic should be created by the committee conducting the assessment in collaboration with the English 110 instructors.
- Both sets of essays will be evaluated according to a rubric developed by the committee in collaboration with the English 110 instructors. This rubric will be designed based on the goals of the English 110 curriculum³⁸.

³⁷ When this issue was brought up during a meeting, Dr. Warnick said that it should not be too difficult to find enough essays to form this sample, as he knew that he and at least two other Composition professors will be using a few assignments in their English 110 courses that are similar to the assignments that they used for the previous curriculum.

³⁸ See Appendix 7 for sample rubrics that were used/provided by Elon University and the University of Pittsburgh.

- Each instructor will evaluate his/her own students' essays. The essays will then be evaluated by a second reader (ideally another English 110 instructor). If there is great disparity between the scores, then a third reader will evaluate the essay.
- The nature and difficulty of the two of assignments should be comparable in order to gather valid data. For example, if the Pre-test assignment is a summary and response essay, then it would be logical for the Post-test assignment to be a summary and response essay, as well. Using assignments that are comparable allows the raters to assess, as accurately as possible within the limits of this type of evaluation³⁹, the amount of progress that a student has made over the course of the semester.
- It is necessary for raters to remember that they must grade both essays with the same level of rigor. They must be careful, when rating the essays for the assessment, not to be more lenient on the Pre-test essays because they are given at the beginning of the semester before any instruction or work in the Composition classroom taken place.
- In order to ensure that all raters are comfortable with assessing these essays, one or two brief (1-2 hour) training sessions will be given by the committee

³⁹ This framework does recognize that it is impossible to ascertain the precise amount of improvement that a student has made in her writing by merely evaluating this exercise, as the nature of this assessment does not incorporate an important aspect of Composition pedagogy – the writing process. Obviously, this exercise does not allow for the various steps of the process such as brainstorming, outlining, revising, editing, peer review, etc. that are some of the core values of Composition pedagogy. It is, however, necessary to gather some form of qualitative data during this first year of assessing English 110, and this form of evaluation will look at the improvement that students have made in a very specific form of writing – the timed essay.

conducting the survey in collaboration with the Offices of Assessment & Planning and Institutional Research. During these sessions raters will be instructed on issues such as how to use the rubric to evaluate the essays and how to conduct and participate in norming sessions (if they are needed).

3. Quantitative Data on Grade Outcomes

The Office of Institutional Research can provide the committee with comparative analysis of the grade outcomes of for example, fall 2008 and fall 2009. This information will be helpful in analyzing how the new curriculum compares to the previous curriculum regarding student grades.

4. Quantitative Data on Student Attrition Rates

The Office of Institutional Research can provide the committee with comparative analysis of the attrition rates of for example, fall 2008 and fall 2009. This data will be helpful in analyzing how the attrition rate of the previous curriculum compares to the attrition rate of the revised curriculum. The data may then be used in collaboration with the qualitative data collected from the student survey and focus groups in order to ascertain how the students feel about and have responded to the revised curriculum (particularly, perhaps, the 4th hour of English 110 and its implementation).

5. Qualitative Survey

At the beginning of the semester students should be given a handout that clearly states the goals of English 110. Instructors should be encouraged to go over these goals with the students to ensure that both instructor and student are completely clear on what to expect in English 110. At the end of the semester student surveys should be given to the students. These surveys, developed by the First-Year Composition Committee and

approved by the instructors of English 110, should ask the students questions regarding how well the course has accomplished its proposed goals. The questions on this survey should relate solely to the course curriculum/nature of the course. Students will have a chance to evaluate their instructors in the end-of-semester course evaluations that are managed by AAPA. Though students will not be asked specifically about their teachers' strengths and weaknesses, the survey will ask for information regarding the type of instruction that was delivered during the semester (as well as instructor name & section number), number and nature of written assignments, and specific texts that were required. These surveys may also ask how the 4th hour was used during the semester and how effective it has been for improving writing & supplementing the 110 lecture⁴⁰.

6. Student Focus Groups

Each instructor should choose 1 student to participate in an interview with a committee that consists of members of the First-Year Composition Committee and faculty members who are participating in the assessment. These interviews will supplement the student surveys and will, similarly, ask questions regarding the curriculum/nature of the course. As there are 31 sections of English 110 being offered this fall⁴¹, it would be more time efficient to place students in groups of four or five for these interviews, as opposed to conducting individual interviews with each student. Depending on how many interviewers are participating, it may be arranged that students are not interviewed by their English 110 instructors. As these interviews will focus on the strengths and

⁴⁰ See Appendix 7 for survey sample questions developed at Elon University.

⁴¹ This framework is not accounting for the English 110 Learning Communities courses, but they it can certainly be modified to include those courses. As I do not know enough about the nature of these courses, I did not feel comfortable including them in these recommendations.

weaknesses of the course curriculum, and not on the personality and strengths and weaknesses of the instructors, it is possible to have instructors interviewing their own students (this is, however, not the ideal option). These interviews should give the students more of a chance to tell the committee about their experience with the English 110 curriculum. Questions, much like the survey, will ask students about how well the composition course has helped to improve their writing as well as how effective the 4th hour has been for improving writing & supplementing the 110 lecture.

7. Clerical Assistance

The committee running the assessment should have some form of clerical assistance, as the committee will most likely be run by Composition instructors who are implementing the new curriculum and may be experiencing an increased load due to this curricular change. This assistance could come in the form of either another graduate assistant or an part-time temporary employee who carries the work of this report into the implementation phase. If this work is given to a graduate assistant, then that person should report directly to Dr. Chris Warnick. As this report consumed a significant amount of time, it would be helpful for this person to continue this work for the duration of the academic year (as opposed to one student working on it in the spring and a different student working on it in the fall). One final recommendation regarding time and this project – I know that this could be difficult, but it is my recommendation that this be the sole responsibility for a graduate assistant if it is given to a student. If it is too difficult to work this out for one student, then I would recommend having a part-time employee work on the project (as it could take at least 15-20 hours of work a week).

Appendix 1 – A Few Notes on Best Practices for Writing Programs

When discussing writing program assessment, it would be beneficial to provide a very brief summary of scholarship regarding just a few of the aspects that characterize an effective writing program/curriculum. Edward M. White explores this issue in depth in his *Developing Successful College Writing Programs* (1989). White divides his book into three sections: “Examining the Current Status of Writing Instruction;” “Providing a Basis for Effective Writing Programs;” and “Organizational, Staffing, and Teacher Development Strategies,” (ix-x). In his chapter entitled “Establishing an Effective Writing Program on Campus”(third section) he explains that “college and university programs usually develop organically; they are not so much planned or organized as inherited” (136). As a result of this inheritance, writing program directors, WPAs, or, whoever it is that guides the Freshman English curriculum, face a unique set of problems and resistance when attempting to develop a program or revise the current curriculum that has been in place for several years. Due to this resistance, it is necessary to have not only a strong writing program administrator, but a “powerful ally in the administrative structure – someone in central administration with direct responsibility for writing,” as well (137). He develops this idea further saying, “the most effective plan is often the simplest: an existing office inside the power structure of the university should assume administrative responsibility for the entire writing program, in support of the WPA” (138). Having upper-level administrative support would assist the WPA or director in preparing the “campus climate” for either the introduction of a writing program, or for the evolution of a current, ineffective writing program. Both situations may lead to a complex political labyrinth that the WPA must cautiously navigate, and having administrative backup may make this process much easier to handle.

In addition to having strong leadership and administrative support, one of the central necessities of a successful writing program is a “clear statement of the philosophy and goals” (139). White directly links the process of creating a philosophy and goals statement with program assessment. Before developing a thorough goals statement it is first necessary for faculty and administration to assess their current program or curriculum in order to understand the state of the current program regarding its goals and weaknesses, and how may these structures that are currently in place be progressively and positively modified (139). Going through the process of this “self-assessment” is as beneficial and vital as ultimately adopting the statement. In a later article, “The Rhetorical Problem of Program Evaluation and the WPA,” which will be referenced several times throughout the discussion of program assessment, White continues to emphasize the importance of a goals statement, arguing that a well-written and well-circulated goal statement is a writing program’s “first line of defense against reductionism as well as an indication of what a responsible program evaluation should ascertain” (137). In this situation, the statement needs to have been “systematically developed” with the support and collaboration of composition faculty as well as other Department of English faculty members (137). In addition to this requirement, the statement should be well-circulated among the student population, as it most directly affects the students and their university writing experience (137). A program’s success relies on its faculty members’ understanding and fully supporting its goals and philosophy. This faculty “buy in” leads to a uniformed student experience regarding the quality of instruction that is received as well as the fulfillment of expectations based on the goals statement. This situation does, however, still leave room for innovation and creativity within individual classrooms among various instructors.

Clearly, there are several aspects of a successful writing program that are not covered in this brief summary, but the characteristics mentioned above were chosen, as they are linked very closely with program assessment and evaluation.

Appendix 2 – Edward White’s “Guidelines for Self-Study to Precede a Writing Program Evaluation”*

*As noted in the introductory paragraph to these guidelines, this document is intended for a self-study to be conducted by the department before a team of external reviewers arrives for an on-campus visit. I decided to include this information because it has insightful advice on evaluating a program that can be used for an internal assessment. The following pages are taken from White’s *Developing Successful College Writing Programs* pgs. 209-216.

Resource B



Guidelines for Self-Study to Precede a Writing Program Evaluation

Council of Writing Program Administrators

At least one month before the WPA consultant-evaluators are scheduled to visit your campus, you should prepare a self-study to acquaint consultants with your institution. The self-study should be largely a narrative report, addressing the concerns enumerated below. You need not answer all of these questions, but you should address yourself to those issues which will give the consultants a clear view of the history of your program. The final self-study should be about 10 pages in length, not including any charts or supporting documents.

- I. Focus of the Evaluation Visit
 - A. What are the program’s current concerns? What questions would you like to see the evaluators address?
 - B. What changes (if any) is the program planning to implement?
- II. Curriculum
 - A. Philosophy and Goals
 1. What are the principles or philosophy of the writing program(s) at your institution?
 2. What are the goals of the writing program(s)?

- How do these goals reflect the program's philosophy?
3. How were the philosophy and goals developed, and how are they currently articulated?
 4. What goals do the administration and faculty in other departments think that the writing program should have? How do the goals of the writing program accord with the goals of the institution as a whole?
- B. Courses and Syllabuses
1. What writing courses are currently taught? In the English Department? Elsewhere in the institution?
 2. How are these courses related? Are they required? If so, of whom? What are their prerequisites?
 3. Does your institution incorporate and reinforce writing throughout the curriculum? How?
 4. How are the needs of ESL students addressed? How are the needs of basic writers addressed?
 5. Does each writing course have a syllabus? Are the syllabuses uniform or individual?
 6. If your syllabuses are uniform, what opportunities exist for experimentation? If your syllabuses are individual, what is the principle of coherence across the sections?
 7. Is there a logical sequence of assignments within each course? How does each syllabus relate to program goals and institutional goals?
 8. Are there opportunities for faculty to share and develop syllabuses? What control does the writing program administrator have over syllabuses and their development?

courses? Are there agreed-upon criteria? How does the program arrive at uniformity in grading across sections?

E. Testing

1. What tests and testing procedures does the program currently use for placement and exemption? Why were these particular tests chosen? Have they been validated for the population of students they are administered to at this institution? When were they last evaluated?
2. How are placement decisions made and carried out? Does the program evaluate proficiency? If so, how does this evaluation relate to the philosophy and goals of the program?
3. How are the tests administered? Who administers them? Who scores them? How are those who administer and score tests compensated?
4. What is the program's policy on testing and placing transfer students?

III. Program Administration

A. Institutional and Program Structure

1. What writing programs are there on campus? Freshman composition? Writing across the curriculum? Technical writing?
2. What is the size and make-up of each of the departments or administrative units in which these programs are housed? What is the governing structure of each?
3. What is the internal governing structure of the writing program? Is there a writing program administrator ("director of freshman English," "composition committee chair," "ESL director," etc.)? If so, what is the WPA's administrative relation to other levels of administration? To whom is the WPA re-

9. How much writing, and what kind of writing, must students do for each course? What role does revision play?
10. How much reading is assigned in writing courses? What is the purpose or function of reading assigned in the writing courses?

C. Instructional Methods and Materials

1. What instructional methods are used in the program's writing courses? What kinds of classroom activities are most common?
2. Do the writing courses use textbooks? How many and what kind (handbooks, rhetorics, anthologies, workbooks, dictionaries, etc.)? Which books are used in which courses? Who makes decisions about texts? What options are available for faculty and for teaching assistants or adjunct faculty? Why is the program using the textbooks it is currently using? What instructional materials and media does the program use other than textbooks?
3. How is student writing incorporated into the instructional material? What kind of reproduction facilities are available to duplicate student work for classes? Are they readily available?
4. How much time do instructors devote to individual conferences? Do they all have adequate office space for conferences with students?

D. Responses to and Assessment of Student Writing

1. At what stages do students receive responses to their writing?
2. How do faculty members evaluate student writing? What criteria and procedures are used?
3. How are grades determined in individual

sponsible? Who decides the WPA's tenure, promotion, and salary?

4. How is the writing program related through administration and curriculum to other departments and divisions in the institution?
5. If there are night school or nondegree programs, who determines how writing is taught in those programs? How is that control exercised? Who is responsible for the teaching of writing in other departments or colleges within the institution?
6. How is the teaching of writing funded? Who controls these funds? On what are these funds spent? How does the funding of the writing program compare to the funding of other programs on campus?
7. Who hires, promotes, and tenures the writing staff? Who determines their salaries and assigns courses to them?
8. How are new teaching positions determined, and by whom?
9. Who determines class size, curriculum, and teaching load?
10. How are internal problems solved? Who decides on syllabuses, testing procedures, textbooks, curriculum, etc.? What voice do full-time faculty, part-time faculty, teaching assistants, and students have in shaping policies?
11. What permanent or *ad hoc* committees relevant to the teaching of writing exist? How are these committees appointed? What do they do?
12. What are the procedures for negotiating student and faculty complaints about grading, teaching, and administrative processes and policies?

13. What administrative and clerical support is there?
- B. Writing Program Administrator(s)
1. How is the WPA chosen?
 2. What are the terms and conditions of appointment of the WPA? What are the academic and professional qualifications of the WPA? What is the WPA's rank and tenure status? What is the WPA's teaching load? How much research is the WPA expected to do? Of what type? What is the length of the WPA's appointment? How is the WPA's work (administrative, teaching, research) evaluated? By whom? How is the WPA rewarded? Are the terms and conditions of the WPA's appointment in writing?
- IV. Faculty
- A. Status and Working Conditions
1. What percentage of full-time faculty at each rank, adjunct faculty, and graduate students teach writing? How many writing courses do faculty at each rank or status teach?
 2. What are the qualifications for writing faculty and how are they established? What training and experience do writing faculty have? What professional organizations do they belong to? What is their record of research, publication, conference participation, and professional activity?
 3. What are the salary ranges by rank and category? How do these salary ranges compare to comparable departments? To neighboring, comparable institutions?
 4. How are teaching and research rewarded in terms of salary, promotion, and tenure?
 5. How are adjunct faculty appointed? By whom? When in relation to the opening of
6. What financial resources are available for travel to workshops, conferences, and institutes?
 7. What avenues exist for writing faculty at each rank and status to design, implement, and evaluate faculty development programs best suited to their needs and interests? How are faculty encouraged to develop their skills in composition research and teaching writing? What opportunities exist for learning about faculty development programs at other institutions?
 8. Does the department or institution support faculty by offering leaves of absence for further education, publishing in journals, developing software or other media, articulation with high schools, or articulation with community organizations?
 9. What support does the department or institution give for development of institutional and individual grants and for released time, overhead, and other support to carry out the grant?
- V. Related Programs and Services
- This section includes questions that pertain to any academic or service program that relates to writing instruction for any student in the institution. Examples would include: a writing center, a reading lab, a learning center, a test center, library workshops, tutoring services, and ESL programs. Each service or program should be considered in light of the following concerns.
- A. Organization
1. Describe the services or programs at the institution that enhance the teaching of writing. Focus on services offered, goals, clientele, and pedagogy.
 2. What kinds of materials (books, computers) and techniques (tutoring, workshops) does each service use?

a term? How are the adjunct faculty compensated in terms of salary and benefits? Are there step raises or cost of living increases for adjunct faculty? Are adjunct faculty compensated for preparation if a course does not fill or is covered by a full-time faculty member? Is there a departmental policy on percentage of part-time faculty? Do adjunct faculty attend department meetings and writing program meetings? What opportunities exist for adjunct faculty to develop curriculum, choose textbooks, formulate policy and procedures? What arrangements are made for office space, telephones, mailboxes, and clerical support for adjunct faculty?

B. Faculty Development

1. How is faculty development defined as a goal of the institution, the department or administrative unit, and the writing program? What are ongoing plans for faculty development?
2. What courses, speaker programs, workshops, teaching awards, and support series does the program offer or support to encourage excellence in teaching writing?
3. What opportunities for faculty development already exist? Who uses them? How do faculty find out about them? In what ways are faculty encouraged to avail themselves of these opportunities?
4. Are these opportunities available to faculty who hold other than full-time, continuing, tenure-track appointments?
5. What kinds of work and activities occur during department or program staff meetings? How frequently are these meetings held? Who attends them?

B. Personnel

1. What are the qualifications for positions in the support service? How are the director and staff selected? What is the institutional status (faculty, graduate student, full-time, part-time, etc.) of support service personnel? How are they compensated for their work? How is their work evaluated?
2. How are support service personnel trained?
3. What opportunities are there for professional development of support service personnel? How does the institution reward support service personnel for improving the service and for developing themselves professionally?
4. What kind of relationship exists between the writing program faculty and support service personnel? Do writing program faculty and support service personnel meet regularly to discuss students involved in both programs? Is there an active exchange of information on curricular and administrative matters?

C. Administration

1. Do students get credit for work completed in support services? If so, how is credit determined?

2. How is each support service funded? Who decides how the money is spent? How is it currently being spent?
3. Does each support service follow up on students who have used its services?
4. Is there continuing self-evaluation of each service by its staff? Is each service regularly evaluated by someone not actively involved in its work?
5. Do any services offered by the writing program and the support services overlap? Do their common goals and procedures reinforce each other or conflict? In what formal or informal ways (through scheduling, a coordinating committee, etc.) is each support service coordinated with the writing program?

D. Outreach Programs

What kind(s) of programs does the college or university provide that are connected with secondary schools, professional schools, or community writing programs?

You do not want to overwhelm consultants with background materials, but you may want to include the following in an appendix to the narrative report.

1. Statistical information for the previous and current academic year: enrollments, class sizes, composition of the teaching staff, final grade distribution.
2. A description of each course within the program(s) to be evaluated (objectives, syllabuses, texts, placement and exemption procedures, grading criteria).
3. Copies of evaluative instruments.
4. Materials pertaining to teacher training (both faculty and graduate students or adjuncts), including orientation meeting agendas, workshop description, and syllabuses for training courses.

5. School catalogues, department handbooks, and departmental student materials.

Send these materials to:

Professor Edward M. White
 Department of English
 California State University
 San Bernardino, CA 92407

Appendix 3 – WPA Consultant-Evaluator Information**

WPA Consultant-Evaluator Service for Writing Programs

The WPA consultant-evaluator service helps colleges and universities develop and assess their writing programs. Operating on a method similar to regional accreditation agencies, WPA evaluations have several stages. WPA requests a written program self-study, sends a team of two trained consultant-evaluators to campus for interviews and on-site evaluation, and then compiles a final report. A six-month follow-up report from the campus completes the process.

WPA consultant-evaluators are leaders in the field of composition. They come from four-year colleges, community colleges, and universities. All are experienced writing program administrators with a national perspective on composition teaching and program administering. As evaluators, their primary goal is to determine a program's unique strengths and weaknesses, not to transform all writing programs into clones of their own. They recognize that every program must retain its individual character, serve a particular community, and solve special problems.

Institutions pay \$3000 to cover honoraria for consultant-evaluators, a \$250 administrative fee, and transportation and other related, appropriate expenses.

Applications for the service should be initiated 3 months before consultant-evaluators visit a campus. WPAs, department chairs, or college administrators may apply to:

Dr. Deborah H. Holdstein
Dean, School of Liberal Arts and Sciences
Consultant-Evaluator Service/CWPA
Columbia College Chicago
33 E. Congress, Chicago 60605
Phone: 312.344.8219
dholdstein@colum.edu

** This information is taken directly from the WPA Consultant-Evaluator webpage on May 5, 2009.

<http://www.wpacouncil.org/consultant>

Appendix 4 – Goals of First-Year Composition*

By the end of English 110, students should

Process

- Understand a writing assignment as a series of tasks, including invention, drafting, revising, and editing
- Shape a written work according to the requirements of purpose, genre, occasion, and audience
- Construct an effective argument using appropriate evidence
- Understand conventions of academic writing
- Document work appropriately
- Follow the conventions of standard American English

Reading and Research

- Develop skills for studying college-level essays and academic articles
- Develop skills for summarizing and paraphrasing college-level essays and academic articles
- Evaluate, analyze, and synthesize appropriate primary and secondary sources
- Integrate their ideas with the ideas of others effectively

Rhetorical Analysis

- Understand how a text is shaped according to the requirements of purpose, genre, occasion, and audience
- Understand the difference between summary and analysis
- Evaluate the persuasiveness of a text's argument

* This document was provided by Dr. Chris Warnick, Director of First-Year Composition Committee on April 1, 2009.

Appendix 5 – Common Expectations for English 110 Sections Taught in Fall 09*

Learning experiences for all 110 students should include:

- Reading assignments that model the argumentative and persuasive strategies students will be expected to produce in their writing (although instructors may assign other types of texts to accompany these reading assignments)
- Frequent opportunities to discuss the assigned readings and to learn how to analyze and interpret college-level texts
- Reading and writing tasks that are sequenced in a way that enables students to build on prior learning
- One or more opportunities to work on a writing project in stages over a period of several weeks, with instructor feedback on the work in progress
- Multiple individual or small-group conferences with professor about their work in progress (a minimum of 3 per semester)
- Guided practice in locating and evaluating research material available through our library
- Explicit instruction in writing that students can apply to their own work in progress (instruction may cover such skills as paragraph development, citation, creating a thesis statement, editing, etc.); lessons may be delivered by the instructor during class, by another person leading a public workshop outside of class, or both
- One or more opportunities to review the work of other students and to learn how to offer constructive feedback
- One or more opportunities to reflect on their learning during the semester, whether in or out of the classroom, and to formulate strategies for their own continued success

Many kinds of course design may provide these experiences to students. The FYW committee will provide several sample syllabi as examples.

All 110 students should be required to produce the following during the semester:

- Summary of an intellectually challenging essay or article
- Analysis of at least one such essay or article
- Synthesizing text that incorporates material from several secondary sources as part of an argument
- Appropriate documentation of the work of others within their own work
- Formative writing (e.g., “writing to learn” work, or work that is part of a process)
- A total of 20 pages of graded writing

Many combinations of assignments can successfully incorporate these requirements; for example, a summary may be done as a formal assignment or as part of a larger project. A synthesizing essay might require students to use materials from a casebook of sources, or it might require them to do their own library research; this text could be an argument, a report, or some other form of writing, and could also be presented in a medium other than the traditional written essay.

*This document was provided by Dr. Chris Warnick, Director of the First-Year Composition Committee on May 10, 2009.

Appendix 6 - Sample Student Survey (Elon University)*

How well were the Course Objectives explained to you at the beginning of the term?				
They were never explained	Briefly explained	Fairly well explained	Very well explained	Total Responses

How often did you engage in invention strategies (i.e. – clustering, freewriting, tagmemics, listing, brainstorming, etc.) both in and outside of your ENG 110 class this semester?					
Never	Very Little	Some	Quite a bit	Very Often	Total Responses

How often did you engage in drafting strategies (i.e. – writing a workable plan, writing an outline, writing one or more rough drafts, overcoming procrastination, organizing and developing ideas, paragraph development, etc.) both in and outside of your ENG 110 class this semester?					
Never	Very Little	Some	Quite a bit	Very Often	Total Responses

How often do you engage in revising strategies (i.e. – identifying features that require revision, writing a revision plan, developing a way to deal with responses from peers or writing center consultants, highlighting different sections/topics...) both in and outside of your ENG 110 class this semester?					
Never	Very Little	Some	Quite a bit	Very Often	Total Responses

How often did you engage in peer-response both in and outside of your ENG 110 class this semester?					
Never	Very Little	Some	Quite a bit	Very Often	Total Responses

How often did you engage in editing strategies (identifying features that require editing, practicing different editing strategies, etc.) both in and outside of your ENG 110 class this semester?					
Never	Very Little	Some	Quite a bit	Very Often	Total Responses

How often did you write argumentative papers, assignments, or activities?					
Never	Very Little	Some	Quite a bit	Very Often	Total Responses

How often did you write papers, assignments, or activities that required research (library, database, interviews, etc.)?					
Never	Very Little	Some	Quite a bit	Very Often	Total Responses

How often did you write papers, assignments, or activities that required you to use documentation suited to audience, purpose, and context (i.e. – MLA, APA, in-text citations, Bibliographies, Works Cited)?					
Never	Very Little	Some	Quite a bit	Very Often	Total Responses

How often did you produce texts or engage in activities that helped you develop an awareness that writing expectations and conventions vary within the academy and in professional and public discourse?					
Never	Very Little	Some	Quite a bit	Very Often	Total Responses

How often were the Course Objectives emphasized throughout the term?					
Never	Very Little	Some	Quite a bit	Very Often	Total Responses

Invention Strategies Practiced: Brainstorming					
Never	Very Little	Some	Quite a bit	Very Much	Total Responses

Invention Strategies Practiced: Clustering					
Never	Very Little	Some	Quite a bit	Very Much	Total Responses

Invention Strategies Practiced: Freewriting					
Never	Very Little	Some	Quite a bit	Very Much	Total Responses

Invention Strategies Practiced: Considering your subject from particle, wave, and field perspectives					
Never	Very Little	Some	Quite a bit	Very Much	Total Responses

Invention Strategies Practiced: Outlining					
Never	Very Little	Some	Quite a bit	Very Much	Total Responses

Invention Strategies Practiced: Listing					
Never	Very Little	Some	Quite a bit	Very Much	Total Responses

Drafting Strategies Practiced: Writing a workable plan					
Never	Very Little	Some	Quite a bit	Very Much	Total Responses

Drafting Strategies Practiced: Writing an outline					
Never	Very Little	Some	Quite a bit	Very Much	Total Responses

Drafting Strategies Practiced: Writing one or more rough drafts					
Never	Very Little	Some	Quite a bit	Very Much	Total Responses

Drafting Strategies Practiced: Overcoming Procrastination					
Never	Very Little	Some	Quite a bit	Very Much	Total Responses

Drafting Strategies Practiced: Organizing and Developing Ideas					
Never	Very Little	Some	Quite a bit	Very Much	Total Responses

Drafting Strategies Practiced: Developing Paragraphs					
Never	Very Little	Some	Quite a bit	Very Much	Total Responses

Revising Strategies Practiced: Identifying features that require revision					
Never	Very Little	Some	Quite a bit	Very Much	Total Responses

Revising Strategies Practiced: Writing a revision plan					
Never	Very Little	Some	Quite a bit	Very Much	Total Responses

Revising Strategies Practiced: Visiting the Writing Center as a Requirement					
Never	Very Little	Some	Quite a bit	Very Much	Total Responses

Revising Strategies Practiced: Visiting the Writing Center on your own					
Never	Very Little	Some	Quite a bit	Very Much	Total Responses

Revising Strategies Practiced: Reading paper out loud					
Never	Very Little	Some	Quite a bit	Very Much	Total Responses

Revising Strategies Practiced: Developing a strategy for incorporating responses from peers or writing center consultants					
Never	Very Little	Some	Quite a bit	Very Much	Total Responses

Revising Strategies Practiced: Highlighting specific sections/topics in a text with different colors					
Never	Very Little	Some	Quite a bit	Very Much	Total Responses

Revising Strategies Practiced: Participating in peer-response					
Never	Very Little	Some	Quite a bit	Very Much	Total Responses

Peer-Response Activities Practiced: Discussed how to give peers useful responses					
Never	Very Little	Some	Quite a bit	Very Much	Total Responses

Peer-Response Activities Practiced: Read peer's paper and responded to questions asked by peer					
Never	Very Little	Some	Quite a bit	Very Much	Total Responses

Peer-Response Activities Practiced: Read peer's paper and responded to questions given to you by instructor					
Never	Very Little	Some	Quite a bit	Very Much	Total Responses

Peer-Response Activities Practiced: Read and responded to a peer's paper digitally/online					
Never	Very Little	Some	Quite a bit	Very Much	Total Responses

Editing Strategies Practiced: Identifying weaknesses in your own writing that often require editing					
Never	Very Little	Some	Quite a bit	Very Much	Total Responses

Editing Strategies Practiced: Editing sentences for clarity of meaning					
Never	Very Little	Some	Quite a bit	Very Much	Total Responses

Editing Strategies Practiced: Editing sentences for readability					
Never	Very Little	Some	Quite a bit	Very Much	Total Responses

Editing Strategies Practiced: Editing sentences for conciseness					
Never	Very Little	Some	Quite a bit	Very Much	Total Responses

Editing Strategies Practiced: Editing grammar					
Never	Very Little	Some	Quite a bit	Very Much	Total Responses

Editing Strategies Practiced: Editing punctuation					
Never	Very Little	Some	Quite a bit	Very Much	Total Responses

Editing Strategies Practiced: Editing diction (word choice)					
Never	Very Little	Some	Quite a bit	Very Much	Total Responses

*This document was provided by Dr. Jessie Moore, Director of First-Year Writing at Elon University on February 25, 2009.

Appendix 7 – Sample Assessment Rubrics

A. Elon University*

The student articulates an understanding of his/her own writing process, including an ability to revise work based on self-assessments and peer, instructor, and/or Writing Center consultant feedback. (Writing skills)				
Poor 1	Below Average 2	Average 3	Good 4	Excellent 5
Unable to articulate own writing process in reflection	Limited articulation of own writing process in reflection	Moderate articulation of own writing process in reflection	Moderate articulation – and some evaluation – of own writing process	Demonstrates qualitative evaluation and excellent articulation of own writing process in reflection
No ability to integrate feedback into new drafts, or unwilling to consider feedback/advice	Limited ability to integrate feedback into new drafts; primarily service-level revisions	Attempts to integrate some feedback into new draft, but minimal deep revision	Integrates feedback into new draft, with moderate deep revision	Extensive use of feedback to guide deep revisions
Unable or unwilling to take responsibility for own rhetorical decisions/revisions	Limited understanding of rhetorical concepts at play in own work and writing process	Good grasp of basic rhetorical concepts at play in own work and writing process	Good grasp of basic rhetorical concepts at play in own work and writing process and experiments with advanced rhetorical strategies	Understands advanced rhetorical concepts at play in own work and writing process and consistently employs advanced rhetorical strategies

Student’s work reflects a sophisticated understanding of the relationships between purpose, audience, and voice. (Writing skills)				
Poor 1	Below Average 2	Average 3	Good 4	Excellent 5
Reader cannot identify the purpose.	Reader can discern possible purposes, but not a single defining purpose.	Reader can discern the writer’s purpose with careful reading.	Reader can discern the writer’s purpose.	Purpose is readily apparent.
Intended audience is unclear.	Intended audience is inappropriate for the stated or perceived purpose; the writer misjudges the content necessary for the audience and purpose.	The writer targets an appropriate audience and attempts to select content that is appropriate for the audience/purpose.	The writer is moderately successful at tailoring content and rhetorical choices to an appropriate audience.	The writer critically targets content and rhetorical choices to the appropriate audience’s needs.
Lacks identifiable voice.	Uses an inconsistent voice.	Uses an inconsistent, but identifiable, voice.	Uses a consistent voice, with appropriate language/diction.	Uses a consistent voice with highly targeted language/diction.

The student is able to support his/her own ideas by selecting, using, and properly documenting relevant and credible resources. (Information literacy skills)				
Poor 1	Below Average 2	Average 3	Good 4	Excellent 5
Student uses inappropriate quotations.	Student uses appropriate quotations, but does not elaborate on or situate the quote within own writing.	Student situates appropriate quotes within own writing, but some quoted sources would be better paraphrased or summarized.	Student selectively situates appropriate quotes within own writing and moderately experiments with paraphrase and summary.	Student selectively integrates appropriate quotes, paraphrases, and summaries within own writing.
Transitions between sources and original voice do not exist.	Limited transitions between sources and original voice.	Transitions between sources and original voice are uneven.	Moderate transitions between sources and original voice.	Seamless transitions between sources and own voice.
Sources are unreliable and irrelevant.	Sources are relevant, but unreliable.	Sources are relevant and credible, but not critically evaluated.	Sources are relevant and credible, but inconsistently evaluated.	Uses a variety of credible, relevant sources and critically evaluates them.
Documentation does not exist.	Documentation is incomplete and/or does not follow a consistent form.	Documentation follows a consistent form but contains errors.	Documentation follows a consistent form, but contains minor errors.	Practically perfect documentation, demonstrating an understanding of how and why to document sources.

*This document was provided by Dr. Jessie Moore, Director of First-Year Writing at Elon University.

**Document provided on February 25, 2009.

B. University of Pittsburgh

The following documents were distributed during a panel presentation at the Conference on College Composition and Communication on March 14, 2009 by Dr. Nick Cole, Director of the Composition Program at the University of Pittsburgh; Dr. Jean Grace, Director of the Public and Professional Writing Program at the University of Pittsburgh; and Dr. Beth Matway, Chair of the College Writing Board at the University of Pittsburgh. The title of the panel was *Outcomes Assessment and the Intellectual Work of Composition: Engaging the Contradictions*. Dr. Chris Warnick of the Department of English attended the panel presentation and provided me with these documents.

**ASSESSMENT
MATRIX**



University of Pittsburgh

PROGRAM OR SCHOOL	Public and Professional Writing Certificate Program		
Assessment Coordinator for Program or School	Name: Jean A. Grace	igrace@pitt.edu	Phone: 45661
Program or School Mission Statement	The Public and Professional Writing Program allows undergraduate students to learn how to use the forms and genres of particular professions or fields, examine the place and practice of writing in these environments, and consider critical questions in public and professional writing.		
Program or School Goals	Students will undertake rigorous intellectual work that will increase their precision as writers, develop their facility with language and style, and deepen their engagement with writing as a form of social action that has consequences in the world.		

Learning Outcomes <i>What will students know and be able to do when they graduate?</i>	Assessment Methods <i>How will the outcome be measured? Who will be assessed, when, and how often?</i>	Standards of Comparison <i>How well should students be able to do on the assessment?</i>	Interpretation of Results <i>What do the data show?</i>	Use of Results/ Action Plan <i>Who reviewed the finding? What changes were made after reviewing the results?</i>
1. Students will learn how to use writing to communicate effectively for an organization; how to create engaging documents for a particular audience; how to appropriately use the conventions and formats of public and professional writing; and how to edit and proofread their writing.	* For more details about the different structures we will use to collect data, please see the description at the end of this table. A. Each term, the director and associate director will evaluate graduating students' exit portfolios for the ways in which they demonstrate the students' achievement of these outcomes. B. In addition, every other year, a committee of experienced PPW teachers will assess a sample of exit portfolios using the same standards. We will do this for the first time in May 2009.	At least 60 percent of graduating students should earn an excellent score on the learning outcomes identified in their portfolios (whether they are rated by the director or by a committee of experienced teachers). No more than 40 percent should earn an acceptable rating. No students should earn a poor rating.	We started the exit interview process in the Fall 2008 term, when we only had three students graduating from the program. We will submit a revised version of this matrix after we complete the process for students graduating in April. In the first exit interview process, two of the three graduating students submitted work samples that reflected excellent achievement of the learning outcomes. In the third portfolio, the work samples were acceptable. Given the sample size, this is an acceptable finding.	In all cases, the director reviews the data and compiles the findings from assessment methods. She shares the findings via an annual program report that goes to the director of the Composition Program and the chair of the English Department. In cases where deficits are identified, she will also propose ways of addressing those deficits. The exit interviews suggested a number of needed changes: the director needs to communicate these outcomes more overtly to teachers as goals for all classes, and we need better communication with A&S Advising (since the student whose portfolio was not as strong was placed in PPW classes out of sequence).

Submitted 1/30/09

1

Learning Outcomes <i>What will students know and be able to do when they graduate?</i>	Assessment Methods <i>How will the outcome be measured? Who will be assessed, when, and how often?</i>	Standards of Comparison <i>How well should students be able to do on the assessment?</i>	Interpretation of Results <i>What do the data show?</i>	Use of Results/Action Plan <i>Who reviewed the findings? What changes were made after reviewing the results?</i>
2. Students will be able to think critically about their own learning and about the program itself. They should be able to speak back to the program's strengths and limitations.	In graduating students' exit interviews, they will participate in a structured interview to discuss what they have learned, what they still need to work on, and what they have gotten out of the program. When students identify limitations in their own abilities or knowledge, we will not just see this information as suggesting what the program might do differently, but we will also talk to individual students about how they can develop their professional capacity after they graduate. We also cover this same ground every three years via a survey of students in the program (whether they have taken one class or six) and of alumni, who may be several months or a couple of years into their professional life and can offer a unique perspective on what they were or were not ready to do). We last surveyed students and alumni in June 2006. We will do so again in summer 2009.	At least 80 percent of graduating students should feel positively about the program and should have a realistic sense their ongoing relationship with learning and professional development.	All three students were enthusiastic about what the program had done for them. Two students felt that they have two main gaps in their public and professional writing education: preparing and giving presentations and engaging with corporate communication (such as strategic planning, risk and crisis messages, and managerial writing). Two students complained about classes closing too quickly, making it hard to get into PPW classes earlier in their college careers.	We spoke with experienced teachers in the program about these insights. Teachers had several ideas about how to allow students to learn and practice presentation skills in their classes. We will see if this continues to be an issue with the larger group of students graduating in April. We do need to find ways of teaching corporate communication. Our plan is to re-work a class that was just moved from the Writing program to the Composition program to engage with this topic and eliminate some redundancy (currently, its content overlaps with that of another course). Given the financial crisis, we will not be able to add additional sections in the next year in order to prevent classes from closing too quickly.
3. Students will solidify their career plans, create career materials and a writing portfolio, and conduct successful job searches.	All our students will bring career materials and a writing portfolio to their exit interviews. We will track our students' placement in jobs after graduation.	At their exit interview, all students should have career materials that are rated as "excellent" or "adequate." At least 70 percent of graduating seniors should be placed in an entry-level job in their field within two months of graduation or be accepted to a law or graduate school (or similar program) for the coming year.	Two of the students interviewed in December secured entry-level jobs in their desired fields within a month of graduation. The third is going back for second interviews now. During the structured interview portion of the process, we learned that two of the students had recently had job interviews in which they were asked for links to electronic portfolios. With the exception of the internship class, our program has not supported students in creating electronic portfolios.	We need to find ways of allowing students to create their online portfolios. In the internship class, we are bringing in current students and alumni who have online portfolios to help students think through the process of representing oneself online. We are also piloting a course this summer that will invite students to create an online portfolio as their first project in the class. To track students' placement in jobs, we have set up an alumni database that we update every term. We also created a PPW alumni group on LinkedIn where alumni can connect with each other.

Submitted 1/30/09

2

Learning Outcomes <i>What will students know and be able to do when they graduate?</i>	Assessment Methods <i>How will the outcome be measured? Who will be assessed, when, and how often?</i>	Standards of Comparison <i>How well should students be able to do on the assessment?</i>	Interpretation of Results <i>What do the data show?</i>	Use of Results/Action Plan <i>Who reviewed the findings? What changes were made after reviewing the results?</i>
4. Students serving PPW internships will learn how to write and function in a professional context.	All intern site supervisors are invited to evaluate their interns using a form. In addition, the associate director evaluates interns via mid-term conferences, exit interviews at the end of the internship, and personal contact with site supervisors at the beginning and middle of the term. Interns submit a portfolio to the associate director at the end of the term and present their experiences to other students at the PPW end of term meeting.	All students serving as interns should score mostly "excellent" or "good" ratings on the site supervisor evaluation and in the associate director's evaluation (based on conferences, portfolio, and presentation).	Our study of evaluations from internship site supervisors shows that on the whole our students are both appreciated and valued on site because of the quality of their writing and their critical awareness of issues in professional contexts. We will complete a formal study of the 2009 AY interns in May 2009.	The director and associate director will complete the review and share the findings in the May 2009 matrix and in a report to the director of composition and the chair of the department.

Details on Methods for Collecting Data

We have four main methods of assessing outcomes for students, drawing on both direct and indirect assessment methods and collecting data from the perspectives of program administrators, internship site supervisors, students and alumni, and experienced teachers in the program.

1. We conduct an **exit interview** with each student graduating from the program. At that interview, we ask students to bring their professional portfolio (including a resume), as well as three writing samples that we keep after the interview (one each from three of the classes that they have taken to complete the certificate). We use a structured interview that covers their experience of the program and its classes, their career plans, and what they are doing after graduation (interview questions available on request). The exit interview and portfolio collection process provides both indirect assessment data (students' perceptions of what they have and have not learned) and direct assessment data (the portfolio, which is evaluated by the director and associate director). The portfolios are evaluated as being excellent, acceptable, or poor representations of students' achievement of the learning outcomes. Other data from the students' perspective is also collected.
2. We will **evaluate each student we place in an internship**, drawing on an evaluation from the site supervisor as well as the associate director's evaluation (based on conferences, written assignments, a portfolio, and a presentation). The evaluation form (available on request) asks site supervisors to rate interns on a Likert scale on the basis of their performance in four major areas: writing, comprehension and communication, attitude and work habits, and general performance. The director and associate director will evaluate the past year's interns each May. We have between 15 and 30 PPW interns per year.
3. Every three years, we **survey current PPW students as well as alumni**. We use Survey Monkey (questions and complete past results available upon request). This indirect assessment method provides useful data about the program. We last surveyed students and alumni in 2006. We will survey them again in summer 2009. The questions will be tweaked to reflect our refined assessment outcomes.
4. Every other year, a small group of **experienced teachers in the program will review the collected portfolios** from exit interviews. Using a ranking form that highlights the learning outcomes for the program (named in column one of this matrix), they will evaluate a sample of randomly chosen portfolios from 30 percent of students earning the certificate in the past academic year. We will complete this phase of assessment for the first time in May 2009.

Submitted 1/30/09

3

Assessment Instrument (Pilot)
University of Pittsburgh School of Arts and Sciences
2009 Assessment of the Writing Requirement
Conducted by the College Writing Board

Reader Number: _____

Paper Number: _____

Outcome: Students will be able to use writing to engage in the modes of inquiry appropriate to the discipline, demonstrating depth and breadth of understanding, commitment to accuracy, and informed analysis.

1. The writing enacts a mode of inquiry and form of reporting appropriate to the discipline, and meets disciplinary expectations for analysis and argument.

superbly **proficiently** **adequately** **inadequately**

2. The writing demonstrates understanding of relevant knowledge in the field, articulating an informed position in relation to that knowledge.

superbly **proficiently** **adequately** **inadequately**

3. The writing accurately represents, analyzes, and explains quantitative information and other material drawn from sources (whether primary or secondary) or research.

superbly **proficiently** **adequately** **inadequately**

Outcome: Through substantial revision, students will demonstrate that they are able to make decisions about the purpose, logic, and design of their own writing.

4. The writing conveys a strong sense of purpose or direction, and is coherently organized to guide readers along a well-developed line of thought.

superbly **proficiently** **adequately** **inadequately**

Outcome: Students will be able to write coherently about complex issues and ideas, with attention to alternative positions, competing explanations, or disputed conclusions.

5. The writing thoughtfully addresses relevant controversies, alternative positions, competing explanations, or disputed analyses.

superbly **proficiently** **adequately** **inadequately**

Outcome: Students will be able to write with precision, clarity, and fluency, demonstrating awareness of textual conventions appropriate to the discipline (including its practices of citation and documentation).

6. The writing communicates in language that is precise, clear, and appropriate to the context; and in prose that is fluent and compelling.

superbly **proficiently** **adequately** **inadequately**

7. The writing meets disciplinary standards of citation and documentation.

superbly **proficiently** **adequately** **inadequately**

Assessment Instrument (Revised)
University of Pittsburgh School of Arts and Sciences
2009 Assessment of the Writing Requirement
Conducted by the College Writing Board

Reader Number: _____ Paper Number: _____

Outcome: Students will be able to use writing to engage in the modes of inquiry appropriate to the discipline, demonstrating depth and breadth of understanding, commitment to accuracy, and informed analysis.

1. The writing enacts a mode of inquiry and form of reporting appropriate to the discipline and exhibits an understanding of relevant knowledge.
expertly proficiently adequately inadequately N/A

3. The writing accurately represents, analyzes, and explains data, evidence, and/or other material drawn from research or from sources (whether primary or secondary).
expertly proficiently adequately inadequately N/A

Outcome: Students will be able to write coherently about complex issues and ideas, with attention to alternative positions, competing explanations, or disputed conclusions.

4. The writing articulates a critical or dialogic relationship with a wider context, acknowledging the complexity of ideas in that arena.
expertly proficiently adequately inadequately N/A

Outcome: Through substantial revision, students will demonstrate that they are able to make decisions about the purpose, logic, and design of their own writing.

5. The writing conveys and sustains a sense of purpose, explicitly or implicitly.
expertly proficiently adequately inadequately N/A

6. The writing moves along a well-developed line of thought, inquiry, interpretation, or argument.
expertly proficiently adequately inadequately N/A

Outcome: Students will be able to write with precision, clarity, and fluency, demonstrating awareness of textual conventions appropriate to the discipline (including its practices of citation and documentation).

7. The writing communicates in language that is precise, clear, and appropriate to the context.
expertly proficiently adequately inadequately N/A

8. The writing respects relevant textual conventions and meets disciplinary standards of citation and documentation.
expertly proficiently adequately inadequately N/A

How Rubrics Shape Conceptions of Writing in the Disciplines
Criteria from Some Sample Scoring Guides

Writing

Pennsylvania Writing Assessment Domain Scoring Guide

(Pennsylvania System of School Assessment)

1. Focus: the single controlling point made with an awareness of task (mode) about a specific topic
2. Content: the presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons, and/or explanations
3. Organization: the order developed and sustained within and across paragraphs using transitional devices and including introduction and conclusion
4. Style: the choice, use, and arrangement of words and sentence structures that create tone and voice
5. Conventions: grammar, mechanics, spelling, usage and sentence formation

Six-Trait Analytical Writing Assessment Model Scoring Guide (Rubric)

(Northwest Regional Educational Laboratory)

1. Ideas and Content (Development)
2. Organization
3. Voice
4. Word Choice
5. Sentence Fluency
6. Conventions

Thinking

Guide to Rating Critical & Integrative Thinking

(Washington State University)

1. Identifies, summarizes (and appropriately reformulates) the **problem, question, or issue**.
2. Identifies and considers the influence of **context** and **assumptions**.
3. Develops, presents, and communicates **OWN perspective, hypothesis or position**.
4. Presents, assesses, and analyzes appropriate **supporting data/evidence**.
5. Integrates issue using **OTHER** (disciplinary) **perspectives and positions**.
6. Identifies and assesses **conclusions, implications, and consequences**.
7. **Communicates effectively**.

Thinking Skills Assessment

(Lake Oswego School District)

1. Thinking as differentiating
2. Thinking as distancing
3. Thinking as designing

PENNSYLVANIA WRITING ASSESSMENT DOMAIN SCORING GUIDE

Focus	Content	Organization	Style	Conventions
The single controlling point made with an awareness of task (mode) about a specific topic	The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons, and/or explanations	The order developed and sustained within and across paragraphs using transitional devices and including introduction and conclusion	The choice, use and arrangement of words and sentence structures that create tone and voice	Grammar, mechanics, spelling, usage and sentence formation

	Focus	Content	Organization	Style	Conventions
4	Sharp, distinct controlling point made about a single topic with evident awareness of task (mode)	Substantial, specific, and/or illustrative content demonstrating strong development and sophisticated ideas	Sophisticated arrangement of content with evident and/or subtle transitions	Precise, illustrative use of a variety of words and sentence structures to create consistent writer's voice and tone appropriate to audience	Evident control of grammar, mechanics, spelling, usage and sentence formation
3	Apparent point made about a single topic with sufficient awareness of task (mode)	Sufficiently developed content with adequate elaboration or explanation	Functional arrangement of content that sustains a logical order with some evidence of transitions	Generic use of a variety of words and sentence structures that may or may not create writer's voice and tone appropriate to audience	Sufficient control of grammar, mechanics, spelling, usage and sentence formation
2	No apparent point but evidence of a specific topic	Limited content with inadequate elaboration or explanation	Confused or inconsistent arrangement of content with or without attempts at transition	Limited word choice and control of sentence structures that inhibit voice and tone	Limited control of grammar, mechanics, spelling, usage and sentence formation
1	Minimal evidence of a topic	Superficial and/or minimal content	Minimal control of content arrangement	Minimal variety in word choice and minimal control of sentence structures	Minimal control of grammar, mechanics, spelling, usage and sentence formation

NON-SCOREABLE	OFF-PROMPT
<ul style="list-style-type: none"> • Is illegible; i.e. includes so many indecipherable words that no sense can be made of the response • Is incoherent; i.e. words are legible but syntax is so garbled that response makes no sense • Is insufficient; i.e. does not include enough to assess domains adequately 	<ul style="list-style-type: none"> • Is readable but did not respond to prompt

Appendix 8 – Sample Instructor Evaluation/Observation Rubric/Checklist (USC)*

Guidelines for Classroom Observers First-Year English Committee 2008-2009

Thank you for agreeing to observe English 101 and 102 instructors' classes this year. These observations provide an invaluable service to the First-Year English program. It's a huge undertaking to visit the classrooms of more than 100 teachers each year, and we couldn't do it without your help. Your reports and observations help us to maintain general consistency across class sections and help instructors to build a file that documents their teaching performance. Your comments also help us to identify instructors who excel and those who may need additional mentoring.

The Observation Process

1. You will receive a list of 2-4 instructors to observe, along with contact information. Please email each instructor and ask him or her to suggest several class times that would be workable, then choose the session that's most convenient for you. Please let the instructor know at least 48 hours in advance of your planned visit that you'll be coming. We recommend that you request a copy of the course syllabus, so that you can see how the day's activities fit into the larger plan for the class. (The general course descriptions for English 101 and 102 are attached to this sheet, for your reference.)
2. Please arrive at the classroom on time and stay for the full session. TAs are sometimes nervous about these visits, and unexpected interruptions can fluster them.
3. Please record your observations and comments about the class on the Classroom Observation form (see attached) and send the completed form to Christy Friend (cc: Elizabeth Smith) either via email or campus mail. If you have additional comments that don't fit on the sheet, feel free to attach additional pages.
4. If you have serious concerns about a class or instructor, please get in touch with Christy Friend or Elizabeth Smith so that we can follow up and address any problems. If you see an exceptionally good class, let us know that too, and please consider nominating that instructor next spring for one of the First-Year English teaching awards.
5. If you have trouble contacting an instructor or setting up an observation time, please contact Christy Friend or Elizabeth Smith.

Finally, a note on mentoring: While it's certainly not mandatory, we encourage and appreciate any informal mentoring you can provide to the instructors you observe, many of whom are relatively new to teaching. Most instructors will welcome an opportunity to chat with you informally for a few minutes after the classroom visit; they will value and learn from specific praise, suggestions, or resources you can offer.

Again, thanks for your help with this process and please email Christy Friend (chfriend@mailbox.sc.edu) or Elizabeth Smith (elsmith@mailbox.sc.edu) with any questions or concerns.

1. COURSE DESCRIPTIONS

2. (From the First-Year English Web page,
<http://www.cas.sc.edu/engl/fye/engl_101.html>)

English 101: Critical Reading and Composition

English 101 is designed to offer you structured, sustained practice in critical reading, analysis and composing. During the semester, you will read a range of challenging, linguistically rich texts in a variety of genres – which could include academic, literary, rhetorical, cultural, and multimedia works – and write expository and analytical essays in response to them. Through these reading and writing assignments, you will explore the interconnectedness of reading and writing, and you will learn how to use both reading and writing as venues for inquiry, learning, thinking, interpretation, and communication. The course will provide instruction and individualized feedback to help you advance as a careful, thoughtful reader and as an effective writer.

While individual sections will vary in emphasis, topics, and particular assignments, all sections of 101 share some common goals. No matter who your instructor is, during the semester you should

- Encounter a variety of challenging texts representing a range of literary and non-literary genres.
- Learn and practice strategies for reading carefully, closely, and critically.
- Work through a full range of writing processes – including invention, planning, drafting, revision, and editing – in order to produce effective college-level essays.
- Develop, organize, and produce effective expository and analytical essays.
- Become acquainted with conventions for summarizing, paraphrasing, and documenting reading material in accordance with MLA guidelines.
- Develop a clear, effective writing style, free of major errors, and appropriate for academic audiences.

You will learn these skills not by listening to your instructor lecture about them, but through frequent and intensive practice. The sequence of carefully planned activities challenges you to improve your abilities with every new task. It is also designed to prepare you for English 102 and for other classes and situations that require writing. While different sections of English 101 incorporate different activities and topics, you should expect to do most or all of the following:

- Compose frequent short pieces that reinforce close, critical reading processes and thoughtful composing processes. Short assignments will give you a range of opportunities to compose both informal and formal documents and to write during class time and outside of class. Short assignments will ideally lead up to longer essays. (Examples: summaries, reading responses, critical and analytical exercises, invention exercises, topic proposals, responses to discussion or reading questions, peer critiques, free writing, group exercises.)
- Compose 4-5 longer essays that include: an analytical essay that develops a close reading of a text; a second analytical essay focused on a text that differs from the first in genre, medium, or both; an essay that considers two texts in relation to each other (for example, an essay that applies the arguments or interpretive framework from a critical essay to a literary text; or a comparative analysis of two different texts that tell the same story); an essay that draws on contextual material (historical, biographical, or cultural information) to analyze a text.
- Submit and receive feedback on prewriting materials early in the process of developing an essay.
- Participate in peer revision activities and incorporate peer feedback before submitting final versions of the essays.

3. English 102: Composition and Literature (Fall 2008 only)

English 102 is designed to help you learn to read literature with insight and to write arguments about literature with skill and understanding. The course will provide you with additional instruction and individualized feedback to help you advance as an effective writer and as a careful and thoughtful reader and researcher. Since English 101 is a prerequisite for this course, you will be asked to apply the critical reading and argumentative skills you learned in your 101 course to literature. Therefore, the two courses not only complement each other but also build on one another.

Reading works of literature is a vital part of your university education and your preparation for responsible civic life. Such study awakens you to the usages of language, the structure of texts, the ideas that shape our culture, and the interrelationship between ideas and language. Thinking critically about literary works and writing about them make you a part of the world of ideas.

Because the concepts, techniques, and vocabulary of literary criticism can aid in the analysis of other texts, reading and writing about literature also increases your power to analyze written language generally and to use language more effectively yourself. With this in mind, we have structured English 102 to help you:

- Continue to improve your writing so that it is informed, clear, organized, and persuasive.
- Improve your writing process so it enables you to produce effective college-level essays.
- Learn strategies for reading literature carefully, thoughtfully, and sensitively.
- Learn to write and document well-thought-out papers.

Although the specific assignments in English 102 will vary from section to section, the assignments you complete will be similar to English 101 but will emphasize literary topics and genres. You will be introduced to various interesting and important critical theories and approaches, such as reader response, historical and biographical criticism, and political criticism. To achieve these goals, English 102 includes instruction and assignments that will require you to:

- Read literature critically.
- Develop an appropriate vocabulary for analyzing and describing literature and other texts.
- Analyze and evaluate theme, structure, and style in a variety of literary texts.
- Generate ideas for writing based on critical and personal responses to literature.
- Consider the presentation and implications of race, class, gender, and sexuality in texts.
- Explore the biography of authors and the cultural contexts in which they wrote.
- Compare and contrast different texts.
- Improve the reading and writing skills developed in English 101.

The written assignments will require you to analyze literary works and other material and to use your analyses effectively in your papers. The literature you'll read will include a variety of works from several genres, such as the short story, poetry, drama, and, perhaps, the novel. They may also include literary criticism, historical works, and nonfiction.

As you write on the assigned selections, you will be expected to incorporate appropriate, well-documented evidence from printed sources into your papers. In analyzing and writing about literary texts and topics, you will also be expected to draw upon the concepts and rhetorical/critical vocabulary you acquired in English 101.

4. English 102: Rhetoric and Composition (Spring 2009 and after)

English 102 is designed to build on English 101 to help prepare you for the writing you will do in future college courses and beyond. While English 101 honed your ability to critically read and closely analyze texts, English 102 emphasizes helping you to write well-reasoned argumentative papers that draw on multiple sources and viewpoints. During the semester, you will learn to identify the elements of an effective argument, and then you'll apply those principles in composing researched essays about academic and public issues. This course will also strengthen your information literacy skills, by teaching you strategies for finding, assessing, using, citing, and documenting source materials.

You'll learn these skills not by listening to your instructor lecture about them, but through frequent and intensive practice. The sequence of carefully planned activities will challenge you to improve your abilities with every new task, and to engage in substantive, constructive exchanges with your classmates and instructor about your work. By the end of the term, you should feel more confident about your ability to write about academic and public topics rigorously, responsibly, and articulately.

Learning Outcomes

While individual instructors' syllabi will vary somewhat, all sections of 102 share some common goals. In English 102, you will

- **Learn rhetorical concepts and terms** that will enable them to identify and analyze the **elements of an effective argument**.
- Write papers on a variety of **academic and/or public topics**, each tailored appropriately to its audience and purpose.
- Craft responsible arguments that articulate a central **claim (thesis)**, draw on credible **supporting evidence**, and effectively **address opposing viewpoints**.
- **Do research** to find, assess, and use appropriate supporting materials from the university libraries, the Internet, and other sources.
- Effectively integrate material from research into their papers via **summary, paraphrase, and quotation**.
- **Document source materials correctly using MLA style** and understand basic principles of **academic integrity**.
- **Work through a full range of writing processes**—including invention, planning, drafting, revision, and editing—in order to produce effective college-level essays;
- **Work with classmates** to share ideas and critique each other's work in progress.
- Develop a **clean, effective writing style**, free of major errors, and adapt it to a variety of rhetorical situations.

You'll work towards these goals as you compose 4-5 essays, including rhetorical analyses and arguments—in addition to frequent shorter pieces. Most of your major essays will incorporate outside research, and you'll be expected to revise and polish each in response to feedback from your instructor and/or classmates. By the end of the semester, you should have a general understanding of how effective arguments work, so that you can recognize irresponsible versus sound arguments when you encounter them in their reading and research and so that you can apply these principles to your own writing.

Classroom Observation Summary

Instructor's Name:

Observer:

Course/Section:

Course Date/Time:

of Students Present:

of Students who Spoke in Class:

of Students Enrolled in Section:

Semester:

Summary:

___ The content material and activities used in the class were consistent with the focus and goals of the course, as defined by the First-Year English Program and stated in the university course descriptions.

___ The instructor provided a clear opening for the class and clearly stated goals for the day.

___ The instructor demonstrated that s/he was well-prepared for class.

___ The activities (discussion, group work, writing exercises, lecture, etc.) were well-planned, well-organized, and helped students work towards class goals.

___ If collaborative activities were used, the instructor kept students on task and provided appropriate follow up. (Please note N/A if no group work was used).

___ The instructor demonstrated good rapport with students.

___ The instructor provided clear instructions to students.

___ The instructor communicated comfortably and effectively when in front of the class.

___ The instructor effectively and appropriately responded to student questions and comments.

___ Students actively engaged in class activities (discussion, group work, writing exercises, lecture, etc.).

___ The instructor provided a clear conclusion for the class, contextualizing the day's activities in the larger context of the course.

Additional Comments

*This document was provided by Dr. Christy Friend, Director of the First-Year English Program at USC on April 13, 2009.

SUPPORTING DOCUMENT C1: HISTORY DEPARTMENT PROPOSAL

March 24, 2009

To: General Education Committee
From: History Department

Subject: History General Education Proposal

We seek your committee's approval of our proposal to modify the current General Education requirement, which is in Competency III.1 "Knowledge of Human History." Competency III.1 is currently satisfied by either the History 101-102 or History 103-104 sequence. We seek to re-title the categories "Pre-Modern History" and "Modern History," using the exact language approved by the Faculty Senate in 2007-2008 during its discussion about the General Education proposal. The language that emerged out of that discussion divided Competency III.1 into 3 parts: the "Requirement," the "Defining Characteristics," and the "Approval Criteria." In all three of these sections, we have retained the exact wording approved by the Faculty Senate in 2007-2008.

The "Requirement" is as follows:

- 1) Students must complete two approved courses.
- 2) Students must select two courses that, together, cover both eras of human history (pre-modern and modern). Courses will be tagged to indicate which eras they cover.

The "Defining Characteristics" are as follows:

- 1) Develop knowledge of the history of human civilizations, societies, and cultures and an awareness of the historical experience through the study of the political, social, cultural, and intellectual aspects of pre-modern and modern eras.
- 2) Learn how to situate primary historical records in their contexts and use these sources to construct historical arguments.
- 3) Critically appreciate earlier eras of the human past so as to gain a greater understanding of the contemporary world.

The "Approval Criteria" are as follows:

- 1) Develop students' knowledge of the history of human civilizations, societies, and cultures and an awareness of historical experience through the study of the political, social, cultural, and intellectual aspects of selected eras of human history.
- 2) Teach students how to situate primary historical records in their contexts and use these sources to construct historical arguments.
- 3) Enable students to critically appreciate earlier eras of the human past so as to gain a greater understanding of the contemporary world.
- 4) Approved courses will cover substantial historical developments and periods within the pre-modern and modern periods, rather than only specific episodes.

The changes that will result can be summarized as follows:

- 1) History 101 (Europe to 1715) and History 103 (World History to 1500) will satisfy the requirement in Pre-Modern History. History 102 (Europe since 1715) and History 104 (World History since 1500) will satisfy the requirement in Modern History. The History department will review and revise its History 101-104 courses and submit them to the General Education committee.
- 2) Students will not be required to fulfill the “Knowledge of Human History” requirement in sequenced courses; that is, students may register and complete a modern history course before they register for a pre-modern history course.
- 3) Departments may seek to have courses approved that will meet the “defining characteristics” and “approval criteria” in order to satisfy the Competency III.1 “Knowledge of Human History.”
- 4) The History department will develop an assessment tool for these courses that adheres to best practices in the historical profession.

Proposed policy on Transfer Credit to Satisfy the College of Charleston’s General Education “Knowledge of Human History” requirement:

- 1) History 101-104 will continue to be recognized for purposes of transfer credit, in accordance with CHE state articulation agreements and policies regarding AP and IB credit as follows:
- 2) History 101 or 103 from SC public institution (Grade of C or better will earn 3 credit hours and satisfy the premodern history requirement).
- 3) History 102 or 104 from SC public institution (Grade of C or better will earn 3 credit hours and satisfy the modern history requirement).
- 4) 3 or 4 on AP European history (Student earns 3 credit hours and satisfies the modern history requirement).
- 5) 3 or 4 on AP World history (Student earns 3 credit hours and satisfies the modern history requirement).
- 6) 5 on AP European or World history (Student earns 6 credit hours and satisfies the pre-modern and modern history requirements).
- 7) 4 or better on IB History exam (4 or 5 earns 3 credit hours and satisfies the modern history requirement; 6 or 7 earns 6 credit hours and satisfies the pre-modern and modern history requirement).

In addition, the History department will be happy to provide assistance to the General Education committee in determining courses that will satisfy the “Knowledge of Human History” requirement. It is expected that every course that satisfies the “Knowledge of Human History” requirement will provide a detailed explanation in its course syllabus of how the course fulfills the “defining characteristics” and “approval criteria.”

Timetable:

The Registrar will not enter courses that will fulfill the “Knowledge of Human History” criteria until fall semester 2010, in order to allow the relevant offices to prepare for these changes. Thus, prospective courses may be submitted to the General Education committee in fall 2009 and thereafter for approval.

Rationale:

Modifying the requirements for Competency III.1 “Knowledge of Human History,” by adopting the language approved during the Faculty Senate’s 2007-2008 review of the College’s General Education program, will provide several important benefits for our students and faculty. By allowing faculty from a range of departments to offer courses that fulfill the “Knowledge of Human History” requirement, students will be exposed to a broader range of historical topics, enriching their General Education experience.

At the same time, the proposed change will allow the History department to reduce its use of adjunct faculty and facilitate increased involvement by its roster faculty in teaching non-departmental courses, including First-Year Experience courses.

HISTORY REQUIREMENT: Approved Courses

(Effective Undergraduate Catalog 2009-2010)

History requirement: six semester hours. Complete one course in pre-modern history and one course in modern history from the list of approved courses satisfying the history requirement. The two courses do not have to be taken from the same department or in sequence.

Pre-Modern Era

HIST 101 The Rise of European Civilization

HIST 103 World History to 1500

JWST 210 Jewish History I: Ancient to Modern

HONS 120 Honors Western Civilization

Modern Era

HIST 102 Modern Europe

HIST 104 World History Since 1500

JWST 215 Jewish History II: Modern to Present

HONS 130 Honors Western Civilization

Minutes of the Faculty Senate Meeting, 7 April 2009

The Faculty Senate met on Tuesday, 7 April 2009, at 5:00 P.M. in Wachovia Auditorium. After Speaker Joe Kelly called the meeting to order, the minutes of the Faculty Senate meeting on 10 March 2009 were approved.

Mr. Starr introduced the following motion:

History

Proposal to change departmental distribution requirement in history to a goal-based, history requirement.

Referring to a document submitted by the History Department and titled “Memo to Gen-Ed Committee”(available on the Faculty Senate Web site), which lays out the details of the proposal, Mr. Starr explained that the proposal is designed to meet Gen-Ed Competency III.1 (“Knowledge of Human History”) and would require students to take two courses that together cover two broad historical periods: pre-modern and modern. As the document explains, the existing history courses that satisfy the current Gen-Ed history requirement would meet the proposed departmental distributional requirement (HIST 101 and 103 would cover the pre-modern period, and HIST 102 and 104 would cover the modern period). However, the proposal would also make it possible for new courses to be developed by the History Department and other departments to satisfy Competency III.1. He also pointed out that, in contrast to the current Gen-Ed history requirement, there was no prescribed sequence in which the historical periods had to be covered (e.g., one could take HIST 104 and then HIST 101 to meet the goal.)

Bill Olejniczak (guest and chair of the History Department) said that he would like a Senator to delete the references to AP credit in the document submitted by the History Department. He explained that in conversations with the Registrar it became clear that the scheme in the document that outlines how to handle AP credit with respect to the Gen-Ed History Goal would have to be revised. Mr. Starr said that such a motion was not necessary and that that issue could be worked out later between the History Department and the Registrar.

Mr. Olejniczak said that he also wished to provide some context for the proposal by mentioning that it is the product of last year’s Gen-Ed discussion, and that he wanted to make clear that he would work with the Registrar in dealing with the details of implementing the proposed Gen-Ed requirement, which would probably happen in fall 2010.

Deanna Caveny (at-large) asked about item #4 in the document under the heading of “The Changes that will result,” which speaks about an assessment tool. She wished to know if this would be something that the Gen-Ed Committee would be using. Claire Curtis (Political Science

and a member of the Gen-Ed Committee) replied that since the College must assess its courses in order to be re-accredited by SACS, the History Department will develop an assessment tool to see if the history courses are meeting Gen-Ed Competency III.3 so that the College can say to SACS that it is fulfilling its assessment obligations for re-accreditation. Ms. Caveny also asked if other departments will use the assessment tool, and Ms. Curtis responded that it could be shared with other departments. Mr. Starr added that the assessment tool could also be used to help vet new proposed courses that seek to satisfy the Gen-Ed History Goal.

Ms. Caveny also asked about whether the Gen-Ed Committee would consult with departments in its deliberations, and noted that there is no requirement that the committee do so as there is with the Faculty Curriculum Committee. Ms. Curtis said that she could not imagine that the Gen-Ed Committee would not consult with departments that are affected by Gen-Ed proposals, and gave assurances that the practice of consultation would continue. Mr. Olejniczak said that he would consult and share information with the Gen-Ed Committee as his department develops the assessment instrument.

Mr. Krasnoff remarked that he thought the Gen-Ed History proposal was great, and that it would lead to the development of some wonderful new courses by the History Department as well as by other departments. He also did not think the proposal would be difficult to implement.

Ms. Kattwinkel commented that the FYE was not taken into account the Gen-Ed History proposal last year when it was developed, but she thought it would benefit the FYE and make it easier to involve students in the study of history. A student attending the meeting also spoke in favor of the proposal.

Todd McNerney asked if the proposal meant that the new kinds of history courses that would be developed could also be double-counted for both the history and humanities Gen-Ed requirements. Mr. Krasnoff responded that that sort of double counting was not allowed.

The Faculty Senate voted, passing the Gen-Ed History proposal.

Mr. Starr next introduced the Jewish Studies proposal:

Proposal to allow Jewish Studies 210 (Jewish History I: Ancient to Modern) and Jewish Studies 215 (Jewish History II: Modern to Present).

Mr. Krasnoff then moved that, in light of the passage of the Gen-Ed History proposal, the above Jewish Studies motion be replaced by the following one:

JWST 210 be approved for General Education credit in the history of the pre-modern era, and JWST 215 be approved for General Education credit in the history of the modern era. (Both JWST 210 and 215 are existing catalog courses, already approved by the Curriculum Committee and the Faculty Senate for academic credit.)

The motion received a second and was approved by the Faculty Senate. The Faculty Senate then voted on and approved the amended Gen-Ed Jewish Studies proposal.

**Proposal to Count Courses for the History General Education Requirement
Jewish Studies, February 2009**

The current general education requirement in History now reads:
“six hours: complete either HIST 101 and 102 or complete HIST 103 and 104. Both must be taken in sequence.”

We propose that **Jewish Studies 210 and 215**, taken in sequence, be allowed to count for this requirement.

Rationale

Jewish Studies 210 (Jewish History I: Ancient to Modern) and Jewish Studies 215 (Jewish History II: Modern to Present) form a two-semester sequence that covers the long span of Jewish history from its ancient origins to the contemporary period. (Syllabi for these courses are attached to this proposal.) The courses are open to students without prerequisite and do not require any specialized knowledge of Judaism or in history. We are committed to teaching them on a regular basis, and they will be taught by tenure-track faculty (now Joshua Shanes and Adam Mendelsohn) with Ph.D.'s in history.

The Competencies for general education most recently approved by the Faculty Senate call for knowledge of “Historical, Cultural, and Intellectual Perspectives,” including knowledge of (a) human history and the natural world; (b) artistic, cultural, and intellectual achievements; (c) human behavior and social interaction; and (d) perspectives and contributions of academic disciplines. All of these sub-Competencies are clearly advanced by this sequence of courses. The courses obviously emphasize the knowledge of human history and deploy the methodological perspective of history as a discipline. They introduce students to the intellectual and cultural legacy of the Jewish tradition. By emphasizing the efforts of the Jewish people to maintain community, and to live in and alongside non-Jewish communities, they teach important lessons about social interaction. Beyond the General Education Competencies most clearly related to the History requirement, these courses also emphasize “social and cultural analysis” and also “experiencing, understanding and using multiple cultural perspectives,” since it is impossible to understand Jewish history without understanding the Jews’ relationships as a cultural minority within other, surrounding cultures.

In the Faculty Senate debates last year over the failed General Education proposal, there was great controversy over many issues, but fairly broad support for a revised requirement in History that would allow a student to take any two-semester sequence of courses that covers a long range of human history in continuous and sequential form. We understand that the History Department has now endorsed and is forwarding to you a proposal to rewrite the History requirement along just these lines.

This sequence of courses very clearly fits the revised model. While there are legitimate questions about whether a historical sequence in some other discipline should count for this requirement (does a two-semester survey in art history or philosophy really count as the study of human history?), those concerns do not apply to this sequence of courses. These are clearly history courses, taught by trained historians from a historical perspective.

It might be argued that this sequence of courses should not be included with HIST 101-102 and 103-104 because the focus of JWST 210-215, Jewish history, is too narrow when compared to Western or world history. In one sense, the focus is clearly narrower, but it is not clear that this should disqualify this new sequence. The spirit of the revised proposal was that what matters is not the particular subject matter, but the range of historical time and the application of historical thinking. And it is important to stress that though the Jewish tradition is one particular cultural tradition, it is an extremely varied tradition, embracing religious, political, sociological, and even literary and artistic elements. The tradition has always been in transition and negotiation through Jews' relation to larger, surrounding cultural traditions. It is impossible to understand the Jewish tradition without understanding important features of Roman, Christian, Islamic, and modern, secular history. A sequence in Jewish history is more focused than a more general sequence in Western history, but there is also a way in which it can and must be more "multicultural" than the more general sequence. For these reasons, we believe this sequence clearly fulfills the Competencies we have approved for general education.

Clearly, this proposal implies that Jewish Studies strongly supports the revised proposal, under which any two-semester historical sequence might count for Gen Ed requirement. We certainly hope that History and other departments will soon bring other sequences forward to meet the revised requirement. But any sequence of courses will require approval from the General Education Committee, and since our courses are already in place and ready to go, we are putting this sequence forward now, in the hope that the committee will approve both the revised requirement and this particular sequence.

SUPPORTING DOCUMENT C5: HISTORY COURSE SEQUENCING REPORT

A HIERARCHICAL APPROACH TO UNDERSTANDING INTERVAL-LEVEL GRADE ATTAINMENT FOR HISTORY COURSE SEQUENCE (HIST 101/102 and HIST 103/104)

Study Purpose:

During the 2009 calendar year, the Department of History proposed to the Faculty Senate a modification to the General Education Requirement for History so that courses offered by other departments to fulfill this Requirement would be allowed. Through this new curricular emphasis, students will be exposed to a broader range of historical topics, thus enriching their General Education experience. For example, a History of the Hebrew Nation may be taught through the Jewish Studies Program, yet can fulfill a History course requirement. Additionally, the core requirement options of taking History 101/102 or History 103/104 are no longer required to be taken sequentially. The Faculty Senate passed this change on April 7, 2009 (see Supporting Document C3).

Subsequently, the Department Chair met with the Director of Institutional Research to investigate potential impacts on trends for enrollments for these two course sequences and to provide data and analysis to inform the re-configuration of curriculum ‘content’ and ‘approach.’ It is important to understand past trends in order to effectively direct actions for the future. As such, the Director of Institutional Research undertook a retrospective analysis of these two course sequences to increase departmental understanding of degree of efficacy of these sequences and to plan for next steps. This research supports other analyses that Institutional Research has conducted in order to inform the College and to address SACS accreditation requirements related to institutional effectiveness, general education, and discipline-specific assessment.

Methodology*

College effects research has seen significant growth in the use of multi-level modeling techniques to gather and analyze data on student, faculty, and institutional effects over the course of the last decade (Ethington, 1997; Patrick, 2001; Porter and Umbach, 2001). The primary reason for the field’s movement toward such techniques is the acknowledgement that higher education is a complex hierarchical organizational structure that requires the researcher to carefully negotiate how he or she characterizes the unit under investigation. For instance, students can be nested within class sections, majors, departments, and/or institutions, but a research model that accounts for the data at only one level (e.g., the student level) may mis-estimate effects on the student outcome(s) in question. This dilemma is often referred to as the *unit of analysis* problem and has been a topic of concern in the college student learning and assessment literature for several years (Patrick; 2001, Ethington, 1997; Pascarella, 1985; Pascarella and Terenzini, 1991; Weidman, 1989).

The mis-estimation of effect sizes usually results from the researcher imposing an ordinary least squares (OLS) regression framework upon data with a multi-level character. Researchers do this in two ways. First, the researcher might disaggregate higher order variables to the individual level and this violates one of the primary assumptions that underlies OLS, that observations are independent of one another (Ethington, 1997). For instance, students in the same class sections have a set of common experiences that result in levels of interdependence. By disaggregating, we may underestimate the

standard errors and fail to capture positive intraclass correlations that stem from the within-group variance, thereby incorrectly rejecting the null hypothesis (Patrick, 2001). In addition, by disaggregating to the individual level, the researcher has at least implicitly made a judgment that the higher order variables have impacted the individual-level data in the same way (Ethington, 1997). The second way that researchers often negotiate the unit-of-analysis problem is by relating aggregate level relationships to the outcome in question. This strategy often leads to what has become known as aggregation bias or the ecological fallacy (Patrick, 2001). The primary problem with this strategy is that it does not account for within-group variability, which often accounts for the majority (80-90%) of total variation (Ethington, 1997). The researchers believe that the creation of a separate model for students within sections for each core course in the curriculum will enable a better understanding of the variation within and between sections. Ethington (1997) notes that the issues related to aggregation/disaggregation are adequately dealt with because multilevel modeling estimates:

1. a separate equation within each group incorporating a unique random effect for each organizational unit;
2. the variability in these random effects is accounted for when estimating standard errors (i.e., parameter and standard errors are estimated separately);
3. heterogeneity of variance by examining the variation in coefficients across groups and modeling this variation as a function of group or institutional characteristics; and
4. effects of variables at Level-I or Level-II into one model by utilizing both individual and aggregate measures (p. 169).

*For information on specifics of Multi-Level Modeling Procedures, please consult Heck and Thomas, 2000; Raudenbush and Bryk, 2002; and Reise and Duan, 2003.

HISTORY 101-102 General Education Sequence

Variables

Given the nested nature of the data, the investigation into interval level grade outcomes for the two-sequence introductory history courses (History 101-102 and 103-104) employed hierarchical linear modeling techniques to undertake a two-level analysis (*student > section*). The purpose of this analysis is to understand the efficacy of the sequence and not the differences between those who participated specifically in the College of Charleston's sequence and those who entered into the sequence into the 101 or 102 course with transfer courses or AP credit that allowed them to forgo one of the courses in the sequence. However, to provide a context for these results, some summary analyses will be presented before entering into the HLM analysis.

This analysis examined the influence on the dependent variable, interval-level grade (GRADE), for a variety of student-level variables: academic aptitude as measured by SAT verbal and math, high school weighted grade point average, entering first-time freshman status (*yes=1, no=0*), transfer status (*yes=1, no=0*), provisional admit status (*yes=1, no=0*), and student major *and minor at time of course* (*yes=1, no=0*). Provisional admit status means that the student was admitted as a first-time freshman without the same academic requirements as other regular admitted freshman. The section (level 2) variables included in this analysis were section enrollment, percentage of history majors and minors in section, section-level student cumulative GPA for class, and whether or not the section was taught by an adjunct or roster faculty member.

Sample

The sample consisted of everyone who took HIST102 for the period between spring 2000 and spring 2009 (n=8329).

Exploratory Group Difference Analyses

Mean difference analyses were run for HIST102 Interval-level grade to determine if there was a difference for students who took HIST101 and did not. The summary points follow as do select tables with descriptive statistics:

A significant and positive difference exists overall for students who took the HIST101 course prior to taking the HIST102 course compared with those who did not ($p < .001$) (Table 1).

Table 1: HIST102 GRADE

	HIST101Attendance	N	Mean	Std. Deviation	Std. Error Mean
h102gpa	Took Hist 101	8329	2.8553	.85977	.00942
	Did not take Hist101	2174	2.7783	.94656	.02030

There is a marginally significant and positive difference in the performance of those students who transferred into the institution from those who did not ($p < .06$). Conversely, there is no significant difference between those who took HIST101 and those who did not for the non-transfer student population for the HIST102 grade (Table 2).

Table 2: TRANSFER STATUS X HIST102 GRADE

TRANSFER FLAG	HIST101Attendance	N	Mean	Std. Deviation	Std. Error Mean
No	h102gpa Took Hist 101	6747	2.8797	.84507	.01029
	Did not take Hist101	1031	2.8832	.93065	.02898
Yes	h102gpa Took Hist 101	1582	2.7516	.91290	.02295
	Did not take Hist101	1143	2.6836	.95121	.02814

There is a significant and positive difference for those students who did not bring in History AP Credit and took HIST101 ($p < .001$) in contrast to those who did not take HIST101 (Table 3). Those who did not take HIST101 and have AP appear to have the highest average mean. However, this is a relatively small sample over the ten year period. The students who brought in AP HIST course credit and took HIST101 is a reasonable sample and descriptively has the strongest performance in the HIST102 course.

Table 3: AP CREDIT x HIST 102 GRADE

AP FLAG	HIST101Attendance	N	Mean	Std. Deviation	Std. Error Mean
No	h102gpa Took Hist 101	7818	2.8294	.86171	.00975
	Did not take Hist101	2089	2.7534	.94870	.02076
Yes	h102gpa Took Hist 101	511	3.2517	.72244	.03196
	Did not take Hist101	85	3.3894	.64254	.06969

Model 1: One-way Random Effects Base Model

There are three stages of modeling incorporated into this analysis. We first estimate a base model that is known as a fully *unconditional model* because there are no Level-I or Level-II predictors specified. The primary purpose of modeling at this stage is to disentangle how much student-level variance for the dependent variable (H102GRADE) is attributable to *the within-section variance* and how much is attributable to the *between-section variance*. The within-section variance is the basis for subsequent calculation of the proportion of variance explained by the student-level characteristics. The Level-I equation is

$$H102GRADE_{ij} = \beta_{0j} + r_{ij},$$

where each student’s attained interval-level grade is a function of his or her section’s average attained interval-level grade. The slope, β_{0j} , and the random effect, r_{ij} , is unique to each student and the variance of the random effect, σ^2 , represents the pooled within-section variance, i.e., the variance among the students.

At Level-II, the equation is

$$\beta_{0j} = \gamma_{00} + \mu_{0j},$$

where each section’s average attainment, β_{0j} , is a function of the grand mean of all sections, γ_{00} , and a random error associated with each section, μ_{0j} . The variance of section-level random effects is denoted by τ_{00} and this represents the pooled within-section variance, i.e., the variance of the section means. Table 1 below outlines the results.

**TABLE 1
HIST-102**

<i>Fixed Effects</i>	<i>Coefficients</i>	<i>S.E.</i>	<i>t-ratio</i>	<i>Reliability</i>
<i>Section Mean Grade Attainment (intercept)</i>	2.851	0.019	146.96***	0.759
***p<.0001, **p<.05				
<i>Random Effects</i>	<i>Variance</i>	<i>DF</i>	<i>Chi-Square</i>	
Between Section Variance Explained (variance of intercepts)	0.113	396	1873.52***	
Within Section Variance Explained	0.627			
***p<.0001, **p<.05				

The estimate of the grand mean for HIST-102 was 2.85 across all sections (*the fixed effect*). The mean represents an interval-level grade point average of a B- and the reliability by which the section means were measured is 0.759. A reliability close to 1.00 means that the sectional mean attainment levels are very reliable across sections and this reliability estimate is average to above average. In addition, the estimates of the variability of the mean interval-level grade (intercept, β_{0j}) across sections (between) and the within are 0.113 and 0.627, respectively. Utilizing these two parameter estimates, we calculated an intraclass correlation (ICC) with the following formula:

$$\rho = \frac{\tau_{00}}{\tau_{00} + \sigma^2} = \frac{.113}{.113 + .627} = .153 \text{ or } 15.3\%$$

τ_{00} = variance of the intercepts
 σ^2 = pooled within-section variance

The ICC is the proportion of variance that is due to the between-section differences is .153 or approximately 15.3%. Finally, the large chi-square test on the between-section is significant ($p < .001$). This indicates that the average grade attained within sections varies significantly across sections. The variability of these section means will be modeled using student and section-level predictors next.

Model 2: Random Coefficients Model

After calculating the ICC in the base model, we found a significant amount of unexplained variance due to between-section differences. As a result, we estimated a full Level-I model utilizing the select student-level characteristic to predict the student's interval-level grade (GRADE) attained for HIST-102. The following equation was estimated for each section:

$$H102GRADE_{ij} = \beta_{0j} + \beta_{1j}(EFRFLAG) + \beta_{2j}(TRANFLAG) + \beta_{3j}(SAT_M) + r_{ij} + \beta_{4j}(SAT_V) + r_{ij} + \beta_{5j}(HGPA) + r_{ij} + \beta_{6j}(PERH102mjr) + r_{ij} + \beta_{7j}(PERH102mir) + r_{ij} + \beta_{4j}(H101grade) + r_{ij}$$

In this model, the intercepts for each predictor represents the section mean attainment level and all independent variable are centered around the *group mean*, i.e., calculated across observations for each sectional. The reason this model is understood as random is that each Level-II intercept, β_{qj} , is allowed to vary across sections and are a function of a grand mean for all sections and a random error. The equation follows:

$$\beta_{qj} = \gamma_{q0} + \mu_{qj}$$

All Level-I variables were centered allowing the intercept to be interpreted as the average interval-level grade per section. This average within-section regression equation is presented as a *fixed effect*. The *random effects* are the presentation of student-level coefficients at Level-II and a test of effect differences for these student characteristics across sections. See Tables 2 and 3 for breakdowns of the fixed and random effects. The model failed to converge given sample size and number of sections and as such, only the variables with significant t-ratios were included allowed to vary at Level II.

Table 4 displays the findings for the student-level (level I) variables. For this analysis, we find the introductory history course section mean grade is still 2.85 (B-). The following factors all have effects on grade attainment for HIST 102: the HIST101 (pre-requisite), SAT Verbal score, being a history major at time of taking the course, being a declared history major, being a declared history minor and being a first-time, full-time provisional freshman (negative). Additionally, we find the efficacy of the HIST101 for the two-course sequence to be significant (the most significant) explanatory variable for the variance associated with the HIST102 grade.

TABLE 4

HIST-102 <i>Fixed Effects</i>	Coefficients	S.E.	<i>t-ratio</i>	<i>Reliability</i>
Section Mean Grade Attainment (intercept)	2.852	0.019	146.830***	0.816
EFRFLAG (<i>Yes=1; No=0</i>)	-0.015	0.0505	-0.244	.051
PROVFLAG (<i>Yes=1; No=0</i>)	-0.144	0.061	-2.338*	.104
TRANFLAG (<i>Yes=1; No=0</i>)	-0.080	0.053	-1.516	.085
APFLAG (<i>Yes=1; No=0</i>)	0.161	0.031	5.116***	.046
H102HISTMAJOR (<i>Yes=1; No=0</i>)	0.214	0.072	2.968**	.086
H102HISTMINOR (<i>Yes=1; No=0</i>)	0.507	0.157	3.221**	0.0
H101GPA (HIST101 Course Grade)	0.459	0.013	36.5863***	0.289
SATV_1 (<i>SAT Verbal</i>)	0.001	0.000	8.563***	0.181
SATM_1 (<i>SAT Math</i>)	0.000	0.000	0.881	.114
GPA_1 (<i>High School Weighted GPA</i>)	0.005	0.006	.773	.081
***p<.001, **p<.01, *p<.05				

The total variance in grade attainment for HIST102 attributable to within variance is .467 (recall it was .627 from the ANOVA model above). Less variance is explained in this model because it is partitioned relative to the Level I student variables only.

Proportion of explained within-section variance = (0.627-0.467)/ 0.627=.264 or 26.4%

Table 5 has the between section findings for the random coefficients model. Because the model had problems converging with all variables entered or with just the significant level one variables, all of were estimated separately to minimize convergence issues (Ethington, 1997). The average grade attained by students is not wholly representative given variance across sections. Holding constant the sample size per section, the reliability of sectional mean grade attainment is 0.71 and none of the student-level variables have a significant effect on grade attainment in the between analysis. The between section variance is **0.122** and the chi-square is significant (<p=.001) denoting significant variability in grade across sections. The significance finding means that there are still differences in attainment levels of grades across sections that could be accounted for in a Level II analysis.

TABLE 5~

HIST-102 Random Effects	Variance	DF	Chi-Square
Within Section Variance Explained	0.467		
EFRFLAG (Yes=1; No=0)	0.012	382	437.75*
TRANFLAG (Yes=1; No=0)	0.023	376	438.399**
PROVFLAG (Yes=1; No=0)	0.029	301	308.332
APFLAG (Yes=1; No=0)	0.012	256	211.022
H102HISTMAJOR (Yes=1; No=0)	0.040	78	75.759
H102HISTMAJOR (Yes=1; No=0)	0.000	1	0.201
H101GPA (HIST101 Course Grade)	0.016	389	562.135***
SATV_1	0.000	389	479.087***
SATM_1 (SAT Math)	0.000	389	456.348*
GPA_1 (High School Weighted GPA)	0.001	389	424.99
Between Section Variance	0.122	396	2514.999***
***p<.001, **p<.01, *p<.05			

~H102HISTMIN was not included at Level II because it had low reliability and contributed to the model being unable to converge.

Model 3: Intercepts- and Slopes-as-Outcomes Model of Interval Level Grade in HIST-102

The next model was developed with the intent of explaining the unexplained variance due to between-section differences. In this model the intercept from the Random Coefficients Model was allowed to vary across sections as were those Level I variables explaining between section differences. In addition, this variability is modeled relative to four Level II (*section-level*) measures hypothesized as potentially interacting with the Level I variables: section enrollment, percentage of history majors and minors, adjunct taught section, and average cumulative student gpa in section at time of enrollment. The Level-I equation is the same as it was in the random-coefficients model:

$$H102GRADE_{ij} = \beta_{0j} + \beta_{1j}(EFRFLAG) + \beta_{2j}(TRANFLAG) + \beta_{4j}(SAT_V) + \beta_{4j}(H101grade) + r_{ij} + \beta_{4j}(H101grade) + r$$

and the Level-II equations contain the six additional measures:

$$\beta_{0j} = \gamma_{00} + \gamma_{01}(STUDGPA) + \gamma_{02}(CRSENRL) + \gamma_{03}(PCTHISTMAJ) + \gamma_{04}(PCTHISTMIN) + \mu_{0j} + \gamma_{04}(ADJFLAG) + \mu_{0j}$$

Table 6 and 7 outline the fixed and random effects for the variables.

TABLE 6

HIST-102 <i>Fixed Effects</i>	Coefficients	S.E.	<i>t</i> -ratio	Reliability
Section Mean Grade Attainment (intercept)	2.851	0.017	170.410***	0.798
STUDGPA	1.0542	0.098	10.748***	
CRSENRL	-0.008	0.003	-3.159**	
PCTHISTMAJ	-0.956	0.829	-1.153	
PCTHISTMIN	0.720	7.147	0.101	
ADJFLAG	0.118	0.034	3.533**	
<i>Effect of Student Level Variables</i>				
EFRFLAG (<i>Yes=1; No=0</i>)	0.015	0.051	-0.287	0.055
PROVFLAG (<i>Yes=1; No=0</i>)	-0.151	0.057	-2.641**	
TRANFLAG (<i>Yes=1; No=0</i>)	-0.074	0.052	-1.411	0.075
APFLAG (<i>Yes=1; No=0</i>)	0.153	0.033	4.624***	
H102HISTMAJOR (<i>Yes=1; No=0</i>)	0.217	0.073	2.943**	
H102HISTMINOR (<i>Yes=1; No=0</i>)	0.569	0.488	1.166	
H101GPA (HIST101 Course Grade)	0.458	0.013	36.208***	0.285
SATV_1 (<i>SAT Verbal</i>)	0.001	0.000	8.400***	0.116
SATM_1 (<i>SAT Math</i>)	0.000	0.000	0.752	0.052
GPA_1 (<i>High School Weighted GPA</i>)	0.007	0.006	1.177	
***p<.001, **p<.01, *p<.05				

TABLE 7

HIST-102 <i>Random Effects</i>	Variance	DF	Chi-Square
Within Section Variance Explained	0.445		
EFRFLAG (<i>Yes=1; No=0</i>)	0.017	318	327.343
TRANFLAG (<i>Yes=1; No=0</i>)	0.031	318	348.721
H101GPA (HIST101 Course Grade)	0.019	318	475.868***
SATV_1	0.000	318	365.642*
SATM_1	0.000	318	294.844
Between Section Variance	.084	313	1581.709***
***p<.001, **p<.01, *p<.05			

Three of the five Level-II variables, course enrollment (negative), student cumulative grade point average of section enrollees (positive), and whether the section was taught by an adjunct (positive) had significant coefficients in the equation for the Level-II intercept, β_{0j} . This means the higher the enrollment, the lower the grade. It also means the higher the students cumulative gpa, the higher the grade in the course. Finally, courses taught by adjunct faculty had higher grades. In reviewing the estimates in table 7, two of the nine Level-I student measures explained a slight amount of the between

section variance in section grade (H101GPA and SATV_1). To calculate the proportion of variance in the parameters that is explained by the institutional measures, the random-coefficients model (Model #2) variance estimates are used:

Proportion of explained variance by *section*-level variables = $(.122-.084)/.084=0.452$ or 45.2%

The remaining unexplained variability (.084) between sections is approximately 74% of the original unexplained amount from the unconditional model. The Chair of the department will be consulted to consider what else may account for this variance (i.e., time of day, rank, tenure vs. non-tenure, or some peer effect at the section level such as honors vs. non honors).

HISTORY 103-104 General Education Sequence

Variables

Given the nested nature of the data, our attempt to understand interval level grade outcomes for the two-sequence introductory history courses (103-104) employed hierarchical linear modeling techniques to undertake a three-level analysis (*student > section*). The purpose of this analysis is to understand the efficacy of the sequence and not the differences between those who participated specifically in the College of Charleston's sequence and those who entered into the sequence into the HIST104 course with transfer courses or AP credit that allowed them to forgo one of the courses in the sequence. However, to context these results some summary analyses will be presented before entering into the HLM analysis.

This analysis examined the influence on the dependent variable, interval-level grade (GRADE), for a variety of student-level variables: academic aptitude as measured by SAT verbal and math, high school weighted grade point average, entering first-time freshman status (*yes=1, no=0*), transfer status (*yes=1, no=0*), provisional admit status (*yes=1, no=0*), and student major *and minor at time of course* (*yes=1, no=0*). Provisional admit status means that the student was admitted as a first-time freshman without the same academic requirements as other regular admitted freshman. The section (level 2) variables included in this analysis were section enrollment, percentage of history majors and minors in section, section-level student cumulative gpa for class, and whether or not the section was taught by an adjunct or roster faculty member.

Sample

The sample consisted of everyone who took HIST104 for the period between spring 2000 and spring 2009 (n=7,756).

Exploratory Group Difference Analyses

Mean difference analyses were run for HIST104 Interval-level grade to determine if there was a difference for students who took HIST103 and did not. The summary points follow as do select tables with descriptive statistics:

A significant and positive difference exists overall for students who took the HIST103 course prior to taking the HIST104 and those who did not ($p<.05$) with those who took HIST103 (Table 8).

Table 8: HIST104 GRADE

HIST103Attendance		N	Mean	Std. Deviation	Std. Error Mean
h104gpa	Took Hist 1043	563	2.9590	.91780	.03868
	Did not take Hist103	7048	3.0549	.80531	.00959

There is a significant and positive difference for those students who are indigenous to the institution and took HIST104 and those who did not ($p < .05$) and conversely, there is no significant difference between those who took HIST103 and those who did not for the transfer student population for the HIST104 grade (Table 9).

Table 9: TRANSFER STATUS X HIST104 GRADE

TRANSFER FLAG	HIST101Attendance	N	Mean	Std. Deviation	Std. Error Mean
No	h104gpa Took Hist 103	251	2.9586	.98096	.06192
	Did not take Hist103	5599	3.0692	.79926	.01068
Yes	h104gpa Took Hist 103	312	2.9593	.86525	.04899
	Did not take Hist103	1449	2.9999	.82625	.02171

There is a significant and negative difference for those students who did not bring in History AP Credit and took HIST103 ($p < .05$) and conversely those who did not take HIST103 (Table 10). Those who took HIST103 and have AP appear to have the highest average mean. However, this is a very small sample over the ten year period.

Table 10: AP CREDIT x HIST 102 GRADE

AP FLAG	HIST101Attendance	N	Mean	Std. Deviation	Std. Error Mean
No	h104gpa Took Hist 103	541	2.9366	.92432	.03974
	Did not take Hist103	6628	3.0370	.80717	.00991
Yes	h104gpa Took Hist 103	22	3.5091	.49368	.10525
	Did not take Hist103	420	3.3376	.71936	.03510

Model 1: One-way Random Effects Base Model

There are three stages of modeling incorporated into this analysis. We first estimate a base model that is known as a fully *unconditional model* because there are no Level-I or Level-II predictors specified. The primary purpose of modeling at this stage is to disentangle how much student-level variance for the dependent variable (H104GRADE) is attributable to *the within-section variance* and how much is attributable to the *between-section variance*. The within-section variance is the basis for subsequent calculation of the proportion of variance explained by the student-level characteristics. The Level-I equation is

$$H104GRADE_{ij} = \beta_{0j} + r_{ij},$$

where each student’s attained interval-level grade is a function of his or her section’s average attained interval-level grade. The slope, β_{0j} , and the random effect, r_{ij} , is unique to each student and the variance of the random effect, σ^2 , represents the pooled within-section variance, i.e., the variance among the students.

At Level-II, the equation is

$$\beta_{0j} = \gamma_{00} + \mu_{0j},$$

where each section’s average attainment, β_{0j} , is a function of the grand mean of all sections, γ_{00} , and a random error associated with each section, μ_{0j} . The variance of section-level random effects is denoted by τ_{00} and this represents the pooled within-section variance, i.e., the variance of the section means. Table 11 below outlines the results.

**TABLE 11
HIST-102**

<i>Fixed Effects</i>	<i>Coefficients</i>	<i>S.E.</i>	<i>t-ratio</i>	<i>Reliability</i>
<i>Section Mean Grade Attainment (intercept)</i>	3.055	0.010	304.467 ***	0.093
***p<.0001, **p<.05				
<i>Random Effects</i>		<i>Variance</i>	<i>DF</i>	<i>Chi-Square</i>
Between Section Variance Explained (variance of intercepts)		0.003	282	310.479***
Within Section Variance Explained		0.646		
***p<.0001, **p<.05				

The estimate of the grand mean for HIST-104 was 3.05 across all sections (*the fixed effect*). The mean represents an interval-level grade point average of a B. The overall reliability by which the section means are measured in the model is .093. Again, the reliability close to 1.00 means that the sectional mean attainment level measurements are unreliable. As such, we cannot calculate the proportion of variance for the between section differences at Level II. The variance in the HIST104 course grade appears to be primarily a function of within section variance. As such, we will undertake a traditional univariate analysis to understand main effects and any interactions of Level I variables.

Model 2: Univariate Model

The model was significant ($p < .001$) and HIST103 was a significant covariate for HIST104 grade ($p < .001$). However, there was not a main effect or interactions for the freshman, transfer, provisional, and/or AP status.

Table 12

Tests of Between-Subjects Effects

Dependent Variable:h104gpa

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	758.468 ^a	8	94.809	175.285	.000	.167
Intercept	275.834	1	275.834	509.969	.000	.068
h103gpa	641.798	1	641.798	1186.573	.000	.145
efrflag	.297	1	.297	.549	.459	.000
provflag	.055	1	.055	.102	.750	.000
tranflag	.204	1	.204	.377	.539	.000
apflag	.679	1	.679	1.255	.263	.000
efrflag * provflag	.000	0	.	.	.	.000
efrflag * tranflag	.000	0	.	.	.	.000
efrflag * apflag	.499	1	.499	.922	.337	.000
provflag * tranflag	.000	0	.	.	.	.000
provflag * apflag	.210	1	.210	.389	.533	.000
tranflag * apflag	.759	1	.759	1.404	.236	.000
efrflag * provflag * tranflag	.000	0	.	.	.	.000
efrflag * provflag * apflag	.000	0	.	.	.	.000
efrflag * tranflag * apflag	.000	0	.	.	.	.000
provflag * tranflag * apflag	.000	0	.	.	.	.000
efrflag * provflag * tranflag * apflag	.000	0	.	.	.	.000
Error	3791.593	7010	.541			
Total	70025.910	7019				
Corrected Total	4550.061	7018				

a. R Squared = .167 (Adjusted R Squared = .166)

Model 3: Stepwise Model

A stepwise linear regression was run to determine the most significant predictors of within section variance for HIST104. HIST103grade, SAT_verbal, SAT_math, and whether or not the student was a HIST major at time of course entered the model as the most significant predictors of all Level I variables for the dependent variable (HIST104_grade). This model explained a reasonable 16.4% of the variance in HIST104_grade (See Table 13 below).

Similar to the HIST102 sequence, the initial course explains the largest amount of variance in the subsequent course. This is a confirmation that the sequence was functioning adequately as a pre-requisite. It does not necessarily mean the content of the course is the reason. It very well could be a function of exposure in the pre-requisite course to more content-neutral aspects of the course such as writing and/or methodology. This is more difficult to disentangle. In correspondence dated (8/31/2009) with the Chair, he noted that “Our new menu of courses will be as attentive to skills and method as they are to content which will hopefully minimize whatever might be lost in eliminating the pre-requisite. I believe this is a sound approach to considering next steps with content and being sure a negative indirect (or direct) impact on course efficacy per General Education outcomes is minimized. The Chair of the department will be consulted to consider what else may account for HIST104 grade variance (i.e., time of day, rank, tenure vs. non-tenure, or some peer effect at the section level such as honors vs. non honors). Issues related to measurement reliability to explore a second level HLM model needs further discussion. The HIST104 model does not explain the level of variance as the HIST102 model and this needs further exploration. For instance, what is different about the content or methodology in the HIST104 from HIST102 and are there other variables that need considered (i.e., time of day, rank, tenure vs. non-tenure, or some peer effect at the section level such as honors vs. non honors). All of this has implications for understand sequence efficacy.

Table 13

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.396 ^a	.157	.157	.73950	.157	1303.309	1	7017	.000
2	.405 ^b	.164	.164	.73630	.007	62.073	1	7016	.000
3	.406 ^c	.165	.165	.73589	.001	8.963	1	7015	.003
4	.407 ^d	.166	.165	.73566	.001	5.286	1	7014	.022

a. Predictors: (Constant), h103gpa

b. Predictors: (Constant), h103gpa, SMEAN(satv)

c. Predictors: (Constant), h103gpa, SMEAN(satv), SMEAN(satm)

d. Predictors: (Constant), h103gpa, SMEAN(satv), SMEAN(satm), h104mjr

C. REFERENCES

- Ethington, C. A. (1997). A Hierarchical Linear Modeling Approach to Studying College Effects. In Smart, J. C. (ed.) Higher Education: Handbook of Theory and Research, 12, 165-193.
- Heck, R.H. & Thomas, S.L. (2000). An Introduction to Multilevel Modeling Techniques. Mahwah: New Jersey: Lawrence Erlbaum Associates.
- Pascarella, E. T. (1985). College environmental influences on learning and cognitive development: a critical review and synthesis. In J. Smart (ed.), Higher Education: Handbook of Theory and Research (Vol. 1). New York: Agathon Press.
- Pascarella, E. T. & Ternzini, P. T. (1991). How College Affects Students. San Francisco: Jossey-Bass Publishers.
- Patrick, W. J. (2001). Estimating first-year student attrition rates: An application of multilevel modeling using categorical variables. Research in Higher Education, 42 (2), 151-170.
- Porter, S. R. and Umbach, P. D. (2001). Analyzing faculty workload data using multilevel modeling. Research in Higher Education, 42(2), 171-196.
- Raudenbush, S. W. and Bryk, A. S. (2002). Hierarchical Linear Models: Applications and Data Analysis Methods. Thousand Oaks, CA: Sage Publications.
- Reise, S.P & Duan, N. (2003). Multilevel modeling: Methodological advances, Issues, and Applications. Mahwah: New Jersey: Lawrence Erlbaum Associates.

SUPPORTING DOCUMENT D1: FIRST-YEAR SEMINAR SPOT-AUDIT MATRIX

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">General Education Goals 1-5</p>	<p>Goal 1: Research and communication in multiple media and languages, including proficiency in gathering and using information, effective writing and critical reading, oral and visual communication, and foreign language</p>	<p>Goal 2: Analytical and critical reasoning, including mathematical and scientific reasoning and analysis, social and cultural analysis, interdisciplinary analysis and creative problem-solving</p>	<p>Goal 3: Historical, cultural, and intellectual perspectives, including knowledge of human history and the natural world; artistic, cultural, and intellectual achievements; human behavior and social interaction; perspectives and contributions of academic disciplines</p>	<p>Goal 4: International and intercultural perspectives, gained by knowledge of international and global contexts; experiencing, understanding, and using multiple cultural perspectives</p>	<p>Goal 5: Personal and ethical perspectives, including experiences that promote self-understanding, curiosity and creativity; personal, academic, and professional integrity; moral and ethical responsibility, community and global citizenship</p>
<p style="text-align: center;">Requirements/ Collected Evidence as they correspond to General Education Competencies</p>					
<p>FYSM9 – FYSM106-001 Love and Death in the Art of Picasso</p>	<p>Classical guitar concerts, art slides, applied art, 5 papers, performance of Tartuffe - papers discussing Picasso as he and his work relate to each of these.</p>	<p>Discussions and papers re: the major facts about the art of Picasso and the major methods of the discipline of Art History, learning to "read" works of art.</p>	<p>"Read" works of art, relating the facts of a visual work of art to various types of contextual information that surround that work</p>	<p>Knowledge of Theatre in Picasso's art, discussions and papers re: Picasso and "Tartuffe", classical guitar concerts, Picasso's art and related social, cultural contexts</p>	<p>Use of personal planner required every day. Exam/assignment/ attendance accountability, honor code. Hands on creation of art, written expression of understanding and interpretation of art. Explanation and implementation of Student Honor Code.</p>
<p>FYSM 113.001 The Individual, the Family, and the State in Western Tradition</p>	<p>Lectures and class discussions analyzing readings, analytical essays, research project with final paper,</p>	<p>Analytical essays and discussion re: humans' struggle to define themselves and the relationship between themselves, their families, and the state. Seminar explores these themes through reading central works of the Western tradition.</p>	<p>Selections include Homer's <i>Odyssey</i>, Aeschylus' <i>Oresteia</i>, Euripedes' <i>Medea</i>, selections of Livy's history of Rome, and Virgil's <i>Aeneid</i>.</p>	<p>Central works of Western Tradition. First essay must address a Greek topic; the second a Roman topic.</p>	<p>Exam/assignment/ attendance accountability, honor code. Daily participation required. All students are to complete assigned reading prior to class and be prepared with texts and note in hand - ready to discuss material. Explanation and implementation of Student Honor Code.</p>
<p>FYSM11 – FYSM126-001 Public Education in the 21st Century</p>	<p>Students are required to conduct research via the internet, the library, and direct research methods (observations, interviews, etc.) and be able to present their findings in written research papers and PowerPoint</p>	<p>Analysis of what it means to be/become a teacher. Analysis of roles in education - teacher, principal, coach, superintendent. Attend and compose reflection upon County School Board Meeting.</p>	<p>Reading selections include: <i>The Freedom Writer's Diary</i>, by Erin Gruwell; <i>Letters to the Next President</i>, by Carl Glickman; <i>Teach Like Your Hair is on Fire</i>, by Rafe Esquith; and <i>Longitude</i> by Dava Sobel.</p>		<p>Students develop an understanding of various issues in PreK - 12 public education, these include policies, policy development, and trends. Explanation and implementation of Student Honor Code.</p>
<p>FYSM4 – FYSM152-001 Animal Minds, Animal Rights</p>	<p>Monday Papers, Argumentative paper, research paper, group debates</p>	<p>Appropriate events including concerns, performances, exhibits, lectures - for each, the students must submit a one page report within a week of the event.</p>	<p>Seminar topic is animal minds and animal rights. What kinds of minds - if any- do non-human animal possess? What moral rights - if any- do animals possess? How are these problems related? How does this affect public policy?</p>		<p>Issues in animal ethics, theories of animal welfare and animal rights, the ethics of using animals in scientific and medical research, the ethics of zoos, keeping pets, and eating meat. Exam/assignment/ attendance accountability, Honor code.</p>

General Education Goals 1-5	Goal 1: Research and communication in multiple media and languages, including proficiency in gathering and using information, effective writing and critical reading, oral and visual communication, and foreign language	Goal 2: Analytical and critical reasoning, including mathematical and scientific reasoning and analysis, social and cultural analysis, interdisciplinary analysis and creative problem-solving	Goal 3: Historical, cultural, and intellectual perspectives, including knowledge of human history and the natural world; artistic, cultural, and intellectual achievements; human behavior and social interaction; perspectives and contributions of academic disciplines	Goal 4: International and intercultural perspectives, gained by knowledge of international and global contexts; experiencing, understanding, and using multiple cultural perspectives	Goal 5: Personal and ethical perspectives, including experiences that promote self-understanding, curiosity and creativity; personal, academic, and professional integrity; moral and ethical responsibility, community and global citizenship
Requirements/ Collected Evidence as they correspond to General Education Competencies					
FYSM1 – FYSM158-001 Positive Psychology: Living Life to its Fullest	Experimental papers, written exams, collecting and reviewing literature, oral presentations, group discussions, hands-on activities.	Analysis of what is positive psychology, and how it is manifest cognitively, spiritually, culturally.	Research and analysis in instructor-approved topic relating to positive psychology. Provide written report, oral presentation and documentation of research.		Develop and demonstrate understanding of positive psychology. Explanation and implementation of Student Honor Code.
FYSM2 – FYSM166-001 Appreciating Diversity Through non-Western Dance	Critique papers, class discussions, performance attendance, presentations in a variety of media	Critical analysis of performances, integration of various research designs	Research in development of dance in non-western cultures	Research in non-western societies - social , political, religious, educational, recreational	Demonstrate appreciation and understanding of non-western societies - social, political, religious, educational, recreational. Explanation and implementation of Student Honor Code.
FYSM5 – FYSM168-001 Gender Outlaws: Our Culture War over Sexual Identity	Short quizzes on assigned reading. Four reading analysis and response papers. One research paper Two essay exams.	Written analysis and response to assigned reading.	Conduct comprehensive research through internet, library and direct resources for final research paper.	Students attend a minimum of three cultural events over the course of the semester, provide a minimum of one-page of written commentary.	Explore the furor among Americans about the alleged distinction between good and bad sexual identities. Explanation and implementation of Student Honor Code.
LC-FA8 Chemistry and Biology for Pre-Med Students	Library assignment, short answer quizzes, research paper,	Analysis paper on the book The Family that Couldn't Sleep	Research Paper		Honor Code, Also Meets Competency 6: "Establish(es) a strong foundation for upper level courses and develops appreciation of the connections between biology and chemistry.
LC-F06 Society and the Individual	Essays, research paper, discussion, Multi-media research -book, film, internet, etc., peer reviews	Analysis Paper	Research and analysis for Essays and long paper. Provide written report, oral presentation and documentation of research.		Peer reviews, exploration and analysis of social class structures, Honor Code

AAPA March 2009

SUPPORTING DOCUMENT D2: SAMPLE EVIDENTIARY DOCUMENTS FROM THE SPOT AUDIT

FYE courses assessing effective writing.

From the FYE Learning Objectives:

Effective reading, writing and speech;

Specific Measure for Effective Writing: By the end of the semester, students enrolled in FYSM 101 or a Learning Community will complete at least one paper that demonstrates acceptable and appropriate written communication skills as understood in the discipline and as measured by a rubric approved by the First-Year Experience Committee.

Your assessment: if you identified this learning objective on your proposal, you should construct a rubric to assess an assignment or series of assignments. Students should receive this rubric when they receive the assignment. At the end of the semester, the FYE committee asks that you provide them with the following items:

- 1) the assignment,
- 2) all the graded rubrics,
- 3) random clean (i.e. without written comments) samples of the actual papers, with student identifiers removed (You should have students turn in two copies of their paper.)

You have been provided samples of rubrics to assist you as you construct your assignment and rubric. It is not required for your rubric to be identical to one of the ones provided to you. However, in order for the committee to be able to assess writing across the program, a certain set of requirements is necessary. Your rubric should include:

- 1) at least 5 categories of assessment
- 2) a category that addresses the intended audience of the assignment
- 3) a category that addresses the use of disciplinary or interdisciplinary concepts, terminology, and perspective
- 4) at least two other categories from the Rubistar example
- 5) each category should be scaled on at least a 3 point scale. Each category must clearly articulate what is excellent/fair/poor within each category. You are not required to use the wording provided on the Rubistar example.
- 6) categories should be weighted, in whatever manner suits your assignment, so students understand how each category affects their grade.

Models – Rubistar - <http://rubistar.4teachers.org/index.php> Rubistar has a wide variety of sample rubrics in which you may find other useful categories. Rubrics range from creative assignments to group work to lab reports. You are required to create a free account in order to use the site.

CLAQWA - <http://usfweb2.usf.edu/eval/CLAQWA/online/cross/crossdisciplinary.htm>
There are two other rubric models accessible from this page, both based on this cross disciplinary one.

FYE Faculty Training May 5-8, 2008

Rubistar Sample Rubric: Persuasive Essay

Professor Name: _____

Student Name: _____

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
Focus or Thesis Statement	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.	
Use of disciplinary or inter-disciplinary concepts, terminology and perspective.	The paper not only uses terminology and concepts introduced in the class, it uses them to advance and elucidate its arguments.	The paper uses terminology and concepts introduced in the class competently.	The paper uses terminology and concepts introduced in the class but does not integrate them into the thesis argument.	The paper does not use terminology or concepts introduced in the class.	
Audience	Demonstrates a clear understanding of the potential reader and uses appropriate vocabulary and arguments. Anticipates reader's questions and provides thorough answers appropriate for that audience.	Demonstrates a general understanding of the potential reader and uses vocabulary and arguments appropriate for that audience.	Demonstrates some understanding of the potential reader and uses arguments appropriate for that audience.	It is not clear who the author is writing for.	
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	

Organization	Arguments and support are provided in a logical order that makes it easy and interesting to follow the author's train of thought.	Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought.	A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.	Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem very confusing.	
Transitions	A variety of thoughtful transitions are used. They clearly show how ideas are connected	Transitions show how ideas are connected, but there is little variety	Some transitions work well, but some connections between ideas are fuzzy.	The transitions between ideas are unclear OR nonexistent.	
Closing paragraph	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position begins the closing paragraph, which ends with some reflection on the subject.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph, which also has some reflection on the subject.	The author's position is restated within the closing paragraph, but not near the beginning, and the paragraph offers no reflection on the subject.	There is no conclusion - the paper just ends.	
Sources	All sources used for quotes, statistics and facts are credible and cited correctly.	All sources used for quotes, statistics and facts are credible and most are cited correctly.	Most sources used for quotes, statistics and facts are credible and cited correctly.	Many sources are suspect (not credible) AND/OR are not cited correctly.	
Sentence Structure	All sentences are well-constructed with varied structure.	Most sentences are well-constructed and there is some varied sentence structure in the essay.	Most sentences are well-constructed, but there is no variation in structure.	Most sentences are not well-constructed or varied.	
Grammar & Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.	

Research Essay: The Power of Reinforcement

Teacher Name: **Dr. Scott-Copses**

Student Name: _____

CATEGORY	4	3	2	1
Organization 3	Information is very organized with well-constructed paragraphs and appropriate transitions between sources and your own ideas.	Information is organized with well-constructed paragraphs and clearly defined topics.	Information is organized, but paragraphs are not well-constructed and transitions may or may not be effective.	The information appears to be disorganized.
Sources 4	All sources are accurately documented in the text of your paper using parenthetical documentation according to MLA Citation rules.	All sources are accurately documented, but a few are not in the correct format.	All sources are accurately documented, but many are not in the correct format.	Sources are not accurately documented.
Quality of Information 4	Your sources are sound, academic articles that clearly relate to the thesis in specific ways.	Information clearly relates to the thesis, but your use of these sources may be somewhat general.	Some information is pertinent to your paper while other sources are either off track or too general.	Information has little or nothing to do with the main topic.
Paragraph Construction 4	All paragraphs include introductory sentences or appropriate transitions, explanations or details related to your source work, and evidence of strong critical thinking.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs include related information but do not present a logical flow of ideas. Often the paragraphs are not constructed well.	Paragraphing structure is not clear and sentences are not typically related within the paragraphs.
Mechanics 3	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors.	A few grammatical, spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.

Dr. Scott-Copses

English 101

December 5, 2008

Reinforcement's Effects on Hyperactive Children

Reinforcement can play an important role in the education and management of children with behavioral disorders such as ADD and ADHD. In *The Power of Reinforcement*, Stephen Ray Flora explains ways in which reinforcement can be used to control the behavior of hyperactive children and children diagnosed with attention deficit disorder (ADD). Flora also reveals his belief that children are too quickly prescribed medication for hyperactivity. Similarly, various studies reveal ways in which reinforcement can benefit children with ADD and attention deficit hyperactive disorder (ADHD). Research studies on ADHD children and their behavior trends have shown that hyperactive children sometimes respond differently than non-hyperactive children to certain types of reinforcement. These studies, along with Flora's ideas about hyperactivity and reinforcement, can be used to find appropriate methods for treating and educating children with hyperactive disorders.

Though positive reinforcement methods of behavior training have been proven effective, increasing numbers of children are given behavior-controlling medication every year. Flora explains that parents are quick to seek medication for their child's hyperactivity because doing so provides the parents with immediate reinforcement. By seeking the quick fix to their child's behavior problems, parents are immediately relieved from the task of having to deal with the child's disorder (Flora 169-170). Unfortunately,

the negative reinforcement that parents get from medicating their child causes them to overlook safer and more effective methods of behavior education. Research has proven that the behavior and capabilities of children with ADHD can be better developed with the use of immediate reinforcement, a process in which a reward is given promptly at the end of a task, instead of in the long-run. Just like children without hyperactive disorders, the task performance of children with ADHD improves with the introduction of reinforcement (Michel 301). Knowing that reinforcement does positively effect hyperactive children can definitely help teachers and doctors find the best methods of behavior training for children with ADHD.

Another way in which reinforcement can be used to benefit children with hyperactive disorders involves penalties for misbehavior and their frequency. A study of the decision-making tendencies of children with ADHD revealed that hyperactive children tend to respond more to the rate of occurrence of penalties than to the intensity. In the study entitled "Decision-making in ADHD: sensitive to frequency but blind to the magnitude of penalty," a group of children were given three alternative situations and asked to choose one. The first (A) provided small rewards and small penalties, the second (B) provided large rewards and increasing penalties, and the third (C) provided small rewards and increasing penalties. The penalties in these situations increased in either frequency or intensity. The researchers recorded which situations each child preferred and how they responded to each. The ADHD children, compared to the controls, exhibited an indifferent response pattern to the situations in which penalties increased in magnitude (Luman 712). These findings correspond with Flora's ideas about systematic positive reinforcement. Flora explains a study entitled "Eliminating

Discipline Problems by Strengthening Academic Performance" which established the effectiveness of using consistent positive reinforcement in a child's education. Just as the ADHD children in the previous study were sensitive to the frequency of penalties, the badly behaved children in Flora's example were greatly influenced by the frequency of reinforcement they received (Flora 145). The usage of systematic positive reinforcement has proven successful in many educational programs for behaviorally and academically challenged children.

There are many programs that have succeeded at teaching and supervising hyperactive children. Morningside Academy, for example, is so confident in their reinforcement-based program for students with ADD and other hyperactive tendencies that they offer a money-back guarantee. This Seattle program guarantees that students entering the course, from middle-class students to homeless ones, will move forward at least two grade levels in one year. Also, for those students diagnosed with ADD, Morningside guarantees that their average time-on-task behavior will increase from 1-3 minutes to 20 minutes or more (Flora 10). This program would not be able to offer such guarantees if their methods of teaching were not extremely successful. Because the methods used by Morningside and many other reinforcement programs are often viewed as experimental, they tend to be criticized and discredited. One common criticism of learning approaches centered on reinforcement is the belief that they are only successful on poor, minority children. These critics refer to reinforcement as "rat psychology" because of the preliminary reinforcement studies used on rats. Not only do these critics ignore the fact that nearly all psychological treatments are tested on rats, they also believe that reinforcement is a method that higher class families would never use (Flora 5).

Though some critics may disagree, research has made it clear that reinforcement does play a role in the learning and behavior of all children. Another study, entitled "Effects of Reinforcement Schedule and Task Difficulty on the Performance of Attention Deficit Hyperactivity Disordered and Control Boys" reveals that there are similarities in the influence that reinforcement has on boys with ADHD and boys without. This research experiment developed that children with ADHD are no more adversely affected by the effects of partial reinforcement than control children (Barber 66). Though this finding did not initially reveal a reinforcement practice that could be specifically targeted to hyperactive children, the researchers did find another difference that had not been hypothesized. Researchers found that the boys with ADHD appeared to be more reactive to the order in which the tasks appeared. The tests revealed that, "starting off with the easier task seems to help with boys with ADHD better adjust to the subsequent, more difficult task" (Barber 74). This finding, like those from previous studies, can be used to develop a better method of teaching children who struggle with ADHD.

Due to Flora's beliefs about reinforcement and its educational potential, he feels that labeling a person with "attention deficit disorder" is actually pointless. He explains that giving a person this label does nothing to help them handle with their disorder, and that reinforcement can be used to teach them in the same way that it has been used on people not labeled with ADD. The structured usage of reinforcement practices in the education of hyperactive children is the most effective method of increasing the long-term educational achievements of these children (Flora 10-11). Flora also explains his belief that teachers are the ones responsible for the success of their students. Instead of immediately referring to a student as "bad," teachers should consider that "they have

children with different energy levels from different backgrounds who come to them with different levels of academic achievement and different reinforcement histories." Flora believes that good teachers find reinforcement techniques that appeal to all of their students so that they are motivated to behave in class and stay focused (Flora 146).

From my own experiences dealing with hyperactivity and ADHD, I have learned that certain teaching methods are more helpful to students who have trouble staying focused and behaved. I agree most with the idea that immediate reinforcement is an effective way to maintain the performance and behavior of ADHD children. In elementary school I was often hyperactive and distracting during class, so many teachers chose to persistently ignore me, thinking that I would eventually get bored and calm down. However, I can still remember the certain teachers that did give me immediate credit and praise when I deserved it, and they stimulated me to behave better in their classes and work harder for their compliments. I also found it interesting that some researchers noticed that ADHD children perform better when an easier task is presented first. This stood out to me because in sixth grade I was given the advice to skip harder sections of the test and return to them after answering the easier sections. I followed this advice, and have done so ever since because it was so helpful. Practices like these have taught me that it is possible for a person with ADHD to do well in school without being medicated, and I am sure that these methods could benefit other students as well.

In conclusion, there are many research studies that prove the ways in which reinforcement is effective in the conditioning of ADD and ADHD children. These studies, along with the findings and beliefs of Flora, reveal that there are alternatives to the immediate medicating of a hyperactive child. Certain methods of reinforcement have

been proven to be more effective in stimulating hyperactive children to behave and focus at school. These methods, such as frequent and systematic reinforcement, can be used to teach ADD and ADHD children proper behaviors and learning strategies so that they can excel academically without the need for medication. Just as reinforcement can be used to effectively inspire creativity, education and good behavior in "normal" children, it can be used to stimulate these same features in hyperactive children and children diagnosed with ADD and/or ADHD.

I am still not sure why I never wanted to take the medication that had been prescribed to me, but I do know that it was negative reinforcement that motivated me to do well in school. I knew that if my behavior in class and grades were not acceptable to my mom, then I would be forced to take medication. It took a while, but I found my own ways of doing well in school without being medicated. Ironically, by the time I got to high school and figured out my best learning methods, about 25% of my grade was taking the medication that I had been avoiding. I do think that some children do need to take medication to help control their hyperactivity, but I think that these medications are too accessible to students who do not really need it. Hopefully, the best reinforcement methods can eventually be assembled to help more students excel in school without relying on a controlled substance.

Dr. Susan Kattwinkel Measure for Theatre and Measure paper Ethical Choice FYSM166002 Fall '08

Student Name:

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
Focus or Thesis Statement 15%	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.	1
Use of ethical or theatrical concepts discussed in class or used in our readings 25%	The paper not only uses terminology and concepts introduced in the class, it uses them to advance and elucidate its arguments.	The paper uses terminology and concepts introduced in the class competently.	The paper uses terminology and concepts introduced in the class but does not integrate them into the thesis argument.	The paper does not use terminology or concepts introduced in the class.	3
Audience – the paper should be written as to a classmate – so it should be up to the level of understanding by those who have been exposed to the same ideas. 10%	Demonstrates a clear understanding of the potential reader and uses appropriate vocabulary and arguments. Anticipates reader's questions and provides thorough answers appropriate for that audience.	Demonstrates a general understanding of the potential reader and uses vocabulary and arguments appropriate for that audience.	Demonstrates some understanding of the potential reader and uses arguments appropriate for that audience.	It is not clear who the author is writing for.	2

<p>Evidence and Examples – specific instances from the play – both plot and performance-related – should be used 25%</p>	<p>All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.</p>	<p>Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.</p>	<p>At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.</p>	<p>Evidence and examples are NOT relevant AND/OR are not explained.</p>	<p>2.5</p>
<p>Organization – this refers to the paper having a clear beginning, middle, and end, and having transitions between thoughts and paragraphs, and good flow 15%</p>	<p>Arguments and support are provided in a logical order that makes it easy and interesting to follow the author's train of thought.</p>	<p>Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought.</p>	<p>A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.</p>	<p>Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem very confusing.</p>	<p>1</p>
<p>Sentence Structure and grammar and spelling 10%</p>	<p>All sentences are well-constructed with varied structure, no errors in grammar or spelling that distract the reader from the content.</p>	<p>Most sentences are well-constructed and there is some varied sentence structure in the essay, 1-2 errors in grammar or spelling that distract the reader from the content.</p>	<p>Most sentences are well constructed, but there is no variation in structure, 3-4 errors in grammar or spelling that distract the reader from the content.</p>	<p>Most sentences are not well-constructed or varied, more than 4 errors in grammar or spelling that distract the reader from the content.</p>	<p>1</p>

revision due 9/24

Theatre and Ethical Choice
9/12/08
Kattwinkel

Measure for Measure Response

The New Oxford American Dictionary defines ethics as “moral principles that govern a person’s or group’s behavior,” and William Shakespeare truly put human ethics to the test in his play “Measure for Measure.” The play centralizes its focus around the strict wording of local laws, and the ethical choices young Isabel must make to save her death-sentenced brother. She must make a choice to either save her brother and lose her virginity while waiting to take her vows or let him die and remain faithful. She is assisted by a local friar, the duke of the town in disguise, in making a decision to substitute his love-stricken ex-fiance Mariana in for herself, deceiving the lord. They meet in a secret courtyard under the veil of darkness and no words are spoken, making it a clever disguise for Isabel. While it may not be easy to make a choice in Isabel’s situation, Shakespeare humorously makes one examine the harsh reality of ethics and forces one to examine how ethical (this choice) may be after all.

You couldn't use something from the story reading?

why humor

which one? You've mentioned a couple

In “Measure for Measure,” the local law sentencing a man to death for (impregnating a woman out of wedlock) ^{that's not the law} is coming into question, when a committed couple ~~who~~ ^{that} was engaged but not yet married, Claudio and Juliet, are found to be with child and Claudio’s sister goes to desperate measures in ~~an~~ ^{her} attempt to save him. When Isabel receives word from Claudio’s best friend Lucio that her brother is to be put to death, she pleads with Lord Angelo to save his life, as he is the one in charge while the Duke is “on a trip.” He explains that he will save her brother’s life if she is willing to

Procurer?
Mistress Overdone

Theatre and Ethical Choice
9/12/08
Kattwinkel

sleep with him, despite her desire to take her vows. After consulting with the friar, she decides to let Mariana go in her place, tricking Angelo. Angelo's asking Isabel to break her vow of chastity to save her brother was not only unethical, but also an abuse of his power as Lord/stand-in-duke. Her choice to let Mariana take her place in Angelo's bed while may not have been ethical, was a valid decision to make. She was faced with a terrible dilemma, and was torn between her love for her brother and her vows to the church. Ethics and morals are tricky subjects to cover, and it seems as though Shakespeare allowed Isabel to make this choice for a reason. It is shown in the play how hard of a choice it is for her to make and it tears her apart as her brother begs her to sleep with (him) when she visits him in jail. She contemplates this choice and even after realizing Mariana will do it for her, she still shows some hesitance in lying to Angelo. Isabel makes this decision not only for herself, but also for Mariana who still loves Angelo, and for Claudio who does not deserve to die for an old law.

One major ethical idea that comes to mind as Isabel makes her decision is if two wrongs make a right, meaning does fooling the man who is blackmailing you make it all right in the end. While many may not agree, it seems as though ~~in~~ this is the only choice Isabel can make without sacrificing her virginity. As difficult as this decision is, Shakespeare tries to use comedic humor to break up the ethical intensity of the situation. However, humor is used throughout the play and the actors in the play utilize their surroundings to portray characters such as Pompey and Lucio, who are

mention the acting

good, but
misleading
put

around to provide moral humor, making fun of other just decisions that could be made in the play. As the play was performed, we saw these characters as relief in the tougher decisions by doing things such as getting drunk and harassing the local law enforcement officer, Elbow or making an ass of himself in front of the friar, not realizing he was the duke in disguise. It is characters such as these that help the audience come to understand the time period that the play is set in, and the social code that is expected to be followed. It is often hard for people to understand how it would be a difficult decision to make, but when put in that situation during that time, it would make it much harder, as many behaviors accepted today were not accepted during Shakespeare's time. Angelo's suggestion is a blatant abuse of the power the duke entrusted him with and it seems as though this is a fitting and just punishment for exploiting the benefits of ruling over a nation. At the end of the play, the duke reveals himself and the plans that he helped implement, making any ethical choice that had to be made alright.

I think there may be something here. Are their action a metaphor to the larger situation?

Humor at end.

Whether audience members agree or disagree, it seems that Shakespeare makes his ethical views clear throughout the play, not only with Isabel's choice, but also the choices of the Duke and other characters. Believing that one must make decisions based on their own personal set of values is something that philosophers have discussed for many centuries, and countless novels have been written upon that subject matter alone. In the end, we see that Isabel can only follow what she believes is right, and the

because they were his. His decision justified. But by that logic Angelo was also justified.

relevance?

consequences of her actions, however, are felt by all those around her. Her ethical

choices are what governed her and helped make the decision she had to make.

This ends
kind of vaguely, I think
because you don't have a clear
thesis, and therefore nothing to prove
But there are some great ideas in here

Conclusion - one new idea
tie back thesis

Measure for Measure Response

Peter Singer shows us in his article "About Ethics" that ethics is "not a set of prohibitions particularly on sex," and William Shakespeare truly put his view of ethics to the test in his play Measure for Measure. The play centralizes its focus around the strict wording of local laws, and the ethical choice a young Isabel must make to save her death-sentenced brother. She must make a choice to either save her brother and lose her virginity while waiting to take her vows or let him die and remain faithful. She is assisted by a local friar, the duke of the town in disguise, in making a decision to substitute his love-stricken ex-fiance Mariana in for herself, deceiving Lord Angelo who had asked her to break the same law her brother had broken in order to save him. Isabel and Angelo meet in a secret courtyard under the veil of darkness and no words are spoken, making it a clever disguise for Mariana. (While it may not be easy to make a decision in Isabel's situation, it is Shakespeare's use of humor to offset the moral taboo being discussed, through both characters and situations.)

good
quote

this isn't a sentence

In Measure for Measure, a local law sentencing a man to death for having sex with a woman out of wedlock has become strictly enforced and when a committed couple that was engaged but not yet married, Claudio and Juliet, are found to be with child, Claudio's sister Isabel goes to desperate measures in her attempt to save him. When Isabel receives word from Claudio's best friend Lucio that her brother is to be put to death, she pleads with Lord Angelo to save his life, as he is the one in charge while

the Duke is "on a trip." He explains that he will save her brother's life if she is willing to sleep with him, despite her desire to take her vows, putting her in a desperately awkward situation. After consulting with the friar, unaware that ~~is~~^{is} the duke impersonating a friar, she decides to let Mariana, eager to get back with her lost love, go in her place, tricking Angelo. This swap is made humorous as the actresses giggle to one another onstage following the decision, ^{vague} (showing both innocence and understanding towards the situation.) ~~By~~ Angelo asking Isabel to break her vow of chastity to save her brother ~~it~~ was not only unethical, but also an abuse of his power as Lord/stand-in-duke. Mariana's choice to take Isabel's place was justifiable in her eyes, as this seems to be the only way she has to get Angelo back. Ethics and morals are ^{WC} (surreptitious) subjects to discuss, and Shakespeare allowed Isabel to make her choice for a reason and in a particular ^{SP} (manner). It is shown in the play how hard of a choice it is for her to make and it tears her apart as her brother begs her to sleep with Angelo when she visits him in jail.

^{The actress's} Her demeanor throughout the play is sober, and the actress was able to convey this lack of comedy, showing a dark side to the moral plight. She contemplates this choice and even after realizing Mariana will happily replace her, she still shows some hesitance in lying to Angelo. Isabel suggests this decision not only for herself, but also for Mariana who still loves Angelo, and for Claudio who does not deserve to die for an old law. The lack of comedy in characters such as Angelo, Isabel, and Mariana shows one side of the sexual-moral debate, using these characters as examples of the serious, pressing side.

It's unclear when you're talking about the play and when the production.

One major ethical idea that comes to mind as Isabel makes her choices in fooling the duke is an age old dilemma, "do two wrongs make a right," which Shakespeare also plays off through other humorous characters. While many may not agree with this saying, it seems as though switching places with Mariana is the only choice Isabel can make. As problematic as this decision becomes, Shakespeare uses comedy to break up the ethical intensity of the situation. Humor is used throughout the play to create a more upbeat diversion from solemn ethical questioning and the actors in the play utilize ~~the~~ their surroundings to portray wry characters such as Pompey and Lucio, who provide a humorous outlook at the ethics of sex. As the play was performed, we saw the actors working to provide relief in the tougher decisions. Pompey, a character who works for the owner of the local brothel, downplays the criticism of getting drunk by harassing the local law enforcement officer, Elbow, through mischievous mocking and the visual appeal of well suited pants that reveal an amusing, patch-worked behind. Lucio makes an ass of himself in front of the friar, not realizing he was the duke in disguise. Lucio's character is portrayed as flamboyant, arrogant, and overall larger than life, making his lewd remarks attention-worthy, and ^{we} (subconsciously) mock the chastity that Isabel clings onto. It is the humorous actions of these characters that reveal Shakespeare's intentions to show that to some ^{people} sexuality and ethics are not a somber Good concern. Lucio is almost a mirror image of Angelo, both of whom act above the law. While Angelo breaks down and repents for his actions at the end and is forgiven by the

Duke, Lucio only denies his words and past relationships and is ultimately punished. These characters provide a moral compass, giving the audience the idea that while a subject may be difficult, there are always two ways to approach it.

- This is good. You could have done more with it.

This struggle between drama and comedy is seen throughout the play. The main struggle of absolution is also a predominant focus, as those in the upper class seek redemption and are granted it, while those in the lower classes continue on with their lives, not seeking forgiveness and feel the wrath of their decisions. Shakespeare incorporates humor ⁱⁿ to the play to not only provide the audience with a relief from the drama between Angelo and Isabel, but to bring humor into the tough decisions of his characters, giving real life examples and comedic solutions to these problems. It is through the work of both the actors portraying the characters as well as Shakespeare himself which helps bring new light to these choices and allows one to laugh at the seriousness of the whole problem.

Good. You did a lot of work on this and it improved a great deal. You could still do a better job distinguishing between the play and the production, but your thesis got much clearer and your throughline more focused.

86

Sample paper

The Relationship Between Extraversion and Self-esteem

College of Charleston

Introduction

The trait of extraversion has been conceptualized in various ways over the years (Eysenck, 1967; McCrae & Costa, 1987). Of the theories that have been presented in the literature, most acknowledge that sociability, dominance, and venturesomeness constitute important characteristics of extraversion. These factors are believed to give rise to observable psychological and behavioral differences between extraverts and introverts. In the current study, I and my colleagues assessed whether extraversion is related to two psychological processes: positive affect and an optimistic cognitive style.

Comment [s1]: Definition of extraversion

Comment [s2]: Thesis statement

One important construct that should be related to extraversion is positive affect. Positive affect is a mood state characterized by feelings of enthusiasm, activity and alertness (Watson, Clark, & Tellegen, 1988). According to Eysenck's theory of extraversion, extraverts are chronically under-aroused and because of this under-arousal they seek out stimulating experiences in their environment. These stimulating experiences often involve interacting with others in a social setting. Engaging in social interactions has been shown to be related to positive affect (Cohen & Lemay, 2007; McIntyre, Watson, Clark, & Cross, 1991). As such, it is predicted that extraverts would have higher levels of positive affect than would introverts.

Comment [s3]: Definition of positive affect

Comment [s4]: Explanation of why extraversion is related to positive affect

Comment [s5]: Hypothesis 1

In addition to the experience of positive affect, it is also predicated that extraversion should be related to the cognitive style of optimism. Optimism can be conceptualized as the tendency to expect the best possible outcome or to focus on the most hopeful aspect of a situation (Scheier & Carver, 1992). Optimism is believed to develop, in part, because of positive experiences in one's environment (Scheier, Carver, & Bridges, 2001). Extraverts, as compared to introverts, tend to be more dominant and

Comment [s6]: This is a bridging statement. It connects the previous paragraph with the current paragraph

Comment [s7]: Definition of optimism

Introduction

The trait of extraversion has been conceptualized in various ways over the years (Eysenck, 1967; McCrae & Costa, 1987). Of the theories that have been presented in the literature, most acknowledge that sociability, dominance, and venturesomeness constitute important characteristics of extraversion. These factors are believed to give rise to observable psychological and behavioral differences between extraverts and introverts. In the current study, I and my colleagues assessed whether extraversion is related to two psychological processes: positive affect and an optimistic cognitive style.

Comment [s1]: Definition of extraversion

One important construct that should be related to extraversion is positive affect. Positive affect is a mood state characterized by feelings of enthusiasm, activity and alertness (Watson, Clark, & Tellegen, 1988). According to Eysenck's theory of extraversion, extraverts are chronically under-aroused and because of this under-arousal they seek out stimulating experiences in their environment. These stimulating experiences often involve interacting with others in a social setting. Engaging in social interactions has been shown to be related to positive affect (Cohen & Lemay, 2007; McIntyre, Watson, Clark, & Cross, 1991). As such, it is predicted that extraverts would have higher levels of positive affect than would introverts.

Comment [s3]: Definition of positive affect

Comment [s4]: Explanation of why extraversion is related to positive affect

Comment [s5]: Hypothesis 1

In addition to the experience of positive affect, it is also predicated that extraversion should be related to the cognitive style of optimism. Optimism can be conceptualized as the tendency to expect the best possible outcome or to focus on the most hopeful aspect of a situation (Scheier & Carver, 1992). Optimism is believed to develop, in part, because of positive experiences in one's environment (Scheier, Carver, & Bridges, 2001). Extraverts, as compared to introverts, tend to be more dominant and

Comment [s6]: This is a bridging statement. It connects the previous paragraph with the current paragraph

Comment [s7]: Definition of optimism

confident in their environment (Cheng & Furnham, 2002). As such, it seems reasonable to conclude that extraverts would develop a more optimistic orientation, than would introverts.

Comment [s8]: Explanation of why extraversion is related to optimism

Comment [s9]: Hypothesis 2

To summarize, it is predicted that the trait of extraversion should be related to positive affect and the cognitive style of optimism. Therefore, it is hypothesized that extraversion should be positively correlated with both of these traits.

Comment [s10]: Summary of study and restatement of the hypotheses of the study

Method

One hundred participants were asked to participate in the study. They were recruited on a Southeastern college campus. The mean age of the sample was 19.5 and the ethnicity of most of the participants was either African American (13%) or White (84%). The participants were first asked to read a set of directions that told them how they should complete the survey. After reading these directions, they were presented with the survey questions. The survey contained a 10-item extraversion scale, a 5-item positive affect scale and a 4-item optimism scale. Higher scores on each of these measures is associated with greater levels of extraversion, positive affect, and optimism, respectively. After the participants completed the questionnaire they sealed their survey in an envelop and were then thanked for their participation.

Comment [s11]: Discussion of number of participants and how they were recruited

Comment [s12]: Discussion of the characteristics of the sample

Comment [s13]: Procedure of the study

Results

Pearson correlations were computed to test the hypotheses of the study. The result for the first hypothesis was statistically significant. That is, extraversion was positively correlated with positive affect ($r(98) = .35, p < .05$). However, extraversion was not significantly related to optimism ($r(98) = .07, p = .25$).

Comment [s14]: This sentences serves to explain how the data were analyzed

Comment [s15]: Statement of the findings of the study

Discussion

Although no relationship was found between extraversion and optimism, a significant association was found between extraversion and positive affect. That is, extraverts reported higher levels of positive affect than did introverts. This finding provides a promising avenue for future research in the area. In particular, additional work in this area should not only replicate the findings of the current study, but also should develop experimental tests of the relationship between extraversion and positive affect. For example, it would be interesting to examine whether the opportunity to engage in some sort of social interaction following a frustrating task would help offset the frustrating experience, by eliciting a more positive mood in extraverts than in introverts. Work of this nature will allow a more definitive understanding of the relationship between extraversion and positive affect.

Comment [s16]: These sentences serve to summarize the findings of the study.

Comment [s17]: This section discusses future research in the area.

References

- Cheng, H., & Furnham, A. (2002). Personality, peer relations, and self-confidence as predictors of happiness and loneliness. *Journal of Adolescence, 25*, 327-339.
- Cohen, S., & Lemay, E. (2007). Why would social networks be linked to affect and health practices? *Health Psychology, 26*, 410-417.
- Eysenck, H. J. (1967). *The biological basis of personality*. Springfield, Illinois: Charles Thomas.
- McCrae, R. R., & Costa, P. T. (1987). Validation of the five-factor model of personality across instruments and observers. *Journal of Personality and Social Psychology, 52*, 81-90.
- McIntyre, C., Watson, D., Clark, L., & Cross, S. (1991). The effect of induced social interaction on positive and negative affect. *Bulletin of the Psychonomic Society, 29*, 67-70.
- Scheier, M., & Carver, C. (1992). Effects of optimism on psychological and physical well-being: Theoretical overview and empirical update. *Cognitive Therapy and Research, 16*, 201-228.
- Scheier, M., Carver, C., & Bridges, M. (2001). Optimism, pessimism, and psychological well-being. In E. C. Chang (Ed.), *Optimism and pessimism: Implications for theory, research, and practice* (pp. 189-216). Washington, DC: American Psychological Association.
- Watson, D., Clark, L. A., & Tellegen, A. (1988). Development and validation of brief measures of positive and negative affect: The PANAS scales. *Journal of Personality and Social Psychology, 54*, 1063-1070.

Dr. Susan Kattwinkel Measure for Theatre and Measure paper Ethical Choice rubric FYSM166002 Fall '08

Student Name:

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
Focus of Thesis Statement 15%	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.	2.5
Use of ethical or theatrical concepts discussed in class or used in our readings 25%	The paper not only uses terminology and concepts introduced in the class, it uses them to advance and elucidate its arguments.	The paper uses terminology and concepts introduced in the class competently.	The paper uses terminology and concepts introduced in the class but does not integrate them into the thesis argument.	The paper does not use terminology or concepts introduced in the class.	3
Audience – the paper should be written as to a classmate – so it should be up to the level of understanding by those who have been exposed to the same ideas. 10%	Demonstrates a clear understanding of the potential reader and uses appropriate vocabulary and arguments. Anticipates reader's questions and provides thorough answers appropriate for that audience.	Demonstrates a general understanding of the potential reader and uses vocabulary and arguments appropriate for that audience.	Demonstrates some understanding of the potential reader and uses arguments appropriate for that audience.	It is not clear who the author is writing for.	3

Evidence and Examples – specific instances from the play – both plot and performance-related – should be used 25%	All of the evidence and examples are specific, relevant and that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	2
Organization – this refers to the paper having a clear beginning, middle, and end, and having transitions between thoughts and paragraphs, and good flow 15%	Arguments and support are provided in a logical order that makes it easy and interesting to follow the author's train of thought.	Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought.	A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.	Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem very confusing.	2
Sentence Structure and grammar and spelling 10%	All sentences are well-constructed with varied structure, no errors in grammar or spelling that distract the reader from the content.	Most sentences are well-constructed and there is some varied sentence structure in the essay. 1-2 errors in grammar or spelling that distract the reader from the content.	Most sentences are well-constructed, but there is no variation in structure, 3-4 errors in grammar or spelling that distract the reader from the content.	Most sentences are not well-constructed or varied, more than 4 errors in grammar or spelling that distract the reader from the content.	3

Measure for Measure

Theatre is a great way to observe actions and emotions of mankind because it can encompass every aspect of human emotion. I believe that Measure for Measure is an effective play, because it maintains choices based on ethical standards which each character can deal with differently. Also it is defined as a "problem play" because there is no definitive outcome. Instead, the written script, creative style of direction, and acting leave the audience to infer whatever they want about characters, and the choices that they have made. In class we discussed what ethics are, and came to the conclusion that decisions based on ethics must be justified beyond one's personal benefit. Peter Singer discussed that choices cannot be defined as ethical if it only benefits the individual.

In William Shakespeare's Measure for Measure there is a law that states that, if a woman ~~is~~ engage in premarital sex, the man must face execution. This law causes a problem with Isabel, a nun and sister to Claudio, who has had premarital sex with his partner, Juliet, and gotten her pregnant. Isabel has to choose whether she values her brother's life more than ~~losing~~ her virginity to the stand-in Duke, Angelo. With Singer's theory of ethical choices Isabel's decision can not be classified as ethical because she bases her decision on her own needs. Isabel chooses to keep her virginity instead of saving her brother's life. Yes, but it's not the decision that's not ethical, it's her reasons.

^{at CdC}
The production had interesting ways to portray how the law was irrelevant to Isabel's choice, which supports the theory that her decision was purely based on what she wanted. The first thing that I noticed was that the note that was posted on

regarding the law
the pillar had no visible or clear mark. There was some sort of script intentionally made to appear unrecognizable. I thought that the production believed that Shakespeare had not intended the audience to question the law. Shakespeare believed that the details were not important.

good

Also I believe that Isabel could be interpreted by the way that she was dressed. Isabel was first introduced with her hair dressed up tight, and clothes that were not revealing. She was an upright, smart woman ^{who} that seemed to be very clear on what ^{was} happening. Isabel followed these laws of Christianity, specifically becoming a nun, that she portrayed them in her style of costume. Isabel's physical presence was instantly noticeable, and further exemplified how all her decisions would only benefit her needs.

poor sent.

this conclusion is a bit weak

Claudio desperately wishes to be saved by his sister and doesn't understand her logic when she refuses to help him. She states that she would rather give up her life than her virginity because it's something she has held onto all her life. Instead she tells Claudio to prepare himself for death because it's the only option available to him. I, like Claudio, feel confused and he has every right to feel abandoned. It's clear that Claudio trusts Isabel as much as the love of his life Juliet, but is unclear to him why Isabel chooses ^{? the religious law is corrupt? That's the law she chose.} corrupt laws over her own brother. The actor's portrayal of Claudio shows that he is truly a tragic hero. It was obvious to see that Claudio was torn between two sets of laws. He feels that his death is unnecessary and that his current situation could be fixed out of the love for his sister. He pleads with her to reconsider for the sake of his own life while he is imprisoned. In the end, out of pure

love for his sister, he accepts his fate and is willing to die for his actions. His decision to not save himself, further demonstrates how Isabel was only concerned for herself and what she wanted.

Peter Singer's essay also stated everyone has different ethical standards.

quotes should be reorganized grammatically

There are people who will not, "Lie, Cheat, and Steal" and then there are others who, "shows no such restraint in his actions." People live by different ethical standards, and it is impossible to agree with one who sides with a particular code. Therefore one can question the ethical decisions that she is making because they do not agree with them. However, according to Singer, it is wrong to judge her own moral values because they are what she lives by. Isabel is an immovable force when it comes to her beliefs, unlike Claudio, who is torn between the love for his sister and the acceptance of his law-breaking action.

good thoughts in this TP, but a bit sloppy.

~~As~~ ^{is} a modern audience, with so many points of view on religion and sex, ~~it~~ ^{is} a great conflicting play. The production, ^{thing} ~~at~~ ⁱⁿ the last scene, where the Duke reveals who he is, I paid close attention to what Isabel's reaction would be. I was expecting her to be a little bit surprised. However, I thought that her reaction was stone cold. Even when Claudio was released, she had nothing to say because Shakespeare gave her nothing to say in the script. Therefore, it is impossible to know what she is thinking. However, the production creatively instigated some emotion in Isabel when the Duke, so lovingly took her into his embrace and asked her to marry him. Previously she wouldn't break her chastity to save her brother's life, but now she will.

what was it?

The play does not end with a definite ending for me as an audience member because there is nothing further I will know about Isabel. I'm not sure whether she will change and be romantically involved with the duke. Could it be possible to have fallen ^{in love} with someone who is a genuine fake, and unable to control what happens ^{awk} (around him like herself)? Or is it possible to turn him down and just leave with him at the end of the scene to be polite? Many questions and answers can be asked about Isabel. However like the director Todd McNerney mentioned in his playbill, "We seem more fully able to accept that life is a complex thing and that ambiguity and uneasy answers are less the exception and more the norm."

Ultimately Isabel's decision cannot be classified as an ethical one, because she is too evolved in benefiting her own needs. The production and the actress was able to show this through her relationship with her brother, the way that she was dressed, as well as her decision with Mariana. She had no regret, or ethical dilemma when it came to sacrificing Mariana to Angelo. She was willing to put someone in her place because it would only help her get what ^{she} needs. If Isabella lived by anything ethical, she would have applied her decisions to help Mariana as well as her brother.

Much better. Your throughline is clearer and your writing is much improved. There are still some awkward places (it might have helped to have someone proofread) but your thoughts are much more cleanly expressed.

84

Measure for Measure

Sept 26th

Singer - not ethical if it only benefits you.
Isabel's actions involve other ~ unethical.
Kurt Sundberg

Theatre is a great way to observe actions and emotions of mankind because it can encompass every aspect of human emotion. I believe that Measure for Measure is an effective (real life) play, because it maintains choices based on ethical standards which each character can deal with differently. Also it is defined as a "problem play" because there is no definitive outcome. Instead, the written script, creative style of direction, and acting leave the audience to infer whatever they want about characters and the choices that they have made. In class we discussed what ethics are, and we came to the conclusion that decisions based on ethics must be justified beyond (self-doubt). The justification must be beyond the individual and help a greater cause. *is this the word you mean?* *This makes more sense. But what's the thesis?*

The most profound ethical dilemma in William Shakespeare's "Measure for Measure" that was discussed focused around Vienna, and the flawed law that it lives by. The law states that if a woman is to become pregnant before she is married, the man must face execution. This law causes a problem with Isabel, a nun and sister to Claudio who has had premarital sex with his partner, Juliet. Obviously (in a social stance) a situation like Claudio's' and Juliet's' can be seen as off of the path and unnatural by a (Christian religious status). However, it was done with pure consent, and both Claudio and Juliet had every intention of marrying one another. Isabel, thrown into this situation that has to chose whether save her brothers life by loosing her virginity to the stand-in Duke, Angelo. Ultimately, Isabel isn't able to make a true ethical decision because she chooses to keep her virginity instead of

no, it's about sex.

awk

awk

not a sentence

Based on Singer's definition

why is it not a true ethical decision?
Are you saying she makes the wrong choice?

bases her decision on her own needs

saving her brothers life, because a government and set of laws that are skewed

confound her.

Isabel doesn't care about the laws.

The production had interesting ways to portray the flaws in Vienna's society that would (prove as evidence) supporting Isabel's decision. The first thing that I noticed was that the note that was posted on the pillar had no visible or clear mark.

There was some sort of script intentionally made to appear unrecognizable. Angelo

declared that here, where this note was posted, was the law that had forced Isabel

into this situation. Yet, it remains unclear and (uninterruptable) Also the state of

Vienna can be considered flawed because its leader, the actual duke, isn't there to

govern. Instead he has a tyrant, Angelo take his place. The Duke conceals his

identity throughout the course of the play, hiding the fact that he doesn't trust

anyone or anything close to him. He must appear as a friar, confidently, to see what

is happening within his kingdom. I believe that Isabel, like the friar, could be

interpreted by the way that she was dressed. Isabel was first introduced with her

hair dressed up tight, and clothes that were not revealing. She was an upright, smart

woman that seemed to be very clear on what happening. However, her style of dress

led me to believe that she was bound to laws that did not fit (any circumstance) Isabel

followed these laws of Christianity, specifically becoming a nun, that she portrayed

them in her style of costume. Claudio desperately wishes to be saved by his sister

and doesn't understand her logic when she ~~denies~~ refuses to help him. She states that she

would rather give up her life, than lose her virginity, because it's something she has

held onto all her life. Instead she tells Claudio to prepare himself for death because

it's the only option available to him. I, like Claudio, feel confused and he has every

evidence that the specific law is not the point.

Shakespeare doesn't want us to think about the details of the law why does that make it flawed? Weak, perhaps.

he is torn
btw the sets
of laws
performance

right to ^{feel} be abandoned. It's clear that Claudio trusts Isabel as much as the love of his
life Juliet, but ^{it is} unclear to him why Isabel chooses corrupt laws over her own brother.
Claudio, as a rebel, has no belief that what she should choose is unethical. This goes
back to the discussion of "About Ethics" on Peter Singer's essay that we had in class
because everyone has different ethical standards. There are people who will not,
"Lie, Cheat, and Steal" and then there are others who, "shows no such restraint in his
actions." People live by different ethical standards, and it is impossible to agree
with one who side^s with a particular code. ~~It's unacceptable.~~ I believe that this
situation exists between Claudio and Isabel, and I side with Claudio because I feel
that the ethics Isabel lives by are flawed.

is that way she
does? I thought
she chose drink
law over her
brother.

good, but
incorporate
quotes
grammatically

okay. So your
thesis is that
Isabel makes the
wrong choice.
make that
your thesis and
follow through

judge her
choices,
not her morals.
she sticks to
her beliefs

Isabel's reasons to stay true to her own chastity are completely respectable
because it is what she chooses to do. As a modern audience, with so many points of
view on religion and sex, it makes Measure for Measure a great conflicting play. (The
production at the last scene, where the Duke reveals who he is, I paid close attention
to what Isabel's reaction would be) I was expecting her to be a little bit surprised. - good
However, I thought that her reaction was stone cold. Even when Claudio was
released, she had nothing to say. I was surprised that she had no real reaction. It
seems that she hadn't changed at all. However, I was taken aback when the Duke, so
lovingly took her into his embrace. Previously she wouldn't break her chastity to
save her brothers life, but now she will. and for what?
Good point.

not a
sentence

good points

The play ends with a definite ending for me as an audience member because
there is nothing further I will know about Isabel. I'm not sure whether she will

why is that definite?

change and be romantically involved with the duke. Could it be possible to have fallen with someone who is a genuine fake, and unable to control what happens around him like herself? Or turn him down and just leave with him at the end of the scene to be polite? Many questions and answers can be asked about Isabel.

- good point
not a sentence

However like the director Todd McNerney mentioned in his playbill, "We seem more fully able to accept that life is a complex thing and that ambiguity and uneasy answers are less the exception and more the norm."

Your biggest difficulty is that you seem to have a hard time saying what you mean. There are some good ideas in here, but they get lost in contradictions and poor sentences. Let's meet and talk about your thesis and then you should take your paper to the Writing Lab. But let's meet first.

(If it really was an "ethical" decision, she would apply it to Mariana.)
conclusion

FYSM 123-001
Shakespeare on Screen

Dr. Kay H. Smith
110 Randolph Hall
smithkh@cofc.edu
843-953-7402

Office Hours: TR 10:45 -12 and by appointment

Texts:

Amy Scott-Douglass. *Shakespeare Inside*

Maurice Hildle. *Studying Shakespeare on Film*

The texts for the plays – *Hamlet, A Midsummer Night's Dream, Romeo and Juliet, Henry V*. Also, identify a source for Shakespeare plot summaries.

Learning Outcomes:

*Ability to apply critical thinking skills of analysis and evaluation to key Shakespeare plays and film adaptations.

*Ability to write college level essays (as determined by a rubric) using analysis and evaluation.

*Ability to identify and define important terms for film study.

* Ability to describe the postmodern interaction between high culture and popular culture in Shakespeare's films.

* Greater familiarity with campus resources.

* Increased ability to do research in the humanities.

Writing assignments:

* Diagnostic/field research – introduce a classmate by describing his/her room/belongings/self-presentation.

* Review of *Measure for Measure* or *Goodnight, Desdemona/Good Morning, Juliet*.

* Review of Almereyda's *Hamlet*, or Zeffirelli's *Hamlet*, or Branagh's *Hamlet*, or Olivier's *Hamlet* with quotes from other reviews and a scholarly article.

* Review of a Shakespeare history film (*Henry V* or *Richard III*) with quotes from other reviews and a scholarly article.

Tests:

- * Quiz on film terms

Projects:

*"Shakespeare on the Street" video interviews.

*Group Report (and short write-up due the next class period) on a Shakespeare derivative, adaptation, or "screen" innovation.

*Shakespeare on Screen film festival.

*Final Project – Develop the mise-en-scene for a portion of a Shakespeare film adaptation.

Viewing Lab: Shakespeare on Screen film festival (eight Wednesdays during the semester), 6-8pm, Admissions Auditorium, Robert Scott Small building. Group presentations.

Cultural Events Journal – five campus events, one page. reviews, and a summary essay on the first semester at CofC. Due at midterm and reading day. See description in course packet.

*Note: If you attend one of the events this week focused on *Longitude*, the Convocation book, you can count it twice, leaving only three events to fit in during the semester. The two *Longitude* events are:*

*Tuesday, Aug. 26, 3-4pm – Dava Sobel, author of *Longitude*, will meet with First Year Experience students and faculty in Room 227, Addlestone Library.*

*Thursday, Aug. 28, 4-5pm – Political Science roundtable discussion of *Longitude*, Education Center (St. Philip St.), 4-5pm.*

Assignments:

Aug. 25 – Pre-convocation event and Convocation

Aug. 26 – Introduction –(use this week and next week to see one of the Theatre Department's productions, either *Measure for Measure* or *Goodnight Desdemona/Good Morning, Juliet*).

27 – No Film

28 – Continue syllabus discussion. Begin reading *Shakespeare Inside* (Acknowledgments, Act I, Act II, pp.ix-50). Discuss Bloom's Taxonomy and critical reasoning. Discuss "Seven Principles for Good Practice in Undergraduate Education"

Sept. 2 – Read *Shakespeare Inside*, pp.51-88. Reviewing: Read chapter on evaluation from *St. Martin's Guide to Writing*.

3 – Shakespeare Film Festival: *Shakespeare Behind Bars* (Admissions Auditorium)

4 – Finish *Shakespeare Inside*. Discussion of *Shakespeare Behind Bars*. **First writing assignment due – Classmate profile. Complete the College Student Inventory (CSI) by today.**

Sept. 9 – Discuss the difference between film and theater; read pp.3-16 in *Studying Shakespeare on Film*. Begin reading *Hamlet*- Discuss the cinematic qualities in Act I.

10 – Optional film viewing in the Stern Center Cinema**

11 – *Hamlet* - comparing Almereda, Zeffirelli, Branagh and Olivier's *Hamlet*. – Read *Studying Shakespeare on Film* pp. 91-98, 185-205. **Second writing assignment due – 3 pg. review of *Measure for Measure* or *Goodnight, Desdemona, Good Morning, Juliet*.**

Sept. 16 – Comparing *Hamlet* continued. Read *Studying Shakespeare on Film* pp. 69-89. Group presentation of *Rosencrantz and Guildenstern Are Dead*.

17 – Shakespeare Film Festival. 6pm. RSS Admissions Auditorium– Almercyda's *Hamlet*

18 –Almercyda's *Hamlet*. *Legend of the Black Scorpion* group presentation.

Sept. 23 – Library Research with Tom Gilson – finding reviews of and articles on the film versions of *Hamlet*. **Review of Almereda, Zeffirelli, Branagh or Olivier's *Hamlet* due.**

24 – No film. Cook-out at my house (242 Coming St.)

25&26 – No Class. Sign up for individual appointments to discuss *Hamlet* review assignment. Bring copies or citations and notes of reviews and scholarly articles that you will use in your revised review.

Sept. 30 – **Revised review of Almereda, Zeffirelli, Branagh or Olivier's *Hamlet* with supporting points from from 2-3 other reviews and from one scholarly article due.** Begin discussion of *Romeo and Juliet*.

Oct. 1 – No Film

Oct. 2 – *Romeo and Juliet*. Read *Studying Shakespeare on Film*, pp. 168-184. *Shakespeare in Love* group presentation.

Oct. 7 – *Romeo and Juliet*

Oct. 8 – Shakespeare Film Festival – Lurhmann's *Romeo and Juliet*

Oct. 9 – *R&J*. **Cultural events journal due – 2 write-ups and a "Life So Far..." essay**

Oct. 14 – Fall Break

Oct. 15 – No film.

Oct. 16 –**Quiz on film terms.**

Oct. 21- *A Midsummer Night's Dream*. Read *Studying Shakespeare on Film*, pp.130-135.

Oct. 22 – Shakespeare Film Festival – Hoffman’s *MND*

Oct. 23 - *MND*

Oct. 28 –*MND*, 1935 version – Presentations on *L.A. Story* and *A Midsummer Night’s Sex Comedy*

Oct. 29 – Shakespeare Film Festival_ *Titus Andronicus*

Oct. 30 – Postmodern Shakespeare. *Titus Andronicus*. Presentations on Teen Shakespeare (*O* and *10 Things I Hate about You*). Read *Studying Shakespeare on Film*, pp.49-66.

Nov. 4 – Postmodern Shakespeare. Presentation on YouTube and Shakespeare on the Web. Presentations on Animated Shakespeare and Shakespeare video games.

5 – No Film

6 – Discuss “Shakespeare on the Street” video project. See excerpts from student work and from Pacino’s *Looking for Richard*.

Nov. 11 – Shakespeare’s Histories: *Henry V & Richard III*; **Writing assignment for this unit will be a review paper on *Henry V* or *Richard III* using sources from scholarly articles and reviews.**

12 – Shakespeare Film Festival - Branagh’s *Henry V*

13 – *Henry V*. Read *Studying Shakespeare on Film*, pp. 138-166.

Nov. 18 – **Quiz on film terms.** History plays continued

19 – Shakespeare Film Festival – Loncrane’s *Richard III*

20 – “**Shakespeare on the Street**” videos due. **Show in class.**

Nov. 25 – **Review paper on *Henry V* or *Richard III* using sources from scholarly articles and reviews due.** Work on mise-en-scene projects

27 – Thanksgiving

Dec. 2 – 4 Work on mise-en-scene projects. Sign up for group appointments

Dec. 8 - **Cultural Event Journal and summary essay due Reading Day.**

Dec.11 – 8-11 am. Final exam will consist of group presentations of mise-en scene projects.

Shakespeare on Screen

Assignment Due-Dates and Grade Percentage:

Writing Assignments:

Sept. 2- Classmate profile (diagnostic, not graded)

Sept. 11 – Play review of *Measure.. or Goodnight...* **5%**

Sept. 23 – *Hamlet* review (this will be combined with the research portion for a grade)

Sept. 30 – *Hamlet* review and supporting points from library research **20%**

Oct. 9 – Cultural Events Journal (graded at the end of the semester)

Nov. 30 – History play review and supporting points from library research **20%**

Dec. 9 – Reading Day – Cultural Events Journal **10%**

Projects:

Choose dates – Group reports on Shakespeare derivatives **10%**

Choose dates – Shakespeare on Screen Film Festival **10%**

Nov. 20 – “Shakespeare on the Street” video interviews **10%**

Dec. 11 – Final Exam presentations of mise-en-scene projects **10%**

Tests:

Oct. 16 – Quiz on film terms **5%**

Viewing Lab - Shakespeare on Screen Film Festival: All showings will begin at 6 pm on Wednesdays in the Admissions Auditorium, Robert Scott Small building.

Sept. 3 – *Shakespeare Behind Bars*

Sept. 17 – *Almeryda Hamlet*

Oct. 8 – *Lurhmann Romeo and Juliet*

Oct. 22 – *Hoffman Midsummer Night's Dream*

Oct. 29 – *Taymor Titus Andronicus*

Nov. 12 – *Branagh Henry V*

Nov. 19 – *Loncrane Richard III*

The Stern Center small cinema is also available for group showings on alternate Wednesdays.

Group Reports on Shakespeare Derivatives:

Sept. 16 – *Rosencrantz and Guildenstern Are Dead*

Sept. 18 – *Legend of the Black Scorpion*

Oct. 2 – *Shakespeare in Love,*

Oct. 28 – *L.A. Story* and *A Midsummer Night's Sex Comedy*

Oct. 30 – *O* and *Ten Things I Hate about You*

Nov. 4 – YouTube and Web Shakespeare and Animated Shakespeare.

Absence Policy: No more than two class cuts and one viewing lab cut are allowed. Excessive absences will lower your grade and can get you dropped from the course with an F. On the other hand, if you have perfect attendance, you will receive extra credit (+ one letter grade on Cultural Events Journal).

The Honor Code

The Honor Code of the College of Charleston specifically forbids:

Lying: knowingly furnishing false information, orally or in writing, including but not limited to deceit or efforts to deceive relating to academic work, to information legitimately sought by an official or employee of the College, and to testimony before individuals authorized to inquire or investigate conduct; lying also includes the fraudulent use of identification cards.

Cheating: the actual giving or receiving of unauthorized, dishonest assistance that might give one student an unfair advantage over another in the performance of any assigned, graded academic work inside or outside of the classroom, and by any means whatsoever, including but not limited to fraud, duress, deception, theft, talking, making signs, gestures, copying, electronic messaging, photography, unauthorized reuse of previously graded work, unauthorized dual submission, unauthorized collaboration and unauthorized use or possession of study aids, memoranda, books, data, or other information. The term cheating includes engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.

Attempted cheating: a willful act designed to accomplish cheating, but falling short of that goal.

Stealing: the unauthorized taking or appropriating of property from the College or from another member of the college community. Note also that stealing includes unauthorized copying of and unauthorized access to computer software.

Attempted stealing: a willful act designed to accomplish stealing, but falling short of that goal.

Plagiarism:

The verbatim repetition, without acknowledgement, of the writings of another author. All significant phrases, clauses, or passages, taken directly from source material must be enclosed in quotation marks and acknowledged either in the text itself or in footnotes/endnotes.

Borrowing without acknowledging the source.

Paraphrasing the thoughts of another writer without acknowledgement.

Allowing any other person or organization to prepare work which one then submits as his/her own.

**FYSM 168 *Gender Outlaws: Our Culture War over Sexual Identity*
Course Syllabus - Fall, 2008**

Instructor: Richard Nunan
Dept of Philosophy (14 Glebe St)
953-6522; nunanr@cofc.edu

Office Hours: Monday & Wednesday 3:30-5:00, Tuesday 1:00-2:00, or by appointment

Required Texts:

John Arthur, *Carpe Diem: A Concise Guide to College Success* (Pearson Prentice Hall, 2004)

Alison Bechdel, *Fun Home* (Houghton Mifflin, 2006)

Kate Bornstein, *Gender Outlaw: On Men, Women, and the Rest of Us* (Vintage, 1995)

Jonathan Ned Katz, *The Invention of Heterosexuality* (Chicago U. Press, 2007; originally publ. 1995)

Edward Stein, *The Mismeasure of Desire: The Science, Theory, and Ethics of Sexual Orientation* (Oxford U. Press, 1999)

Several articles posted to WebCT (listed in blue in reading schedule below)

Course Description:

Among western cultures, Americans have been especially worried about an alleged distinction between good and bad sexual identities. Why the furor? This question will be explored through an examination of the origin of the concepts of heterosexuality, homosexuality, and bisexuality, the significance of the existence of transgendered persons, and the continuing evolution of moral & scientific attitudes in our culture concerning these concepts, relying on a broad interdisciplinary selection of academic work: historical, philosophical, psychological, sociological, and religious, together with some literary and cinematic treatments of sexual identity.

Course Requirements:

Reading Quizzes: When the spirit moves me (which will be pretty often), I will administer a short (5 minute) quiz governing issues covered in the assigned reading on the current day. I'll often include a couple of questions from the previous day's material. Each of these quizzes will consist of half a dozen multiple choice and (very) short answer questions. I will drop two quizzes (your two lowest grades, if you haven't missed two or more quizzes) at the end of the semester. Because I drop quizzes, I do not allow make-ups for missed quizzes. Quizzes will be administered *at the beginning of class*. (I.e., if you show up late on a quiz day, you're just out of luck.)

There are four purposes for this exercise: (1) to encourage you to attend class regularly & punctually, and do the assigned reading on time; (2) to encourage you to read carefully and thoughtfully; (3) to encourage you to review what you learned after each class; (4) to reward you for taking (1) – (3) seriously. You'll get more out of the class this way, and you'll be able to participate more effectively in class discussions.

Papers: Over the course of the first half of the semester you will be assigned a series of four short reading analysis & response paper topics on Kate Bornstein's *Gender Outlaw*, which you will be reading on your own. Each of these assignments will have a specific due date. These are not intended to be lengthy. Each paper should run to about two pages, double-spaced. These exercises are to help you develop active critical reading skills, and your analytic writing skills.

In addition, you will be required to write a short quasi-research paper during the second half of the semester, using at least one, but no more than two academically respectable outside resources. We'll talk about what "academically respectable" means, and library data base search techniques, before you have to embark on this project. This paper, due Nov. 24 (the Monday before Thanksgiving) should be about five double-spaced pages in length. You will also have a short (not hard) graded library research exercise to help you prepare for this project.

Exams: Two in-class essay exams (one during finals period): I will provide you with a set of exam study questions a week prior to each exam, and schedule an optional review session outside of our regular class hours.

Cultural Events: This requirement, which will contribute to your class participation grade below, is not really tied to the course subject matter. But an important part of college life involves taking advantage of the variety of culture opportunities you have available to you as a member of a college community. Therefore I will expect each of you to attend a minimum of three cultural events over the course of the semester, either here at the College or in town, and submit a one-page commentary on any aspect of the event that you wish. (It doesn't have to be profound; this is mainly to serve for me as evidence that you attended, and to encourage you to develop the habit of taking advantage of some of these opportunities early on.) Cultural events might include theatrical productions, concerts, art exhibits, guest lectures in any discipline, visiting performances brought to campus, etc.

Class Attendance/Class Participation: I don't take class attendance, but I do expect you to be in class regularly. (Many faculty have quite specific attendance policies.) I do notice chronic absenteeism (obvious in a class this size), and that can affect your class participation grade—doubly so, via your quiz average, if you also miss very many quizzes as a result. (Conversely, many missed quizzes also make poor attendance more obvious.) Your class participation grade will depend in part on the regularity of your attendance (broadly speaking), in part on your submitting three cultural event commentaries, and in part on my perception of how well prepared you appear to be on a day-to-day basis. My perception of your level of preparation is influenced by a variety of things, including, but not limited to, your (relevant) contributions to class discussions, the overall quality of your graded work, especially quiz performances, and my sense of your general level of attentiveness in class.

Grading:

Reading Quizzes: 10%
 Reading Response Papers: 20% (4 @ 5% each)
 Library Research Exercise: 5%
 Research Paper: 20%
 Mid-term Exam: 20%
 Final Exam: 20%
 Class Participation (including attendance): 5%

Grading Scale:

A	91 or better	C+	75-77.9
A-	88-90.9	C	71-74.9
B+	85-87.9	C-	68-70.9
B	81-84.9	D+	65-67.9
B-	78-80.9	D	61-64.9
		D-	58-60.9

Honor Code:

The College of Charleston has an Honor Code, and you are expected to adhere to it, in this and all your courses. You can learn about its details at:

http://www.cofc.edu/StudentAffairs/general_info/honor_system/

There is also a good common sense introduction to concepts like plagiarism in Chapter 8 of John Arthur's little book, *Carpe Diem*, of which we are going to be reading a number of chapters for class discussion. (That section is just four pages, and well worth the investment of your time.)

Reading Calendar

Aug 27 *Gender Outlaws* Course Introduction:
 Alison Bechdel, "Notes on Camp," "I.D. fixe?" & transitioning sequence

Sept 1 Liberal Arts discussion: *Carpe Diem*, Chs 1, 2, & 8 (Arthur, 3-27; 101-104)
 Mismeasure, Intro (Stein, 3-18)
 (Last day to add a course &/or drop one without a 'W')

Sept 3 *Mismeasure*, Ch 1, "Sex, Gender, Sexual Orientation" (Stein, 23-38)

- Sept 8 *Invention of Heterosexuality*, Ch 1 “The Geneology of a Sex Concept” (Katz, 1-18)
Invention of Heterosexuality, Ch 2 “Debut of the Heterosexual” (Katz, 19-32)
- Sept 10 *Invention of Heterosexuality*, Ch 3 “Before Heterosexuality” (Katz, 33-56)
- Sept 15 *Invention of Heterosexuality*, Ch 4 “Making the Heterosexual Mystique” (Katz, 57-82)
Invention of Heterosexuality, Ch 5 [in part] “The Heterosexual Comes Out” (Katz, 83-93)
- Sept 17 Radclyffe Hall, *Well of Loneliness*—excerpts
- Sept 22 *Mismeasure*, Ch 2 “What Is a Sexual Orientation?” (Stein, 39-70)
- Sept 24 Richard Nunan, “Channeling Augustine & Pelagius: Catholics & Protestants on the Homoerotic
 Film Discussion: *One Nation Under God* (Rzeznik & Maniaci, 1993; 83 minutes)
- Sept 29 *Mismeasure*, Ch 3 “Human Kinds” (Stein, 71-92)
- Oct 1 *Mismeasure*, Ch 4 “Essentialism and Constructionism about Sexual Orientation” (Stein, 93-116)
- Oct 6 Exam #1
 (Tuesday, Oct 7 = last day to withdraw with a ‘W’)
- Oct 8 Library Research Orientation
- Oct 13 **Fall Break**
- Oct 15 Alison Bechdel, *Fun Home*
- Oct 20 Alison Bechdel, *Fun Home* (continued) &
 Film discussion: *The Importance of Being Earnest* (Oliver Parker, 2002; 97 minutes)
- Oct 22 *Carpe Diem*, Ch 4 “Logic & Critical Thinking” (Arthur, 37-67)
- Oct 27 *Mismeasure*, Ch 5 “Emerging Scientific Program for ... Sexual Orientation” (Stein, 119-140)
- Oct 29 *Mismeasure*, Ch 5 “Emerging Scientific Program”—concluded (Stein, 140-163)
- Nov 3 *Mismeasure*, Ch 7 “Critique of the Emerging Research Program” (Stein, 190-206)
 (Beginning of Open Registration for Spring 09, according to earned hours & last name)
- Nov 5 *Mismeasure*, Ch 7 “Critique of the Emerging Research Program”—concluded (Stein, 206-228)
- Nov 10 *Mismeasure*, Ch 8 “Experiential Theories of Sexual Orientation” (Stein, 229-243)
- Nov 12 *Mismeasure*, Ch 8 “Experiential Theories of Sexual Orientation”—concluded (Stein, 243-257)
- Nov 17 *Mismeasure*, Ch 9 “Sexual Orientation and Choice” (Stein, 93-116)
- Nov 19 Film discussion: *Boy I Am* (Sam Feder & Julie Hollar, 2006; 72 minutes)
- Nov 24 Richard Nunan, “Transgendered Lives, Marriage, and the Scope of Free Expression”
- Nov 26 **Thanksgiving Holiday**
- Dec 1 Possible guest speaker date? (This may shift to a much earlier date)
- Dec 3 Film discussion: *Paris Is Burning* (Jennie Livingston, 1990; 78 minutes; previously viewed)
 bell hooks, “Is Paris Burning?”
- Dec 8 Film discussion: *Paris Is Burning* (previously viewed)
 Judith Butler, “Gender Is Burning: Questions of Appropriation and Subversion”
- Dec 12 (Fri.) **Final Exam (12:00-3:00)**

FYSM 168 Writing Assignments: Kate Bornstein's *Gender Outlaw*

The following six reading analysis & response questions focus on various aspects of Kate Bornstein's *Gender Outlaw*, in the order in which they emerge during the first three-fifths of the book, which I will expect you to read and digest on your own during the first half of the course. More specifically, in order to answer all these questions, you will eventually need to have read pp. 3-135 (part-way through Chapter 12). For the purposes of the following questions, you can safely skip Chapters 9 & 10 (87-98), and the discussion of S&M sex play in Ch. 12 (121-125). But everything else could be relevant to at least one of the questions below.

You are actually required to answer only *four* of the six questions. You get a choice between 2 & 3, and again between 4 & 5. But you are required to do both 1 & 6. Note the identical due dates within each those pairs. You turn in only *one* response for each due date, each of the four questions to be submitted by the beginning of class on their respective due dates. You should aim for about two full pages, double-spaced, for each of your responses. This is not a precise requirement. Sometimes it might take a little less time, sometimes a little more, depending on the question, and the efficiency of your writing style. Two pages isn't very long, so don't waste words! (Some writing advice follows the questions.)

1. Does Bornstein's account of the concept of gender, as explained in Chapter 4, "Naming All the Parts" correspond with Edward Stein's account of gender in Chapter 1 of *The Mismeasure of Desire* ("Sex, Gender, and Sexual Orientation")? If the two accounts are essentially identical, explain how. If not, what difference(s) do you see between them? {Due Monday, Sept. 8}
2. In Chapter 7, Bornstein says that she thinks "transsexuals keep away from each other because we threaten the hell out of one another." She offers an explanation of sorts in the next couple of pages, but she also talks about the idea of "passing" in this connection, although she says the two explanations are distinct, and she clearly prefers one to the other. Briefly summarize the two explanations. How might Bornstein's preferred explanation actually help support the explanation in terms of 'passing'?
[Note: Bornstein herself doesn't explain this. She treats the two explanations separately. So answering this last question requires some thought on your own part. It will probably also help to look ahead and read any other sections in which Bornstein discusses passing.] {Due Monday, Sept. 22}

or

3. In Chapter 8, Bornstein says that some cultural feminists who attack transgendered people (as Janice Raymond does in *Transsexual Empire*) do so in order to defend gender, but she doesn't directly explain how attacks like Raymond's constitute examples of 'gender defender' behavior. Why do you think Bornstein takes this view?
[Note: For this question, it would probably be helpful for you to do just a little outside research to find out what 'cultural feminism' means, if you don't already know. Bornstein also discusses Janice Raymond briefly back in Chapter 6.] {Due Monday, Sept. 22}
4. What is the standard meaning of *gender dysphoria*? Kate Bornstein offers a non-standard definition of this concept in Chapter 12. How does her definition differ from the standard definition? *Why* does she offer such a different definition? I.e., why does she think her definition still captures a kind of illness that corresponds to the standard definition in some way? {Due Wednesday, Oct. 8}

or

5. Why might someone take the view that the experience of transgendered people confirms an *essentialist* view of gender? After explaining this (see Stein, Ch. 5, on the subject of gender essentialism), indicate whether you think Kate Bornstein would agree or disagree with such an argument, and why she would agree or disagree. {Due Wednesday, Oct. 8}
6. In what sense does Kate Bornstein regard the set of transgendered people to be a more inclusive concept than the set of lesbians, gays, and bisexuals? Why might the latter group object to this characterization? What sorts of parallels (or differences) do you see between this discussion and the debate between feminists like Betty Friedan and the self-identified members of the 'lavender menace' summarized by Ned Katz in Chapters 6 & 7 of *The Invention of Heterosexuality*? [See especially his section on Friedan (Katz, Ch 6, "Questioning the Heterosexual Mystique, 113-121) and the

first two sections of Ch 7, “The Lesbian Menace Strikes Back” (139-154). The sections on Gayle Rubin (Ch. 6, 132-138) and Monica Wittig (Ch. 7, 154-162) are also very interesting, although not such essential reading for answering this particular question.]

{*Due Wednesday, Oct. 22*}

The purpose of this exercise is to give you a little practice developing your analytic writing skills, together with your ability to read academic material critically (in this case, what I would characterize as quasi-academic material, a hybrid of philosophical reflection and contemporary cultural studies). Academically-oriented reading should not be passive; it requires an attentive engagement that goes beyond just digesting the words on the page. You should also be thinking about the questions such writing raises in connection with other ideas which you are reading about, or which are brought to your attention through various kinds of artistic works (e.g., novels, plays, films, paintings), or which are familiar to you from past experience. You should also be thinking about possible problems the authors create for themselves internally, through the views they express. **On these issues, it will also pay dividends (and not just in this course), for you to read Arthur’s *Carpe Diem* Chapter 5, “How to Read” (69-75)** He offers excellent advice generally. Much of it is just common sense, but one person’s common sense can be another person’s dramatic epiphany (it happens to all of us, from time to time).

One way to achieve this sort of engagement in your reading is to write about it, to address for yourself, some of the issues that emerge in your reading. The questions above are designed to provoke such reactions with respect to Bornstein’s *Gender Outlaws*, sometimes by comparison with other writings we’re covering (Q.s 1, 5 & 6), and sometimes encouraging further internal analysis of Bornstein’s own views (Q.s 2, 3, & 4).

The sequencing of the questions and the due dates are designed to allow you time to read Bornstein’s book gradually (although it’s actually a pretty fast read [very accessible], fun to read, and quite thought-provoking). The sequencing is also designed to include other readings only after we have already covered them. (Well, for Q. 6 you have to read *two* sources on your own, because we won’t be covering the recommended bits of Katz’s Chapters 6 & 7 in class.) This sequencing, of both the readings and the questions, is intended to emphasize the value of doing things over time, rather than at the last minute. You’re effectively being asked to think about Kate Bornstein’s book in different ways, over a period of about six weeks. This is a good strategy generally, especially when it comes to writing longer more research-oriented papers later in your college career. Generally, when it comes to reading and writing, you get what you pay for. If you pay very little into the process in terms of time & thought invested, you’ll tend to get equally little out of the experience. What’s done at the last minute, in haste, isn’t as likely to stick with you. Nor are your insights likely to be very profound then, either.

Finally, a bit of advice about writing:

Avoid contentless opening paragraphs and tediously over-used empty expressions like ‘ever since the beginning of time’. This advice is relevant always, but especially so when you’ve already been assigned a specific discussion topic, in which case you probably don’t even need an introduction. (Introductory paragraphs *are* useful in longer more research-oriented papers that didn’t come with topics set in advance, but even there it is important to try to make your opening paragraph actually substantive.)

Use quotations sparingly. There are only two good reasons to introduce quotations: (i) when you’re saying something clearly controversial, and you need to cite some authority for supporting evidence for the claim, or establish that so & so really said this crazy thing; (ii) when you want to do a careful analysis of a passage, and you need the text there in your paper so you can actually refer to it.

Typically, students introduce quotations for a very bad reason: to write their papers for them. Avoid locutions like: “As Bornstein says:” or “Bornstein puts the point so much more eloquently than I could:” followed by a long quotation from Bornstein. I’m not interested in whether Bornstein understands what’s going on (in her case, I already know that!), but whether *you* do. While it is important for you to make reference to the fact that the following stuff is a summary of, say, Bornstein’s opinion about the significance of Janice Raymond’s critique of transsexuals (to avoid potential plagiarism problems), you should be analyzing and explaining Bornstein’s position in your own words, rather than relying on her to do the job for you. Remember that one of the purposes of this exercise is to give you some practice developing your expository writing skills, not practice faithfully copying out other people’s texts!

Finally, read John Arthur’s chapters 9-11, “Language Use,” “Grammar,” and “Punctuation” (105-133)—more succinct good advice, this time on writing rather than reading. (Chapter 7, “How to Write a Good Paper”, will be more relevant to your longer paper assignment later in the semester.)

Positive Psychology: Living Life to Its Fullest

FYSM 158-001

Fall 2008

Instructor: Dr. Rhonda Swickert

Office: 55 Coming, room 101

E-mail: swickertr@cofc.edu

Phone: 953-5046

Office Hours: M and W 1:00 – 2:30

Text: *Course Reader available at SAS-E Inc. 843.577.2774*

Course Description: The course will involve the examination of positive aspects of human existence. We will address topics such as happiness and well-being, forgiveness, and stress management. This course also will provide a general introduction to the College of Charleston and in doing so, we will discuss strategies to maximize your first year experience.

Course Outline

** These dates are tentative and may be subject to change by the instructor.*

DATE	TOPIC	Reading
<i>August</i>		
26	Experimental Methods	
28	Materialism and Happiness	<i>Longitude</i>
		1
<i>September</i>		
2	Factors that Influence Happiness	2
4	Happiness: Correlational Study Design	
9	Collecting Data and Reviewing the Literature	
11	Data Entry & Writing An Experimental Paper	
16	Preparing for Exams and Test Taking Strategies	
18	Exam 1	
23	Exam feedback	
25	Forgiveness	3
30	Forgiveness	4
<i>October</i>		
2	Field trip: Old Slave Mart Museum	
7/9	Emotional Intelligence	5
14	Fall break	
16	Exam 2	

<i>October</i>		
21/23	Optimism	6 & 7
28	Trauma and Perceived Benefits	8 & 9
30	Sense of Coherence	

<i>November</i>		
4	Exam 3	
6/11	Student Presentations	
13/18		
20	Stress Management	10
25	Pay it Forward: Helping Others	11
27	Thanksgiving Holiday	

<i>December</i>		
2	Jeopardy	
4	Make-up exams	
16	Final exam (12:00 p.m. – 3:00 p.m.)	

Attendance Policy

Students are expected to come to all classes. However, if a student is absent from class he or she is still responsible for all content presented during the missed class period. In addition, there will be several assignments given throughout the semester that can only be completed during class. If you are not in class the day of the assignment you will be unable to make up the points.

Exams

There will be four examinations for this course. Each exam may be comprised of multiple choice, matching, and essay items. Exams 1-3 will be worth **40 points each**. The Final Exam will be comprehensive and will be worth **70 points**. The student is strongly encouraged to take each exam when it is given. If you miss an exam you will be responsible for making up the exam on the Make-Up Exam Day which is **December 4th**. Make-up exams will be made up exclusively of essay items. Only one exam can be made up.

Group Discussions

Throughout the semester I will assign questions for group discussion. These questions will require you to apply your knowledge and understanding of positive psychology. You will be split up into groups comprised of approximately 2 to 3 people. You will typically have 30 minutes to address the questions that you have been given. The group as a whole will receive a grade for the report and this grade will then be applied to each individual's grade. The assignments will vary in the points that they are worth. The total number of points available for group discussions is **30 points**.

These discussions serve two purposes. First, they allow you to get hands-on experience with concepts in positive psychology. Second, they reinforce attendance to this class. These assignments often revolved around a film or study that is presented just prior to the assignment. Therefore, YOU HAVE TO BE IN CLASS TO DO THE ASSIGNMENT.

Homework Assignments

Throughout the semester homework assignments will periodically be made. The homework will usually involve short answer and essay type questions. Homework assignments need to be typed and are due at the beginning of class. Homework assignments will be worth **40 points**.

Oral Presentations

You will be required to give an oral presentation to the class. Potential topics for the oral presentations are listed below. Of the topics listed, you will need to select three that you would like to present. The deadline for submitting your selected topics is **September 2nd**. This presentation is worth **20 points**.

Spirituality, Stress, and Happiness	Physical Exercise and Stress Management
Cognitive Restructuring	The Flow state
Hardiness	Wisdom
Courage	Moral development
Attachment	Hypnosis
Meditation	Social support coping
Love	Humor and Stress Reduction
Biofeedback	Locus of Control
Creativity	Culture and well-being
Gratitude	Mindfulness
Individualistic vs. Collectivistic cultures	Self-efficacy

You should plan on giving a ten-minute presentation on the topic that you have selected. You will be graded on two major criteria: Content of the presentation (80%) and creativity of the presentation (20%). Regarding the content of the presentation, you should: (1) provide a succinct review of the theory, (2) present examples to illustrate the theory, and (3) explain how the theory relates to happiness and well-being. You should provide a handout (1 to 2 pages) for your classmates (and teacher) that summarizes the information that you are presenting and generate 6 multiple choice items that assess information that is discussed in your presentation. Regarding the creativity of the presentation, you are encouraged to utilize strategies to present the information in an interesting format. For example, try to think of demonstrations or hands-on activities that will get the class involved in the learning process.

Review Assignment: Jeopardy

At the end of the semester I will host a Jeopardy contest. All members of the class are expected to contribute to this effort and you will be rewarded for your participation with **5 points credit** toward your grade. You may choose to participate in one of two ways: 1) You may volunteer to be a Jeopardy contestant, or 2) You may write questions for use in the tournament. If you choose to write questions you must submit at least 20 questions over any of the material covered in this class. To illustrate, this is what a question might look like:

This percentage of an individual's happiness score is believed to be genetically determined.

What is 50%?

These questions should be typed and are due by **November 25th**. **November 18th** is the deadline for individuals to volunteer for the contestant positions.

Grade Distribution

Exams 1-3	120	A	261 – 285
Final Exam	70	A-	257 – 260
Group Work	30	B+	253 – 256
Homework	40	B	233 – 252
Oral presentation	20	B-	229 – 232
Jeopardy	<u>5</u>	C+	225 – 228
	285	C	205 – 224
		C-	201 – 204
		D+	197 – 200
		D	177 – 196
		D-	173 – 176
		F	172 or lower

College of Charleston Honor Code and Academic Integrity

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student's actions are clearly related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student, will be forwarded to the Dean of Students and placed in the student's file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student's transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information stored on a cell phone), copying from others' exams fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the *Student Handbook* at http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html.

First-Year Seminar: Animal Minds, Animal Rights

FYSM 152.001

Fall Semester 2008-2009

Instructor: Dr. Hugh Wilder, Department of Philosophy

Office: 14 Glebe Street, Room 202

Office Hours: 9:30-11:00 AM and 1:30-3:00 PM Tuesday

9:30-11:00 AM Thursday

Others may be arranged

Office Phone: 953-5491

E-Mail wilderh@cofc.edu

Required Texts

John Arthur, *A Concise Guide to College Success*

David De Grazia, *Animal Rights: A Very Short Introduction*

Peter Singer, *Animal Liberation* (revised edition)

Dava Sobel, *Longitude*

WebCT

Additional required readings and other seminar materials are posted on the course WebCT page, accessed from the College of Charleston home page (www.cofc.edu).

College Library

One of the aims of this course is to familiarize you with the services and resources available through the Addlestone Library. Help is of course available in the library as well as on the library's web site. In addition, our seminar is fortunate to have its own dedicated library liaison, Ms. Sheila Seaman, Assistant Dean of Libraries. Ms. Seaman will lead class sessions on how the library can support your academic work and is available for consultation on your work for our seminar. You may reach her by e-mail (seamans@cofc.edu).

Seminar Description

As a first-year seminar, this course will introduce you to academic life at the College of Charleston. You will learn about our academic expectations and requirements and you will become familiar with resources available to help you meet your academic goals. The specific focus of our seminar is the topic of animal minds and animal rights. What kinds of minds – if any – do non-human animals possess? What moral rights – if any – do animals possess? How are these two problems related? The issues are fascinating and strongly contested: answers affect public policy (How should animal research be regulated?) and personal choice (Should I be a vegetarian?). As the title indicates, the seminar is divided into two parts. In the first, we will focus on philosophical and scientific studies of animal minds. Specific topics covered will include animal consciousness, emotions, pain and suffering, and language. The second part of the seminar will be devoted to issues in animal ethics: theories of animal welfare and animal rights, the ethics of using animals in scientific and medical research, the ethics of zoos, keeping pets and eating meat.

Course Aims

1. Through focused study of the topic of animal minds and animal rights, to help you gain and strengthen intellectual skills and habits of mind which will enable you to succeed in college and in your development as a life-long learner responsible for your own learning.
2. To demonstrate standards and expectations for college-level learning.
3. To introduce the liberal arts and science education offered at the College of Charleston.
4. To introduce you to philosophical and scientific methods of research and analysis.
5. To help you develop and strengthen higher order thinking skills – applying ideas, analyzing problems and concepts, evaluating proposals and choices, creating new hypotheses.
6. To acquaint you with academic resources available at the College of Charleston.
7. To acquaint you with and foster respect for the values of academic integrity and the College Honor Code.
8. To encourage you to become constructively engaged and responsible members of the College and local communities.
9. To foster the development of an intellectual community and friendships based on our common seminar work.

Learning Objectives

At the conclusion of the seminar, you should demonstrate improvement in the following areas:

- Effective reading, writing and speech;
- The use of academic resources at the College of Charleston;
- Familiarity with appropriate data, information and knowledge-gathering techniques and research skills;
- Using appropriate critical thinking skills and problem-solving techniques;
- Familiarity with and understanding of philosophical reasoning about and scientific study of the topics of animal minds and animal rights.

Course Requirements

1. “Monday Papers”: Ten short (1-2 page) papers (2 points each), due in class on any ten Mondays. No late papers will be accepted for any reason (plan ahead!). Some topics will be announced, some will be your choice.
2. Mid-term exam, Oct. 3. (20 points)
3. Final exam (non-cumulative), Dec. 12, 8-11 am. (20 points)
4. Argumentative paper (3-4 pages) due Oct. 17. (15 points)
5. Research paper (5-6 pages); prospectus due Oct. 24 (5 points), final draft due Nov. 10. (10 points)
6. Group debate. (5 points)
7. Participation: Including class **attendance** and **participation**, as well as certified attendance at **five approved extra-curricular cultural events or activities** (see below). (5 points)

Grading Scale

A	92-100	Superior
A-	89-91	
B+	86-88	Very Good
B	82-85	Good
B-	79-81	
C+	76-78	Fair
C	72-75	Acceptable
C-	69-71	
D+	66-68	
D	62-65	Barely Acceptable, Passing
D-	59-61	
F	0-58	Failure

Attendance

Attendance is required and I take roll every day. This is a seminar and you are member of the seminar. You are responsible for all assignments and announcements made in class.

Absence Policy

More than four unexcused absences may result in a grade reduction. More than six unexcused absences may result in a grade of "WA" (a failing grade).

As the course instructor, it is my responsibility to grant excuses for missed classes (no one else may excuse you). I will excuse your absences on reasonable grounds (for example, illness or family emergency; when you are participating in off-campus College-sanctioned activities; **not** for conflicts with work, personal travel, etc.). For an absence to be excused, you must submit your written (or e-mailed) excuse to me within two class days after the absence. I do not accept excuses from other parties (doctors, the Office of Undergraduate Academic Services, Health Services, etc.). I will inform you if your absence is excused or not.

Plagiarism and Cheating

I expect you to be familiar with and abide by the Student Honor Code of the College of Charleston (see the 2008-2009 Student Handbook, posted on the College website). Plagiarism (representing as one's own the ideas or work of another), lying, and cheating will not be tolerated.

I will report cases of suspected academic dishonesty directly to the Dean of Students. A student found responsible for academic dishonesty will receive a grade of XF in the course, indicating failure of the course due to academic dishonesty. The student may also be placed on disciplinary probation, suspended or expelled from the College by the Honor Board.

Note that submitting false extra-curricular event attendance reports, false absence excuses, and falsifying attendance records are all cases of academic dishonesty and will not be tolerated. Unauthorized collaboration – working together without permission – is also a form of cheating. Other examples of cheating include possessing or using an unauthorized study aid (such as a cell phone during a test), copying from another's exam, and giving unauthorized assistance.

Disability Statement

If there is a student in this class who has a documented disability and has been approved to receive accommodation through SNAP Services, please discuss possible accommodations with me in a timely way.

Class Format

We have the luxury of a small seminar class. I expect you to take advantage of this. Weekly reading assignments are given in the tentative schedule. Read the assignments in advance of our discussion of them. Discussion will focus closely on the reading. I expect you to come to class (text in hand!) ready to discuss the material. Some of the readings are difficult and some are very controversial. Understanding them will require lots of advance preparation as well as hard work in the seminar.

Debates

We will have four group debates; you will each participate in one:

- The main purpose of a College of Charleston education is to prepare you for success in your chosen career.
- It is unlikely that fish feel pain.
- Language is unique to humans; no other animal has or can acquire the ability to use language.
- Eating meat is morally defensible in our society.
- Research using animals is morally defensible in the following areas:
 - Original research in pursuit of applied scientific knowledge;
 - Testing substances for safety;
 - For educational purposes (dissection, etc.).

Cultural Events Requirement

You are required to attend at least five approved extra-curricular cultural events or activities during the semester (by the last day of class). Appropriate events include concerts, performances and exhibits sponsored by the School of the Arts, lectures sponsored by academic departments or student organizations, events associated with Convocation, etc. They must be on-campus or College-sponsored events. In general, sports and entertainment events are not appropriate; nor are instructional workshops or training sessions. I will announce many events and I encourage you to suggest possible events and activities. I will let you know if an event is approved for credit. To receive credit, you must submit a one-page attendance report within one week of the event. Your report must include the event title, date and time, the name of speaker or main performer(s), and a brief summary and personal reaction statement (one paragraph will be sufficient).

My Expectations

1. I have very high expectations for this seminar and for your performance in it. I expect serious commitment and motivation from each of you.
2. I expect serious advance preparation for each class.

3. I expect each of you to attend each class. If you miss a class, you are responsible for the material covered and for any announcements made.
4. I expect you to participate in class. I welcome your contributions – comments, questions, opinions, perspectives. We are members of a seminar and I expect you to be engaged in our common work.
5. I expect you to arrive on time and not to leave early.
6. I expect common courtesy and respect, shown to me as well as to other students. Again, we are a seminar; I expect us to work together in constructive and collegial ways.

I look forward to working with you this semester.

FYSM 152.001: Animal Minds, Animal Ethics
Fall 2008-2009

Tentative Schedule

Date	Topic	Reading
1. Aug. 27, 29	Intro	Plato*
2. Sept. 1, 3, 5	Intro	Arthur, Chs. 1 and 2; <i>Longitude</i>
3. Sept. 8, 10, 12	Animal Liberation	Singer, Prefaces and Ch. 1 10 th : Library class
4. Sept. 15, 17, 19	Animal Liberation	Singer, Chs. 5 and 6
5. Sept. 22, 24, 26	Animal Minds	Goodall*; Crist*
6. Sept. 29, Oct. 1, 3	Animal Minds: Consciousness	Blackmore*; Descartes* Oct. 3: Mid-Term Exam
7. Oct. 6, 8, 10	Consciousness	Radner & Radner*; Griffin* Arthur, Chs. 7-11
8. Oct. 15, 17	Pain & Suffering	Bateson*; Kennedy* Oct. 17: Argumentative paper d
9. Oct. 20, 22, 24	Pain & Suffering, Emotion	Shanks*; Gallup*; Povinelli* 24 th : Research paper prospectus due 24 th : Library class
10. Oct. 27, 29, 31	Emotion, Language	Bekoff*; Hillix & Rumbaugh*
11. Nov. 3, 5, 7	Language	Anderson*; Wynne*
12. Nov. 10, 12, 14	Animal Rights	DeGrazia, Preface, Intro, Chs. 1 and 2 Nov. 10: Research paper due
13. Nov. 17, 19, 21	Animal minds, suffering, confinement, death	DeGrazia, Chs. 3 and 4
14. Nov. 24	Eating meat	DeGrazia, Ch. 5
15. Dec. 1, 3, 5	Pets, zoos, animal research	DeGrazia, Chs. 6 and 7

Professor Diane Johnson, Art History Department, 303 Simons Center for the Arts
E-mail: JohnsonDC@cofc.edu (please note the DC)
Phone: leave message at department office: Ms. Wilson, admin. Assistant: 953 8285

This freshman-only course is intended to operate as a "seminar." By official definition, a **seminar is "a group of students (usually graduate students) engaged, under a professor, in original research."** In this type of course, the "engagement" of the students is the primary factor in its ultimate success.

The **topic of the seminar is the art of Pablo Picasso (1881 – 1973)**, who is recognized as the greatest, if not necessarily the best-loved, European artist of the 20th century. We will narrow the topic a bit by focusing on two of the major themes in Picasso's art, **love and death** (in Greek terms, Eros and Thanatos). Love, a noun, is defined as "a feeling of strong personal attachment induced by sympathetic understanding, ties of kinship, tender and/or passionate affection." In particular, Eros refers to sexual love. Death is simply a noun meaning "loss of life."

Goals for the course include your learning and being able to use in discussions and papers, the major facts about the art of Picasso and the major methods of the discipline of Art History; learning how to "read" works of visual art, in general; and understanding how to relate the visual facts of a work of art to various types of contextual information surrounding that work.

Required texts: The Ultimate Picasso, Leal, Piot, and Bernadac. Paperback.

Look! The Fundamentals of Art History, D'Alleva, paperback.

Both are available at University Books on King Street, and the CofC Bookstore.

Other materials:

Make sure you have a Planner...daily, weekly, monthly –your choice. Use it every day. You will be asked to bring it with you when you come in for your individual visits.

Purchase a sketch pad...8 x 11 ½, and a set of #2 pencils.

Purchase a box of pastels..an oily crayon..with at least 8 colors.

Purchase a sturdy College notebook for your daily class notes. This will also come with you whenever you have individual visits.

Exam and Assignments:

1. Beginning Monday Sept 8th, and each Monday thereafter, bring to class a written list of 10 important points and images about love and death that you've found in the Chapter from The Ultimate Picasso assigned for that week. We will discuss those concepts in class, and you will turn in your written list.
2. There will be at least five papers (usually 3 –8 pages) due over the semester. More information on each will be provided later as we go through the semester.
3. There will be oral reports from all students over the semester on: a book selected from the College Library; seminars given by the Center for Student Learning; other issues that arise from the course materials. These reports to the class, together with your everyday participation in class, are major parts of your activities for this seminar.
4. Final Exam will be a cumulative slide identification test (see Look! Chapter 5 on Slide identification tests)

Grading:

The five papers total 50%, the 12 weekly concept papers total 20%, your active participation and oral reports total 20%, and the final exam is 10%.

Late assignments and unexcused absences from in-class presentations and papers result in the grade of F for that assignment.

Attendance Policy: Since this is a seminar, your presence is as important, if not more so, than that of the professor. You are teaching and learning from each other. Your attendance at each class is, therefore, required. **Any absences will detract from your grade.**

Proposed Schedule: May change! Pay attention each day. What goes on in class each day, including new assignments or changes in the schedule, is **your responsibility**. Most announcements will be made at the **beginning** of class (it is important for you all to be in your seats, on time).

August 25	Convocation 4 PM
27	Introduction to the course: Discuss <u>Longitude</u>
29	Preview <u>Ultimate Picasso</u> text, study the Chronology pp. 489-501

Sept	1	<u>Look! Introduction and Chapters 1 and 2</u> for discussion-Art as Visual Language: First paper assigned -This is last Day to Add or Drop a fall course
	3	Formal (Visual) Analysis (<u>Look!</u> Chapter 2)
	5	First Paper Due at Classtime. First student reports on CSL seminar -Halsey Institute Art Opening 6 PM. Exhibit up until Oct 10) -Sign up for individual meeting times with me
	8	Text Chapter 1 concept notes and discussion
	10	Love/death? Read <u>Look! Chapter 3 Contextual analysis</u>
	12	CSL reports: visit from Reference Librarian, Phillip Powell; Book search/report assignment given
	15	Text Chapter 2 concept notes and discussion
	17	
	19	CSL reports; 2nd paper assignment given
	22	Chap. 3
	24	
	26	CSL and first book reports
	29	Chap 4 - and First Classical Guitar concert..Recital Hall 8PM
Oct	1	Discuss final Paper assignment...on Picasso and the Guitar
	3	CSL and book reports
	6	Chap. 5 (Tuesday October 7 is the last day to Withdraw from courses without penalty)
	8	
	10	Second paper due at classtime. CLS reports, book reports
	13	FALL BREAK
	15	Chap. 6
	17	CSL and book reports (your midterm grades are available on Cougartrail)
	20	Chap 7
	22	
	24	CLS ; third paper assigned; book reports
	27	Chap 8
	29	
	31	Halloween: CSL, book reports. Picasso and Masks???
Nov	3	Chap. 9, 3 rd paper due at classtime
	5	
	7	CSL reports; books
	10	Chap 10-Tues the 11th ...second Classical guitar concert Recital Hall 8 PM
	12	4th Paper assigned..topic of Theater in Picasso's art- Thurs the 13th begins the performances of Tartuffe through the 18th
	14	CSL reports
	17	Chap. 11
	19	
	21	4 th Paper due; CSL reports
	24	Discussion of final exam..selection of works to memorize
	26	Thanksgiving Break
	28	XXXX
Dec	1	Chap. 12.
	3	
	5	Last paper due at classtime
	8	Last Day

Sociology/English 101.F06 Learning Community Essay #4: *Hollywood Goes to High School* Analysis Paper Peer Editing (in English 101): November 24 Essay Due: December 3 in English Class

In his book *Hollywood Goes to High School*, Robert C. Bulman has called films modern-day folk tales, but ones grounded in a specific cultural context that helps us to make sense of society.

Assignment:

Replicating Bulman's content analysis, choose ONE film from *Coach Carter*, *Freedom Writers*, *Charlie Bartlett*, or *Mean Girls*, and, following a brief summary of the film's plot, answer these questions:

1. What are the conventions of your film's sub-genre, and how well does your film follow them? (See chapter on your sub-genre, especially the conventions of what makes someone a hero.)
2. What does the film tell us about American cultural values? How does it, regardless of sub-genre, illustrate the cultural power of the middle class perspective and values? (See end of Ch. 7 in

Hollywood Goes to High School.)

1. Describe one particular scene that you think best illustrates the film's message about individualism, and explain why you think it does. What type of individualism is portrayed?
2. In your conclusion, explain if your film supports or contradicts Bulman's thesis. How? Be specific.

Requirements:

- Four-five pages in 12-point font; double spaced; stapled
- Two copies of the same paper
- Two secondary sources (quoted or paraphrased), ONE of which may be your *Contexts* or *Inside Sociology* textbook, NOT both. Note: *Hollywood Goes to High School* is your *primary* source, so you need two sources besides this text
- MLA parenthetical and works cited format
- Clear organization moving systematically through the questions above and connecting ideas with transitional words/phrases
- Well-integrated sentences and paraphrases

- Peer Review draft and comments from student evaluators attached to the copy of the essay for Dr. Fitzwilliam (may be secured with a paper clip)

Grading Focus:

Professors Stein and Fitzwilliam will be grading THE SAME PAPER, but we will be looking at different things.

Stein:

- The application of sociological concepts to the film you have chosen
- How well you apply Bulman's principles in analyzing the film
- How well you answer all the questions listed above.

Fitzwilliam:

- Clear organization (thesis, topic sentences, transitional words/phrases)

<http://cofc.edu/-steina/hollywoodlcf08.htm> 12/8/2008

Untitled Document Page 2 of 2

- Adequate support for ideas, from both primary and secondary sources without allowing these other texts to overwhelm your own voice
- Proper integration of sources into your sentences
- Clarity of wording (style)
- Editing skills to eliminate distracting mechanical errors

No late papers will be accepted unless there are compelling reasons for doing so and you have official documentation explaining why.

No e-mailed papers accepted

Good luck!

<http://cofc.edu/-steinalhollywoodlcf08.htm>

Dr. Fitwilliam and Dr. Stein

English 101 and Sociology 101

3 December 2008

Freedom Writers and How it Reflects American Culture and Individualism

Freedom Writers, produced in 2007 and directed by Richard LaGravenese, is an inspirational film about a teacher named Erin Gruwell and her determination to give a group of inner city kids a voice. Erin Gruwell is a new teacher beginning her career in a heavily segregated school in Long Beach, California. Throughout the movie she faces struggles with her students, co-workers, administrators and her husband. The movie starts with the students not getting along because of their racial conflicts but by the end of the movie Erin Gruwell is able to show her students that they all have things in common. She is able to unite her class together and teach them that they can do anything they want to do as long as they put the effort in and work hard.

The conventions of an urban sub-genre are represented in *Freedom Writers*. In an urban sub-genre, a culture of poverty, the individual attitude of the students, an uncaring school staff, and an outside teacher hero are all focused on. A culture of poverty is evident in the *Freedom Writers* because the inner city students are not portrayed as being poor because of racial discrimination or their lack of opportunities but are poor "because they have the wrong values and the wrong attitudes about school, work, and family" (Bulman 49). The majority of the students in the film is involved with gangs, come from a family that is abusive or broken up, and has a bad attitude towards school. Robert Bulman states that "Most of the urban public school films portray the individual attitude of the students as the primary obstacle to their academic

achievement. These students don't have the right manners, the right behavior, or the right values to succeed in school" (51). The students in the film do not understand how school will help them in the future. The primary concern among the students is not academic success, instead they focus on whether or not they will live to see the next day because they have to deal with violence on a day to day basis. This sub-genre also focuses on uncaring school staff members who are indifferent to whether or not the students succeed. In the movie the head of the English department, Ms. Campbell, does not think the students in Mrs. Gruwell's class are able to succeed. Similarly, the teacher of the distinguished honor students thinks most of the students in the school are no good. Gruwell gets little support from her fellow co-workers so she goes right to the board of education and discusses her complaints with them. She is the outside teacher hero who wants to make a difference in the lives of her students. As well as being new to the school, Gruwell is new to the profession but by the end of the movie she has given her students hope and given them the opportunity to succeed. Bulman states that "All [the teacher needs] to bring to the classroom is discipline, tough love, high expectations, and a little good old-fashioned middleclass common sense about individual achievement and personal responsibility" (54). In the end, Gruwell gives her students the tools necessary to be heard.

Middle class values represent American cultural values. Middle class norms are what the American culture is made up of. Bulman states that "The optimism, hard work, personal freedom, faith in the individual, and belief in the ultimate fairness of the system that characterize American culture also characterize American film" (149). In the movie Gruwell gives her students hope for the future. In one scene Gruwell gives all of her students a journal to write in.

The only rule that the students have to follow is they have to write in the journal everyday but they can write about whatever they want. This journal gives them the ability to express themselves which in turn gives them a voice. They find a sense of personal freedom and control over their lives when they write in the journals. However, Gruwell teaches them more than just how to work hard but she allows them to experience the outside world. She teaches a unit on the Holocaust which fascinates all of her students and they go to the Holocaust museum to learn more. They get engrossed in the story of Anne Frank and they all want to find a way to bring Miep Gies, the woman who hide the Frank family, to their school to speak. They decide to hold a fundraiser to raise money to bring Miep Gies over. This encourages the community to get involved. They reach their goal and have Miep Gies speak to their class. In Bulman's book he says, "Americans believe that the individual is more powerful than society, yet we as individuals are dependent upon community" (163). Without the support of the community the class would not have been able to reach their goal.

The type of individualism that is portrayed in *Freedom Writers* is utilitarian individualism. When Bulman discusses utilitarian individualism in his book he states that "In the urban school films, middle-class teacher-heroes insist that their impoverished students become utilitarian individuals-that they work hard in school, set high goals for themselves, and take full individual responsibility for escaping the culture of poverty" (19). In one of the scenes Erin Gruwell makes it very clear to her students that they are accomplishing their own goals. She does not want them using her as an excuse for why they cannot succeed. She says to her students, "You made it to your junior year. Think about how you did that. Everyone in this room has a chance to graduate... and you did that not me" (*Freedom*). She is ensuring that her students take responsibility for their own actions and realize that they are accomplishing goals

because of their own personal hard work. They are now getting the opportunity to graduate and move on in their lives. A lot of the students will be the first ones in their families to graduate from high school.

In *Freedom Writers* there are many scenes that illustrate the film's message about individualism but there is one scene that captures the essence of individualism. The title of the scene is "Home"; however the main topic discussed is a "Toast for Change." In this scene Gruwell has bought all of the students in her class four new books that they will be reading during the semester but before they take them they have to make a "Toast for Change." Posing as an advocate for change, she wants everyone in her class to silence all the voices that have ever told them that they could not succeed. Her goal is to make her students realize that from *this* point on it is their responsibility to take control of their lives. For example, one girl thought she was going to get pregnant and drop out of school at 16 like her mother but she makes a "Toast for Change," saying, "It's not going to happen" (*Freedom*). Another girl makes a promise to herself that she will no longer deal with abuse. She will be strong. Finally, a boy says that his mother kicked him out when he got involved in the gang life, but he wants his mother to see him graduate from high school. He wants to see the day that he turns 18. This scene effectively gets the message of individualism across because the students are willing to step away from the norm that is expected of them and instead take responsibility into their own hands and do what they want. The students want to make a change in the direction their life is going in. They are setting goals for themselves that they want to achieve. The students are no longer restrained by the culture they live in. They are overcoming the culture of poverty and making a name for themselves.

Freedom Writers supports Robert Bulman's thesis. In his thesis Bulman states that: To understand how Hollywood makes sense of youth, education, and inequality is to catch a glimpse of how we as a society implicitly make sense of these things. If we are to challenge these views-to engage in critical dialogue with American culture--it is necessary to exercise our sociological imagination. Only by looking at our own lives and at cultural artifacts in the rich complexity of social context can we begin to unpack the mysteries and contradictions of American life--and to change it. (168)

Freedom Writers accurately portrays how the American society looks at the urban sub-genre of films. American people in general look down on the lower class and believe in the culture of poverty. These beliefs are shown in *Freedom Writers* and are a reflection of middle-class American culture. In the film Gruwell shows her students how their individual lives are connected to the larger picture of society. She helps them find the link between the difficulties in their lives to the difficulties that people in the Holocaust faced. Gruwell teaches her students that American middle-class values like hard work, free expression, and individualism will help them develop into successful people. According to Bulman, middle class values are "considered to be the 'normal' experience in American life" (7-8). Bulman's thesis is centered on middle-class values and the ability for the American people to make the connection between their personal lives and the lives of everyone around them.

Works Cited

Bulman, Robert C. *Hollywood Goes to High School: Cinema, Schools, and American Culture*. New York: Worth, 2005. *Freedom Writers*. Dir. Richard LaGravenese. Perf. Hilary Swank, Patrick Dempsey, and Mario. Paramount Pictures, 2007. DVD.

Chemistry 111, Principles of Chemistry
Section F8/FA8, Linked Learning
Community to Biology III Instructor:
Class Time:
Lightsey Conference Center Room 344
Office:
Phone:
e-mail:

Dr. Riggs-Gelasco

MWF, 11:00-11 :50

Science Center, room 305
953-7182
gelascop@cofc.edu



**College of Charleston
First-Year Experience Survey**

Thank you for completing the following questions about your First Year Experience (FYE) in your Freshman Seminar (FYSM) or Learning Community (LC) course(s). Your participation is voluntary and your responses will help us develop programs and services to assist first year students in making the transition to college. Your answers are confidential and your responses will only be used for institutional assessment purposes.

I. BACKGROUND

Residency Status: SC State Resident Out of State Resident International Student

What is your academic intent at this time?

- Plan to graduate from this institution
- Plan to transfer to another higher education institution
- Plan to explore options other than College of Charleston
- Unsure

II. FYSM OR LC COURSE(S) EXPERIENCE

How did your coursework in your FYSM or LC course(s) contribute to the following:

SA-Strongly Agree A-Agree NO-No Opinion D-Disagree SD-Strongly Disagree

	SA	A	NO	D	SD
Developing my problem solving skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sharpening my analytical skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing my ability to work as a team member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling more confident about tackling unfamiliar problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving my skills in written communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving my skills in oral communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing my ability to correct errors in my own writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a personal code of values and ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributing to the welfare of your community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming more intellectually curious about the world in which I live	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacting with faculty contributed to the value of my academic experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing friendships or study groups with classmates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding the value of a liberal arts and sciences education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in the FYE made my transition to college easier	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend the FYE to other first year students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much did your coursework in your FYSM or LC provide an opportunity to participate in the following activities:

F-Frequently O-Often S-Sometimes N-Never

	F	O	S	N
Civic engagement or voting in local, state, or national elections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss complex real world problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use the resources and services available on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Investigate a research question	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read journals or books related to course discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raise and discuss questions or topics in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establish learning goals and track progress towards completion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make an oral presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write a short or long paper about your position or research findings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use information gathering techniques to conduct research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend campus events and activities relevant to class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare and contrast divergent worldviews	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How many times did you meet with your faculty member outside of class?

- 5 or more times 4 times 3 times 2 times 1 time Never

Please indicate how intellectually challenged you were in your FYSM or LC coursework:

- Very challenged Challenged Not very challenged Not challenged at all

III. WRITING IN YOUR FYSM OR LC COURSE(S)

How many pages of writing did you turn in for a grade?

- None 1-10 pages 11-20 pages 21-29 pages 30 or more pages

Did you receive feedback on any drafts of a paper? Yes No

How did your instructor generally provide feedback on assignments? Yes No

A grade	<input type="radio"/>	<input type="radio"/>
Identification of errors in spelling, word choice, punctuation, and grammar	<input type="radio"/>	<input type="radio"/>
Comments on the assignment's content, thesis statement/claim, organization and/or audience	<input type="radio"/>	<input type="radio"/>
Rubric that explained the characteristics of A, B, C, and D level work	<input type="radio"/>	<input type="radio"/>

What kinds of writing did you do in this course? (Please select all that apply)

- | | |
|--|---|
| <input type="radio"/> Creative Writing | <input type="radio"/> Short Reaction Papers |
| <input type="radio"/> Article Critiques | <input type="radio"/> Short Essays |
| <input type="radio"/> Journals/Reflections | <input type="radio"/> Short Research Papers (10 pages or fewer) |
| <input type="radio"/> Online Writing (blogs, etc.) | <input type="radio"/> Long Research Papers (11-20 pages) |

IV. CAMPUS SERVICES AND RESOURCES

How often have you used the following services or resources for assistance?				Service or Resource:	Did you benefit from this service or resource?	
Very Often	Often	Sometimes	Never		Yes	No
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Center for Student Learning	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Academic Advising & Planning Center	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Library Website (for research purposes)	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Library Reference Desk (for research purposes)	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Career Services	<input type="radio"/>	<input type="radio"/>

V. PLEASE ANSWER THE FOLLOWING ONLY IF YOU HAD A PEER FACILITATOR

If you did not have a peer facilitator, please skip to section VI

SA-Strongly Agree A-Agree NO-No Opinion D-Disagree SD-Strongly Disagree

	SA	A	NO	D	SD
The synthesis seminar led by a peer facilitator helped make my transition to college easier	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My peer facilitator encouraged discussion about academic and social issues in the synthesis seminar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The synthesis seminar was a valuable part of my academic experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The peer facilitator was helpful and supportive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

VI. Recommendations or comments about your FYSM or LC course(s):



YOUR FIRST COLLEGE YEAR 2009 SURVEY

CIRP

PLEASE PRINT IN ALL CAPS (one letter or number per box). All information is confidential.
 Your name and email address here helps to facilitate follow-up studies to improve the college experience.

NAME: First MI Last

BIRTH DATE: Month (01-12) Day (01-31) Year

STUDENT ID# (as instructed): EMAIL (print letters carefully):

SERIAL #

MARKING DIRECTIONS

- Use a #2 pencil or black or blue pen.
- Erase cleanly any answer you wish to change or "X" out mark if in pen.

CORRECT MARK

INCORRECT MARKS

Group Code

A	B

Congratulations on your progress during your first college year. We are very interested in your experiences as a first-year college student. This form has been designed to provide feedback that can help improve the first-year college experience. Thank you very much for your help with this important project.

1. Compared with when you entered this college, how would you now describe your: (Mark one for each item)

	Much Stronger	Stronger	No Change	Weaker	Much Weaker
General knowledge.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of a particular field or discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of people from different races/cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of the problems facing your community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of national issues ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of global issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to conduct research.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work as part of a team ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical thinking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analytical/problem-solving skills ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Since entering this college, how often have you interacted with the following people (e.g., by phone, e-mail, Instant Messenger, or in person): (Mark one for each item)

	Daily	2 or 3 times per week	Once a week	1 or 2 times per month	1 or 2 times per term	Never
Faculty <u>during</u> office hours.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty <u>outside</u> of class or office hours.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic advisors/counselors.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other college personnel.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Close friends at this institution.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Close friends <u>not</u> at this institution..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your family.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate students/teaching assistants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Close friends from your high school..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Do you have any concern about your ability to finance your college education? (Mark one)

None (I am confident that I will have sufficient funds)

Some (but I probably will have enough funds)

Major (not sure I will have enough funds to complete college)

4. Since entering this college, how often have you felt: (Mark one for each item)

	Frequently	Occasionally	Not at all
Lonely or homesick	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Isolated from campus life ..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unsafe on this campus ..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worried about your health.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
That your courses inspired you to think in new ways .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
That your job responsibilities interfered with your schoolwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
That your schoolwork interfered with your job responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
That your family responsibilities interfered with your schoolwork ..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
That your social life interfered with your schoolwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family support to succeed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. How would you characterize your political views? (Mark one)

Far left

Liberal

Middle-of-the-road

Conservative

Far right

6. Please rate your satisfaction with this institution on each of the aspects of college life listed below: (Mark one for each item)

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Can't Rate/No Experience
Your overall academic experience.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom facilities ..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer facilities/labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library facilities and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laboratory facilities and equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of computer training/assistance .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of Internet access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic advising...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutoring or other academic assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student housing facilities (residence halls, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student housing office/services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial aid office ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial aid package .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student health services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychological counseling services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recreational facilities .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Orientation for new students.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for community service..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself. (Mark one for each item)

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Academic ability ..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Artistic ability.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competitiveness..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer skills...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperativeness ..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drive to achieve ..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional health ..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership ability ..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematical ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical health ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public speaking ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religiousness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (intellectual)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (social)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-understanding.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spirituality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of others.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing ability.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Since entering this college, how has it been to: (Mark one for each item)

	Very Easy	Somewhat Easy	Somewhat Difficult	Very Difficult
Understand what your professors expect of you academically...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop effective study skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adjust to the academic demands of college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manage your time effectively.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get to know faculty...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop close friendships with:				
male students ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
female students ..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
students of a different racial/ethnic group.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilize campus services available to students.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself. (Mark one for each item)

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Ability to see the world from someone else's perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tolerance of others with different beliefs ..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Openness to having my own views challenged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to discuss and negotiate controversial issues.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work cooperatively with diverse people..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Since entering this college, how often have you: (Mark one for each item)

	Frequently	Occasionally	Not at all
Attended a religious service ..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been bored in class.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in political demonstrations.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutored another student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studied with other students ..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been a guest in a professor's home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smoked cigarettes.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank beer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank wine or liquor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt overwhelmed by all you had to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt depressed.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed volunteer work ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked a professor for advice after class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Voted in a student election ..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a local, state, or national political campaign.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialized with someone of another racial/ethnic group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Come late to class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used the Internet:			
For research or homework ..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To read news sites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To read blogs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To blog	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed community service as part of class ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed politics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintained a healthy diet ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had adequate sleep	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributed money to a political campaign	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Since entering this college, how much time have you spent during a typical week doing the following activities? (Mark one for each item)

	Hours Per Week							
	None	Less than 1 hour	1 - 2	3 - 5	6 - 10	11 - 15	16 - 20	Over 20
Attending classes/labs... ..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studying/homework.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socializing with friends ..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking with professors outside of class.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exercising or sports.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working (for pay) <u>on</u> campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working (for pay) <u>off</u> campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student clubs and groups ..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching TV.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Household/childcare duties.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video/computer games ..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commuting.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online social networks (MySpace, Facebook, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Please indicate the extent to which you agree or disagree with the following statements: (Mark one for each item)

	Strongly Agree	Agree	Disagree	Strongly Disagree
I have felt discriminated against based on my:				
Race/ethnicity.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socio-economic status.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In class, I have heard faculty express stereotypes about:				
Racial/ethnic groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The admission/recruitment materials portrayed this campus accurately ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see myself as part of the campus community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty here are interested in:				
Students' academic problems.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' personal problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff here are interested in:				
Students' academic problems.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' personal problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a lot of racial tension on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most students here are treated like "numbers in a book".....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been able to find a balance between academics and extracurricular activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I am a member of this college ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My college experiences have exposed me to diverse opinions, cultures, and values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is strong competition among students for high grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel a sense of belonging with this college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. To what extent have you experienced the following with students from a racial/ethnic group other than your own? (Mark one for each item)

	Very Often	Often	Sometimes	Seldom	Never
Dined or shared a meal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had meaningful and honest discussions about race/ethnic relations outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had guarded, cautious interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shared personal feelings and problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had tense, somewhat hostile interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had intellectual discussions outside of class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt insulted or threatened because of your race/ethnicity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studied or prepared for class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialized or partied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended events sponsored by other racial/ethnic groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Think back over the past two weeks. How many times in the past two weeks, if any, have you had five or more alcoholic drinks in a row? (A drink can be a 12-ounce beer or wine cooler, a 4-ounce glass of wine, or a shot of liquor either straight or in a mixed drink.)

- None 3-5 times
 Once 6-9 times
 Twice 10 or more times

15. How often in the past year did you: (Mark one for each item)

	Frequently	Occasionally	Not at all
Ask questions in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support your opinions with a logical argument	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek solutions to problems and explain them to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Revise your papers to improve your writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate the quality or reliability of information you received	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take a risk because you felt you had more to gain	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek alternative solutions to a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Look up scientific research articles and resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explore topics on your own, even though it was not required for a class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accept mistakes as part of the learning process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek feedback on your academic work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take notes during class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Where did you primarily live while attending college this past year? (Mark one)

On Campus

Special interest housing

- First-year student housing
 Cultural or minority student housing
 Single-sex housing
 Special academic program
 Other special interest housing

Regular college housing

- Residence hall
 Apartment
 Fraternity or sorority housing
 Other residential housing

Off Campus

- At home with family
 Fraternity or sorority
 Rented apartment or house
 Other

17. Indicate the importance to you personally of each of the following: (Mark one for each item)

	Essential	Very Important	Somewhat Important	Not Important
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming an authority in my field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtaining recognition from my colleagues for contributions to my special field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Influencing the political structure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Influencing social values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raising a family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being very well off financially.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping others who are in difficulty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making a theoretical contribution to science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing original works (poems, novels, short stories, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating artistic works (painting, sculpture, decorating, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming successful in a business of my own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming involved in programs to clean up the environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a meaningful philosophy of life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in a community action program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping to promote racial understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeping up to date with political affairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming a community leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving my understanding of other countries and cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging with members of my own racial/ethnic group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adopting "green" practices to protect the environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Please rate your satisfaction with this institution on each of the aspects of college life listed below. (Mark one for each item)

	Very Satisfied	Satisfied	Neutral	Disatisfied	Very Dissatisfied	Can't Rate/No Experience
Amount of contact with faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial/ethnic diversity of faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial/ethnic diversity of student body.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class size.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interaction with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance of coursework to everyday life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance of coursework to future career plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall quality of instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect for the expression of diverse beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of campus social activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your social life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall sense of community among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall college experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. What is your overall grade average (as of your most recently completed academic term)? (Mark one)

- A C
 A-, B+ C- or less
 B I did not receive grades in my courses
 B-, C+

20. Since entering this college have you:

(Mark Yes or No)

	Yes	No
Decided to pursue a different major.....	<input type="radio"/> Y	<input type="radio"/> N
Remained undecided about a major.....	<input type="radio"/> Y	<input type="radio"/> N
Changed your career choice.....	<input type="radio"/> Y	<input type="radio"/> N
Participated in student government.....	<input type="radio"/> Y	<input type="radio"/> N
Needed extra time to complete your degree requirements.....	<input type="radio"/> Y	<input type="radio"/> N
Worked full-time while attending school.....	<input type="radio"/> Y	<input type="radio"/> N
Joined a social fraternity or sorority.....	<input type="radio"/> Y	<input type="radio"/> N
Played club, intramural, or recreational sports.....	<input type="radio"/> Y	<input type="radio"/> N
Played intercollegiate athletics (e.g., NCAA or NAIA-sponsored).....	<input type="radio"/> Y	<input type="radio"/> N
Participated in student protests or demonstrations.....	<input type="radio"/> Y	<input type="radio"/> N
Participated in volunteer or community service work.....	<input type="radio"/> Y	<input type="radio"/> N
Participated in student groups/clubs.....	<input type="radio"/> Y	<input type="radio"/> N
Sought personal counseling.....	<input type="radio"/> Y	<input type="radio"/> N
Strengthened your religious beliefs/convictions.....	<input type="radio"/> Y	<input type="radio"/> N
Failed one or more courses.....	<input type="radio"/> Y	<input type="radio"/> N
Participated in leadership training.....	<input type="radio"/> Y	<input type="radio"/> N
Enrolled in an honors or advanced course.....	<input type="radio"/> Y	<input type="radio"/> N
Enrolled in a remedial or developmental course.....	<input type="radio"/> Y	<input type="radio"/> N
Transferred from another institution.....	<input type="radio"/> Y	<input type="radio"/> N
Been satisfied with this college overall.....	<input type="radio"/> Y	<input type="radio"/> N
Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning cluster, learning community, linked courses).....	<input type="radio"/> Y	<input type="radio"/> N
Taken a course or first-year seminar designed to help first-year students adjust to college.....	<input type="radio"/> Y	<input type="radio"/> N
Participated in an academic support program.....	<input type="radio"/> Y	<input type="radio"/> N
Had a roommate of a different race/ethnicity.....	<input type="radio"/> Y	<input type="radio"/> N
Accumulated excessive credit card debt.....	<input type="radio"/> Y	<input type="radio"/> N
Voted in the 2008 presidential election.....	<input type="radio"/> Y	<input type="radio"/> N

21. Since entering this college, indicate how often you: (Mark one for each item)

	Frequently	Occasionally	Not at all
Turned in course assignment(s) late.....	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Spoke up in class.....	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Discussed course content with students outside of class.....	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Skipped class.....	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Received tutoring.....	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Worked on a professor's research project.....	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Turned in course assignments that did <u>not</u> reflect your best work.....	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Had difficulty getting along with your roommate(s)/ housemate(s).....	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Received from your professor:			
Advice or guidance about your educational program.....	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Emotional support or encouragement.....	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Negative feedback about your academic work.....	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Witnessed academic dishonesty/cheating.....	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Went home for the weekend.....	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Worked with an academic advisor to select your courses.....	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Received advice/counseling from another student.....	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Fell asleep in class.....	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Had difficulty enrolling in the courses you need.....	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Instant messaged/texted during class.....	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Communicated regularly with your professors.....	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N

22. If you could make your college choice over, would you still choose to enroll at your current (or most recent) college? (Mark one)

Definitely yes Definitely not
 Probably yes Not sure yet
 Probably not

23. What do you think you will be doing in Fall 2009? (Mark one)

Attending your current (or most recent) institution
 Attending another institution
 Don't know/have not decided yet
 Not attending any institution

24. Are you currently a full-time or part-time student?

Full-time
 Part-time
 Not enrolled

25. What year did you first enter: (Mark one in each column)

	Your 1st College	
	This College	
2008 or 2009.....	<input type="radio"/>	<input type="radio"/>
2007.....	<input type="radio"/>	<input type="radio"/>
2006.....	<input type="radio"/>	<input type="radio"/>
2005.....	<input type="radio"/>	<input type="radio"/>
2004 or earlier.....	<input type="radio"/>	<input type="radio"/>

26. Your sex:

Male
 Female

27. Is English your native language?

Yes
 No

28. Are you: (Mark all that apply)

White/Caucasian Mexican American/Chicano
 African American/Black Puerto Rican
 American Indian/Alaska Native Other Latino
 Asian American/Asian Other
 Native Hawaiian/Pacific Islander

Do you give the Higher Education Research Institute at UCLA permission to include your ID number should your college request the data for additional research analyses?

Yes No

The remaining ovals are provided for additional questions that may be supplied by your institution.

29. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	39. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
30. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	40. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
31. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	41. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
32. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	42. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
33. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	43. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
34. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	44. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
35. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	45. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
36. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	46. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
37. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	47. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
38. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	48. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E

Thank You!

© 2008 Prepared by the Higher Education Research Institute,
University of California, Los Angeles, California, 90095-1521

Data Recognition Corp.-6G9065-9139-54321

ACADEMIC ADVISING SYLLABUS

The Academic Advising and Planning Center (AAPC) is dedicated to creating an atmosphere in which students can discover their potential, set and reach individual goals, explore and plan appropriate academic programs of study, and prepare for the declaration of major in their chosen discipline.

Location: 2nd floor of the Lightsey Center
Hours: Monday through Friday 8:30 – 5:00
Phone: (843) 953-5981
Fax: (843) 953-4891
Web site: advising.cofc.edu

Objectives of Advising

- ✓ *Understand general education and institutional requirements both in and out of your major.*
- ✓ *Understand the value of a liberal arts and sciences education.*
- ✓ *Understand the relationship between your chosen major and your career plans.*
- ✓ *Utilize the resources available to you on campus, such as the Center for Student Learning, Career Center and Counseling Services.*
- ✓ *Explore extracurricular activities to enhance your education and overall college experience.*

Advisor and Advisee Responsibilities

To accomplish these objectives **your Advisor will:**

- Assist you in exploring areas of study and corresponding career options in order to help you choose appropriate majors, minors, and concentrations.
- Actively listen to your questions and concerns and take steps to provide information and support as needed.
- Explain institutional policies and procedures, general education requirements, academic programs, and student services.
- Refer you to campus services, organizations, and faculty and staff members as needed to facilitate academic performance and enhance your college experience.
- Provide accurate, relevant information to you as it becomes available.
- Demonstrate how to use advising tools, such as Cougar Trail functions, degree worksheets and navigators, and GPA calculators.
- Assist you in establishing goals and help you track your progress towards those goals.
- Create a safe, positive environment in which you are free to explore ideas and interests regarding personal, academic, and career goals.
- Communicate with you via your Edisto email account and advising appointments.
- Assist you in the development of decision-making skills, self-evaluation skills, and educational plans.
- Maintain confidentiality.

To accomplish these objectives **you will:**

- Explore different majors and career options that accompany them. Reflect on your interests and values to pick a discipline that is a good fit for you.
- Attend Advising appointments as scheduled, at least once per semester. Bring a list of questions or areas of interest to discuss.
- Understand the role institutional policies and procedures, general education requirements, academic programs, and student services play in your academic experience.
- Use campus services, such as the Center for Student Learning and Career Center, talk to faculty and staff members as needed, and explore extracurricular activities in order to facilitate your academic achievement.
- Follow-up on referrals and inform your Advisor of the outcome of referrals.
- Use advising tools, Cougar Trail, College websites, and the Course Catalog to gather information and track your academic progress.
- Be thoughtful about your educational plan. Set short and long-term goals for your achievement.
- Meet with your major Advisor, pre-professional Advisor(s), professors and other individuals on campus who can help you succeed.
- Check your Edisto email account on a regular basis. Attend appointments as scheduled.
- Accept responsibility for your decisions and actions.
- Be aware of your rights under the Family Educational Rights and Privacy Act (FERPA)

Policies & Procedures of Academic Advising

► **Your Advisor:** New students are assigned an Academic Advisor in the AAPC. During their first academic year, students will have mandatory advising appointments before they register for classes. They will discuss course options, address academic problems or concerns, make decisions about the upcoming semester, and explore major/minor options. After the first year, advising is not mandatory for all students. However, many academic departments do require advising before their majors can register for classes.

► **Scheduling:** Appointments are scheduled by calling the AAPC office telephone number: (843) 953-5981. Please have your Advisor's name handy when making this call. Don't know your Advisor's name? Log onto Cougar Trail and click on "Advisor" on the main page. (E-mailing your Advisor to set up an appointment can result in lost time and efficiency.)

► **Walk-Ins:** Walk-In appointments are available; however, please be aware that Advisors may be committed to previously scheduled appointments and/or meetings. We will do our best to meet with you in a timely fashion.

► **Cancellation of Appointments:** We recognize situations arise that may create a need to reschedule or cancel your appointment. A two (2) hour prior-notification is requested. Reciprocal courtesy will be extended to students should Advisors need to cancel.

► **No-Show Policy:** This policy is not meant to be punitive, but to be fair and equitable to all students. During peak advising periods, appointment times are premium. If you do not notify the office two (2) hours in advance that you are unable to keep the appointment, your absence will be noted as a "no-show." After two no-shows, you will NOT be able to schedule an appointment until after the last Cougar Trail registration entry time.

► **Etiquette:** Please arrive five (5) minutes early for your appointment. If you are going to be late for your appointment, please notify the office immediately. Whether you are waiting in the AAPC office or meeting with your Advisor, please turn off cell phone and text messaging devices.

► **Communication Protocol:** E-mail communication via a student's Edisto account is the official method of AAPC communication at the College of Charleston. Due to privacy regulations, your Advisor will communicate solely through the College assigned Edisto account. While some inquiries may be resolved through email correspondence, most situations benefit from scheduling a face-to-face appointment for further discussion.

Advising Tools & Resources

- **Academic Advising Website** (advising.cofc.edu)
- **Cougar Trail** (Degree Audits, Registration Status and Holds, Unofficial Transcript)
- **Academic Calendar** (www.cofc.edu/registrar/courseCalendars.htm)
- **Undergraduate Course Catalog** (policies and procedures, major/minor requirements, course listings)
- **College of Charleston FIRST book**
- **GPA Calculators** (www.cofc.edu/~undrgrad/GPA.html)



Name:
CWID:
Date:

COLLEGE OF CHARLESTON
General Education
Undergraduate Academic Requirements
Undergraduate Catalog 2009-2010

----- GENERAL EDUCATION REQUIREMENTS -----
A MINIMUM OF 122 CREDIT HOURS IS REQUIRED FOR GRADUATION

English Composition: ENGL 110

- ENGL 110 is required unless credit is awarded for AP or Transfer ENGL credit.
- Students with credit for ENGL 101 & 102 (6 hrs) satisfy the General Education requirement for ENGL.
- Students with ENGL 101 credit (3 hrs) must complete ENGL 110 (4 hrs) or 215 (3 hrs). ENGL 215 is recommended.
- Students with ENGL 102 credit (3 hrs) must complete ENGL 110 (4 hrs) or 215 (3 hrs). ENGL 110 is recommended.

History Requirement (6 hrs):

<u>Pre-Modern History</u>	<u>Modern History</u>
HIST 101 or	HIST 102 or
HIST 103 or	HIST 104 or
JWST 210	JWST 215

- One course in pre-modern history and one course in modern history. The two courses do not have to be taken in sequence.

Natural Science Sequence (8 hrs):

Lecture: _____	Lecture: _____
Lab: _____	Lab: _____

- Choose one discipline - ASTR, BIOL, CHEM, GEOL, PHYS

Math/Logic Requirement (6 hrs): _____

- Choose from MATH 103-545 or Complete PHIL 215 & PHIL 216

Foreign Language Requirement (0-12 semester hrs: satisfactory completion of 202 or its equivalent):

- _____
- Choose one language from the following: ARBC, CHNS, FREN, GREK, GRMN, HBRW, ITAL, JPNS, LATN, PORT, RUSS, or SPAN.
 - Native speakers of languages other than English may be exempt from further language study, contact the School of Languages, Cultures and World Affairs.

Humanities Requirement (12 hrs): _____

- For a complete listing please refer to the Humanities list at advising.cofc.edu/pdf/humanities.pdf
- Maximum of 6 hours from any one area except interdisciplinary HONS
- History 101, 102, 103, 104 and JWST 210, 215 when not used to fulfill general education history requirement

Social Sciences Requirement (6 hrs): _____

- Choose from ANTH 100-499; COMM (selected courses); ECON 100-499; INTL 100; LACS 100-499; LING 125; POLS 100-499; PSYC 100-499; SOCY 100-499; URST 201, 310. For a complete listing please refer to the Social Science list at advising.cofc.edu/pdf/social_sciences.pdf

General Electives (required hrs vary): _____

Notes:



Name:
CWID:
Date: 10 June 2009

COLLEGE OF CHARLESTON
Academic Requirements
School of Science and Mathematics
B.S. in Chemistry
Undergraduate Catalog 2009-2010

-----GENERAL EDUCATION REQUIREMENTS-----
A MINIMUM OF 122 CREDIT HOURS IS REQUIRED FOR GRADUATION

English Composition: ENGL 110 _____

- ENGL 110 is required unless credit is awarded for AP or Transfer ENGL credit.
- Students with credit for ENGL 101 & 102 (6 hrs) satisfy the General Education requirement for ENGL.
- Students with ENGL 101 credit (3 hrs) must complete ENGL 110 (4 hrs) or 215 (3 hrs). ENGL 215 is recommended.
- Students with ENGL 102 credit (3 hrs) must complete ENGL 110 (4 hrs) or 215 (3 hrs). ENGL 110 is recommended.

History Requirement (6 hrs): Pre-Modern History Modern History
HIST 101 or HIST 102 or
HIST 103 or HIST 104 or
JWST 210 JWST 215

- One course in pre-modern history and one course in modern history. The two courses do not have to be taken in sequence.

Natural Science Sequence (8 hrs): Lecture: CHEM 111 Lecture: CHEM112

Lab : CHEM111L Lab: CHEM 112L

Math/Logic Requirement (6 hrs): MATH 120 MATH 220

Foreign Language Requirement (0-12 semester hrs: satisfactory completion of 202 or its equivalent):

- _____
- Choose one language from the following: ARBC, CHNS, FREN, GREK, GRMN, HBRW, ITAL, JPNS, LATN, PORT, RUSS, or SPAN.
 - Native speakers of languages other than English may be exempt from further language study, contact the School of Languages, Cultures and World Affairs.

Humanities Requirement (12 hrs):

- For a complete listing please refer to the Humanities list at advising.cofc.edu/pdf/humanities.pdf
- Maximum of 6 hours from any one area except interdisciplinary HONS
- History 101, 102, 103, 104 and JWST 210, 215 when not used to fulfill general education history requirement

Social Sciences Requirement (6 hrs): _____

- Choose from ANTH 100-499; COMM (selected courses); ECON 100-499; LACS 100-499; LING 125; POLS 100-499; PSYC 100-499; SOCY 100-499; URST 201, 310. For a complete listing please refer to the Social Science list at advising.cofc.edu/pdf/social_sciences.pdf

General Electives (required hrs vary):

Notes:

----- REQUIREMENTS FOR B.S. IN CHEMISTRY (56 hours) -----

You must achieve a minimum cumulative GPA of 2.00 in major area courses: (CHEM 100-540).

INTRODUCTORY COURSES (15-16 hrs):		Credits	Prerequisite Notes
CHEM 111	Principles of Chemistry	_____ (3)	_____
CHEM 111L	Principles of Chemistry Lab	_____ (1)	_____
CHEM 112	Principles of Chemistry	_____ (3)	_____
CHEM 112L	Principles of Chemistry Lab	_____ (1)	_____
CHEM 221	Quantitative Analysis	_____ (3)	_____
CHEM 221L	Quantitative Analysis Lab	_____ (1)	_____
CHEM 231	Organic Chemistry	_____ (3)	_____
CHEM 231L	Lab Techniques	_____ (1)	_____
CHEM 232	Organic Chemistry	_____ (3)	_____
CHEM 232L	Organic Synthesis and Analysis	_____ (1)	_____
CHEM 341	Physical Chemistry	_____ (3)	_____
CHEM 341L	Physical Chemistry Lab	_____ (1)	_____
CHEM 342	Physical Chemistry	_____ (3)	_____
CHEM 342L	Physical Chemistry Lab	_____ (1)	_____
CHEM 351	Biochemistry	_____ (3)	_____
CHEM 371	Chemical Synthesis and Characterization	_____ (3)	_____
CHEM 490	Chemistry and Biochemistry Seminar	_____ (3)	_____
CHEM 492	Senior Seminar	_____ (3)	_____
CHEM 511	Advanced Inorganic Chemistry	_____ (3)	_____
CHEM 512L	Advanced Inorganic Chemistry Lab	_____ (1)	_____
CHEM 521	Instrumental Analysis	_____ (3)	_____
CHEM 521L	Instrumental Analysis Lab	_____ (1)	_____
PHYSICS Requirement (8 hrs):			
PHYS 111	General Physics		
PHYS 111L	Physics Lab	_____ (1)	_____
PHYS 112	General Physics II		
PHYS 112L	Physics Lab	_____ (1)	_____
MATHEMATICS Requirement (4 hrs):			
MATH 220	Calculus II	_____ (4)	_____

Notes:

Last Updated May 2009
Subject to change without notice.



Name:
CWID:
Date: 10 June 2009

COLLEGE OF CHARLESTON
Academic Requirements
School of Humanities and Social Sciences
B. A. English
Undergraduate Catalog 2009-2010

----- GENERAL EDUCATION REQUIREMENTS -----
A MINIMUM OF 122 CREDIT HOURS IS REQUIRED FOR GRADUATION

English Composition: ENGL 110 _____

- ENGL 110 is required unless credit is awarded for AP or Transfer ENGL credit.
- Students with credit for ENGL 101 & 102 (6 hrs) satisfy the General Education requirement for ENGL.
- Students with ENGL 101 credit (3 hrs) must complete ENGL 110 (4 hrs) or 215 (3 hrs). ENGL 215 is recommended.
- Students with ENGL 102 credit (3 hrs) must complete ENGL 110 (4 hrs) or 215 (3 hrs). ENGL 110 is recommended.

History Requirement (6 hrs): Pre-Modern History _____ Modern History _____
HIST 101 or HIST 102 or
HIST 103 or HIST 104 or
JWST 210 JWST 215

- One course in pre-modern history and one course in modern history. The two courses do not have to be taken in sequence.

Natural Science Sequence (8 hrs): Lecture: _____ Lecture: _____
Lab : _____ Lab: _____

- Choose one discipline - ASTR, BIOL, CHEM, GEOL, PHYS

Math/Logic Requirement (6 hrs): _____

- Choose from MATH 103-545 or Complete PHIL 215 & PHIL 216

Foreign Language Requirement (0-12 semester hrs: satisfactory completion of 202 or its equivalent):

- _____
- Choose one language from the following: ARBC, CHNS, FREN, GREK, GRMN, HBRW, ITAL, JPNS, LATN, PORT, RUSS, or SPAN.
 - Native speakers of languages other than English may be exempt from further language study, contact the School of Languages, Cultures and World Affairs.

Humanities Requirement (12 hrs):

ENGL 201 _____ ENGL 202 _____

- For a complete listing please refer to the Humanities list at advising.cofc.edu/pdf/humanities.pdf
- Maximum of 6 hours from any one area except interdisciplinary HONS
- History 101, 102, 103, 104 and JWST 210, 215 when not used to fulfill general education history requirement

Social Sciences Requirement (6 hrs): _____

- Choose from ANTH 100-499; COMM (selected courses); ECON 100-499; LACS 100-499; LING 125; POLS 100-499; PSYC 100-499; SOCY 100-499; URST 201, 310. For a complete listing please refer to the Social Science list at advising.cofc.edu/pdf/social_sciences.pdf

General Electives (required hrs vary): _____

Notes:

----- REQUIREMENTS FOR B.A. IN ENGLISH (36 hours) -----

You must achieve a minimum cumulative GPA of 2.00 in major area courses: (ENGL 100-499).

MAJOR BRITISH WRITERS (6 hrs):		Credits	Prerequisite Notes
ENGL 201	Major British Writers I	_____ (3)	_____
ENGL 202	Major British Writers II	_____ (3)	_____

AMERICAN LITERATURE TO WWII (3 hrs):		Credits	Prerequisite Notes
ENGL 207	Survey of American Literature to the Present	_____ (3)	_____

ENGLISH 300+ REQUIREMENT (9 hrs):

Students must complete at least 27 hours of English courses at the 300 level or above.

No more than 9 hours of creative writing courses at or above the 300 level may be applied to the major (ENGL 339, 347, 348, 399, 404).

If ENGL 335 or 338 is used to fulfill the post-1700 British literature requirement, it may not be used to fulfill the post-1900 American Literature requirement and vice versa.

ENGL	ENGL Elective 300 or above	_____ (3)	_____
ENGL	ENGL Elective 300 or above	_____ (3)	_____
ENGL	ENGL Elective 300 or above	_____ (3)	_____

PRE-1700 BRITISH LITERATURE (6 hrs): Choose two

ENGL 301 Shakespeare: The Early Period	ENGL 307 Introduction to Old English	ENGL 314 Non-Dramatic Literature of the Renaissance
ENGL 302 Shakespeare: The Late Period	ENGL 308 Spenser	ENGL 317 The Seventeenth Century
ENGL 304 Chaucer	ENGL 311 Middle English Literature: Non-Chaucerian	ENGL 337 British Drama to 1642
ENGL 306 Milton		
ENGL	Pre-1700 British Literature	_____ (3)
ENGL	Pre-1700 British Literature	_____ (3)

POST-1700 BRITISH LITERATURE (6hrs): Choose two

ENGL 318 The Eighteenth Century	ENGL 326 Irish Literature	ENGL 340 Restoration and 18 th Century Drama
ENGL 321 The Romantic Period	ENGL 327 The British Novel: I	ENGL 352 Major African Writers
ENGL 323 The Victorian Period	ENGL 328 The British Novel: II	ENGL 353 African Women Writers
ENGL 325 Modern British Literature	ENGL 335 Modern Poetry	ENGL 357 Contemporary British Literature
	ENGL 338 Modern Drama	ENGL 358 Colonial and Postcolonial British Literature
ENGL	Post - 1700 British Literature	_____ (3)
ENGL	Post - 1700 British Literature	_____ (3)

PRE-1900 AMERICAN LITERATURE (3 hrs): Choose one

ENGL 342 Colonial & Revolutionary American Literature	ENGL 343 American Renaissance 1830-1870	ENGL 349 American Novel to 1900
	ENGL 344 Late Nineteenth Century American Literature	
ENGL	Pre-1900 American Literature	_____ (3)

POST-1900 AMERICAN LITERATURE (3 hrs): Choose one

ENGL 313 African American Literature	ENGL 341 20 th Century Southern Literature	ENGL 354 Jewish-American Literature
ENGL 335 Modern Poetry	ENGL 346 Contemporary American Fiction	ENGL 355 The American Short Story
ENGL 338 Modern Drama		ENGL 356 American Novel, 1900-1965
		ENGL 359 Contemporary American Poetry
ENGL	Post-1900 American Literature	_____ (3)

Notes:

Last updated May 2009
Subject to change without notice



SUPPORTING DOCUMENT F: NCAA SEMINAR SAMPLE SYLLABUS

Ten Sessions

	Topics
Week of 9/7	Introduction
Week of 9/14	SA/Responsibilities (time management, role model, goals)
Week of 9/21	Center for Student Learning Campus Resources
Week of 9/28	Advising/Liberal Arts Education/Majors/Careers
Week of 10/5	Athletics Eligibility/NCAA/SoCon C of C S/A Handbook
Week of 10/19	Success in the Classroom - note taking, test taking, communicating with professor
Week of 10/26	Myers Briggs
Week of 11/2	Leadership/Sportsmanship/Values
Week of 11/9	Diversity/Drugs/Alcohol
Week of 11/16	Former S/A or seniors

Other possible topics: stress management, nutrition

Fall Break 10/12 and 10/13

SUPPORTING DOCUMENT G: STUDY ABROAD PARTICIPATION

Graduates with Study Abroad Experience

	A	*B*	*C*	*D=B+C*	*E*	*F*	*G=D+F*	*H*	*I = H/A *
Graduating Year	All CofC Graduates	INST Grads	+Section "Txx" in Fall/Spring	Grads who studied abroad for a semester or more	Col D Unduplicated	Section "Txx" in Summer	Total Count: Graduates with Study Abroad Experience	Col G Unduplicated	Percent
1996-97	1529	17	22	39	39	106	145	143	9.4%
1997-98	1515	41	22	63	63	96	159	152	10.0%
1998-99	1634	51	21	72	71	112	184	174	10.6%
1999-00	1727	80	18	98	96	115	213	202	11.7%
2000-01	1694	111	15	126	126	106	232	219	12.9%
2001-02	1649	112	30	142	140	140	282	269	16.3%
2002-03	2116	142	70	212	208	139	351	321	15.2%
2003-04	1953	130	66	196	192	95	291	274	14.0%
2004-05	1977	127	79	206	203	134	340	312	15.8%
2005-06	1995	188	65	253	245	136	389	364	18.2%
2006-07	1927	183	76	259	252	187	446	408	21.2%
2007-08	2077	262	78	340	335	175	515	487	23.4%

OFFICE OF THE
REGISTRAR

Coursework Elsewhere Form

- Total Earned Hours: _____
Hours Earned + Currently
Enrolled Hours + Requested Hours
≤ 87 Hours
Rising seniors (> 87 hours)
must complete a **Senior Petition**

Name _____ ID# _____

Email: _____@edisto.cofc.edu Phone(_____) _____

I plan to enroll during the _____ (term) of _____ (year) at the following accredited institution

Name of Accredited Institution (NO ABBREVIATIONS) City & State

Student is to initial by each:

I have checked to see if each course will cause a repeat on my record. Transfer credit will not be awarded for a duplication of credits already earned. Please refer to the Undergraduate Catalog for the College's repeat policy. Permission to take a course does not override repeat rule policies. _____

I understand that a maximum of 60 hours from a two year institution and 92 hours from a four year institution total may be transferred. No more than 8 semester hours total of PEHD/THTR activity/dance courses may be applied towards a CofC degree. _____

A grade of "C" (2.0 on a 4.0 scale) or better is required for transfer of courses. Only credit hours from a regionally accredited institution will be transferred back to CofC. _____

I understand that actual credit awarded is dependent on actual credit earned and is posted after the official transcript is received and is contingent upon being in accordance with the policies and guidelines set forth in the College of Charleston Catalog. _____

FOR PROOF OF PERMISSION TO SUBMIT TO THE OTHER SCHOOL, PRINT THE "TRANSIENT PERMISSION FORM" ON THE REGISTRAR'S WEBSITE AND ATTACH YOUR TRANSFER CREDIT SUMMARY FROM COUGAR TRAIL. _____

External Course ID (i.e. BI 101)	External Course Title (i.e. Intro to Biology)	(Office Use Only)	
1.			
2.			
3.			

I have read the policies regarding transfer credit and fully understand that the Registrar has the right to adjust my academic record (delete or revise any transfer credit) added on or after this date if this credit does not completely comply with all College of Charleston policies and regulations. **ALLOW 3-5 BUSINESS DAYS FOR PROCESSING.** You should refer to your Cougar Trail Transfer Credits for notification of course work approval.

Student Signature _____ Date _____

COLLEGE OF CHARLESTON

Honor Code

The Honor Code of the College of Charleston specifically forbids:

A. Lying: knowingly furnishing false information, orally or in writing, including but not limited to deceit or efforts to deceive relating to academic work, to information legitimately sought by an official or employee of the College, and to testimony before individuals authorized to inquire or investigate conduct; lying also includes the fraudulent use of identification cards.

B. Cheating: the actual giving or receiving of unauthorized, dishonest assistance that might give one student an unfair advantage over another in the performance of any assigned, graded academic work, inside or outside of the classroom, and by any means whatsoever, including but not limited to fraud, duress, deception, theft, talking, making signs, gestures, copying, electronic messaging, photography, unauthorized reuse of previously graded work, unauthorized dual submission, unauthorized collaboration and unauthorized use or possession of study aids, memoranda, books, data, or other information. The term cheating includes engaging in any behavior related to graded academic work specifically prohibited by a faculty member in the course syllabus or class discussion.

C. Attempted cheating: a willful act designed to accomplish cheating, but falling short of that goal.

D. Stealing: the unauthorized taking or appropriating of property from the College or from another member of the college community. Note also that stealing includes unauthorized copying of and unauthorized access to computer software.

E. Attempted stealing: a willful act designed to accomplish stealing, but falling short of that goal.

F. Plagiarism:

1. The verbatim repetition, without acknowledgement, of the writings of another author. All significant phrases, clauses, or passages, taken directly from source material must be enclosed in quotation marks and acknowledged either in the text itself or in footnotes/endnotes.
2. Borrowing without acknowledging the source.
3. Paraphrasing the thoughts of another writer without acknowledgement.
4. Allowing any other person or organization to prepare work which one then submits as his/her own.

G. Penalties (Sanctions) for Violations of the Honor Code

1. **XF – Transcript Notation (See Appendix A for full description.)**

a) The grade of “XF” has been added to our grading options at the College. The grade of XF means failure due to academic dishonesty. If a student is found responsible for an act of “serious” academic dishonesty, the instructor for that course must assign an XF. The XF remains on the student's official transcript for a minimum of 2 years. After 2 years, the student can petition the Honor Board for removal of the X. The F will remain.

b) Instructors, with assistance from the Dean of Students if requested, will assess whether the behavior of the student falls into one of three classes:

Class 1 – act involves significant premeditation; conspiracy and/or intent to deceive, e.g., purchasing a research paper. **Penalties:** XF and either suspension or expulsion assigned if student found responsible by Honor Board.

Class 2 – act involves deliberate failure to comply with assignment directions, some conspiracy and/or intent to deceive, e.g., use of the Internet when prohibited, some fabricated endnotes or data, copying several answers from another student’s test. **Penalties:** XF and other sanctions assigned if student found responsible by Honor Board.

Class 3 – act mostly due to ignorance, confusion and/or poor communication between instructor and class, e.g., unintentional violation of the class rules on collaboration.

Penalties: Student and instructor agree upon the response and forward agreement to Dean of Students. See “Class 3 Report and Resolution Form” on the Student Affairs, Honor System website.

2. **Other penalties** for violations of the Honor Code range up to and include expulsion from the College. Other penalties may be combined with the XF. Attempted cheating, attempted stealing, and the knowing possession of stolen property shall be subject to the same punishment as the other offenses. Because the potential penalties for an Honor Code violation are extremely serious, all students should be thoroughly familiar with the above definitions and be guided by them.

COLLEGE OF CHARLESTON

Student Code of Conduct

The following Student Code of Conduct is in force while on College premises or at College sponsored or supervised activities. The Student Affairs Office shall determine, on a case-by case basis, whether an incident that occurs off campus jeopardizes the College or members of the college community in pursuit of their institutional and educational goals and thus falls within the scope of the Honor System. (See also section on “Off-Campus Jurisdiction.”)

The Student Code of Conduct of the College of Charleston specifically forbids:

A. Acts of dishonesty, including but not limited to the following:

1. Furnishing false information to any college official, faculty member, or office.
2. Forgery, alteration, or misuse of any college or non-college document, record, or instrument of identification.
3. Tampering with the election of any college-recognized student organization.

B. Disruption or obstruction of teaching, research, administration, disciplinary proceedings, other college activities, including its public service functions on or off Campus, or other authorized non-college activities, when the act occurs on college premises.

C. Physical abuse, verbal abuse, threats, intimidation, harassment, sexual harassment, stalking, sexual assault, coercion, and/or other conduct which threatens or endangers the health or safety of self or any person.

D. Sexual misconduct (See Sexual Misconduct Policy below).

E. Attempted or actual theft of and/or damage, (including, but not limited to any form of vandalism or arson) to property of the College or property of a member of the College community or other personal or public property, on or off campus; and/or knowingly possessing stolen property or unauthorized possession of College property or property of a member of the College community, on or off campus.

F. Hazing, defined as an act which endangers the mental or physical health or safety of a student, which subjects a student to harassment, ridicule, intimidation, physical exhaustion, abuse, or mental distress, or which destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a group or organization. The express or implied consent of the victim will not be a defense. Apathy and/or acquiescence in the presence of hazing are not neutral acts; they are violations of this rule.

G. Failure to comply with directions of College officials or law enforcement officers acting in performance of their duties and/or failure to identify oneself to these persons when requested to do so.

H. Unauthorized possession, duplication, or use of keys to any College premises, trespassing or unauthorized entry to or use of College premises.

I. Violation of published college policies, rules, and/or regulations published in hard copy or available electronically on the College of Charleston website.

J. Violation of federal, state, or local law.

K. Use, possession*, manufacturing, intent to distribute, distribution, dispensation, attempted purchase of marijuana, cocaine, narcotics or other controlled substances, including prescription medications, except as expressly permitted by law. The possession or sale of drug paraphernalia (such as scales, roach clips, bongs, water pipes, glass pipes, cocaine spoons).

(For more information about violations and our responses to drug-related activity see Drug Policy below.)

L. Use, possession*, manufacturing or distribution of alcoholic beverages, except as expressly permitted by the law and college regulations, or public intoxication. Alcoholic beverages may not, in any circumstance, be used by, possessed by or distributed to any person under twenty-one (21) years of age.

(For more information about our responses to alcohol-related activity see Alcohol Policies below and *The Guide to Residence Living* and *The Compass*.)

M. Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals on College premises or use of any such item, even if legally possessed, in a manner that harms, threatens or causes fear to others.

N. Participating in a campus demonstration or off-campus demonstration, riot or activity that disrupts the normal operations of the College and/or infringes on the rights of other members of the College community; leading or inciting others to disrupt scheduled and/or normal activities within any campus building or area.

O. Obstruction of the free flow of pedestrian or vehicular traffic on College premises or at College-sponsored or supervised functions.

P. Conduct that is disorderly, lewd, or indecent; breach of peace; or aiding, abetting, or procuring another person to breach the peace on College premises or at functions sponsored by, or participated in, by the College or members of the academic community.

Q. Facilitating and/or accepting improper behavior: Facilitating and/or accepting improper behavior are defined as aiding or choosing not to confront a person violating the Honor Code, Code of Conduct or other regulation, choosing not to leave such a situation, or choosing not to tell a College staff member about the code violation. **

R. Use of any technology to create, display or distribute an audio, video, digital file, picture or film of another individual without that person's knowledge and consent while the person is in a place where he or she would have reasonable expectation of privacy.

S. Theft or other abuse of the campus network, computers, or computer time, including but not limited to:

1. Unauthorized entry into a file to use, read, or change the contents or for any other purpose.
2. Unauthorized transfer of a file.
3. Unauthorized use of another individual's identification and/or password.

4. Use of computing facilities and resources to send obscene or abusive messages.
5. Use of computers or computing facilities and resources to interfere with the work of another student, faculty member, or college official.
6. Use of computing facilities and resources in violation of copyright laws.
7. Any violation of the College's information technology policies.

T. Abuse of the judicial system, including but not limited to:

1. Failure to obey the notice of a judicial body or college official to appear for a meeting or hearing as part of a judicial process.
2. Falsification, distortion, or misrepresentation of information before a judicial body.
3. Disruption or interference with the orderly conduct of a judicial proceeding.
4. Institution of a judicial proceeding knowingly without cause.
5. Attempting to discourage an individual's proper participation in, or use of, the judicial system.
6. Attempting to influence the impartiality of a member of a judicial body prior to, and/or during the course of, the judicial proceeding.
7. Harassment (verbal or physical) and/or intimidation of a member of a judicial body prior to, during, and/or after a judicial proceeding.
8. Failure to comply with the sanction(s) imposed under the Honor System.
9. Influencing or attempting to influence another person to commit an abuse of the judicial system.

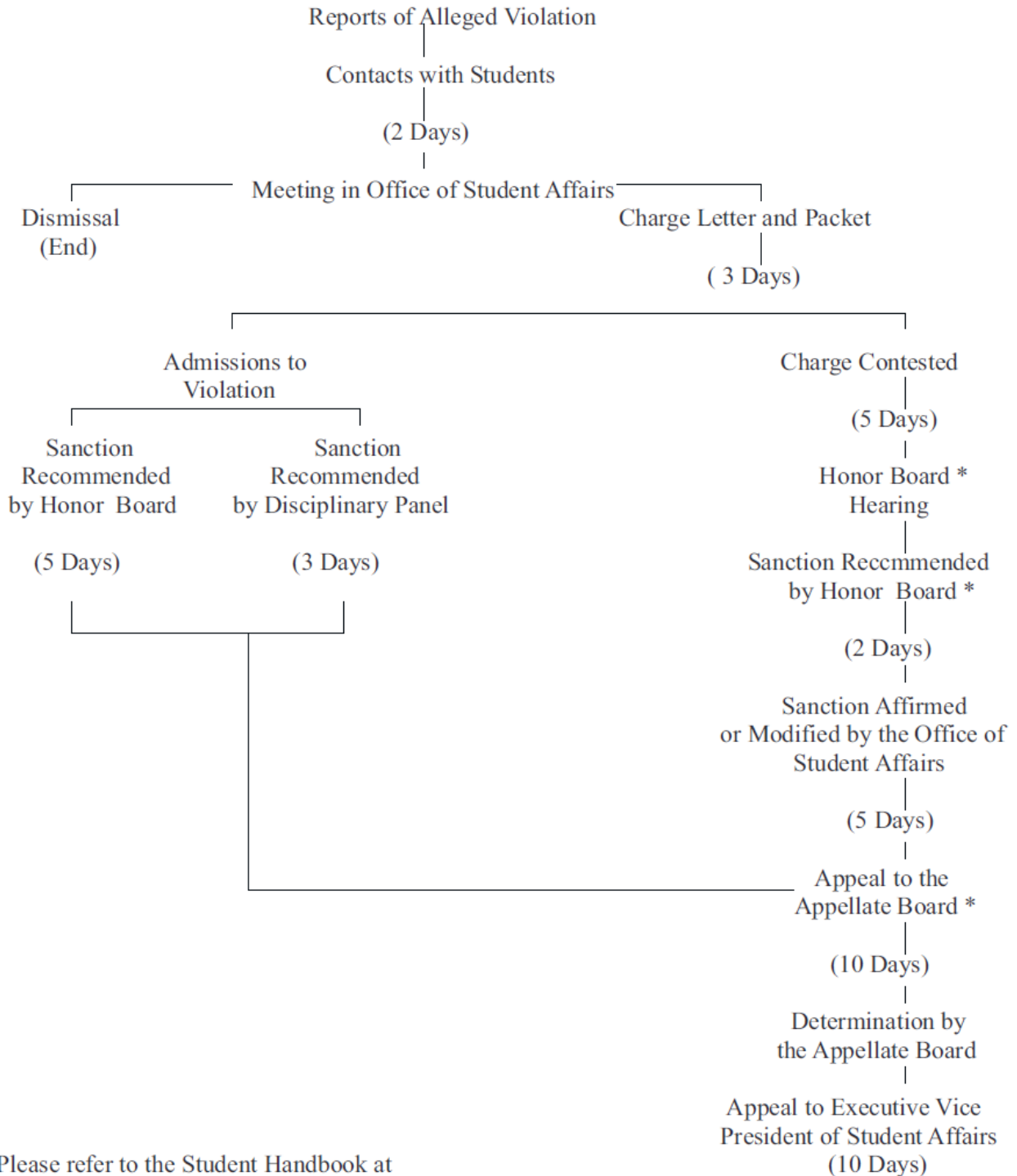
*** Possession**

Possession as used in this Code is defined as having actual knowledge of a substance or property and/or being in such close proximity to the substance or property that it is a reasonable presumption that one had knowledge of the substance or property. For example, 1) those in a room where a controlled or prohibited substance is present would be presumed to be in possession of the substance absent compelling evidence to the contrary or 2) a bong found on a desk during a health and safety inspection would be presumed to be the possession of the student to whom the desk belongs absent compelling evidence to the contrary.

**** Facilitating and/or Accepting Improper Behavior**

Making this choice is an interpersonal communication issue. As such, the typical sanction is a warning and/or a session that teaches students how to confront others in difficult situations, decision-making skills, and interpersonal communication. Facilitating or Accepting Improper Behavior is a violation that should occur once. The College's expectation is that students who are found responsible for this situation will learn from it and not repeat it. In cases where students are respondent of Facilitating or Accepting Improper Behavior a second time, additional charges beyond Facilitating or Accepting Improper Behavior (e.g., Possession) will usually be incurred with their resulting sanctions. A student in the presence of a policy violation and who is not actively involved, has three choices: 1) leave the situation; 2) ask the student(s) to stop the behavior and/or take it out of the room; or 3) seek assistance from a college staff member (for example: Resident Assistant or Public Safety). A student, who does not do any of the above, can be held responsible for the policy violation.

HONOR SYSTEM Flow Figure



Please refer to the Student Handbook at
<http://www.cofc.edu/about/documents/handbook.pdf>

Revision 07112008

SUPPORTING DOCUMENT I: THE SENIOR-YEAR EXPERIENCE MATRIX AND COURSE DESCRIPTIONS*

Major	Senior Experience Required? (If Yes:)	Exploration of Major	Real World Experience	Research	Senior Coursework and the General Education Competencies	If No: What is offered	ETC, Some other company or homegrown
Accounting and Legal Studies	No				ANTH 491: 2, 6		Yes, ETS
Anthropology	Yes	X	X				Yes, Developed by Dept.
Art History	Yes	X		X			No
Arts Management	Yes		X				No
Biology	Yes/No	X		X		Not with a B.A.	No
Caribbean Studies	No					Study Abroad encouraged not required	No
Chemistry and Biochemistry	Yes	X		X			Yes, ETS
Classics	Yes			X			No
					COMM 407: 1, 2, 6		
Communication	Yes	X	X		COMM 476: 1,2,3,5,6 COMM 499: 1,2,3,5,6		No
Computer Science	Yes	X	X	X			No
Discovery Informatics	Yes	X		X			No
Economics and Finance	Yes	X			ECON 400: 1,2,6		Yes, ETS
Elementary and Early Childhood Education	Yes		X		EDEE 459: 1,2,3,6		Yes, ETS
English	No					Yes: take the Creative Writing Concentration	No
Foundations, Secondary and Special Education	Yes		X				Yes, ETS
French and Francophone Studies	No					Independent Study, Seminar and Bachelor's Essay offered as Electives FREN: 490, 498, 499	No
Geology and Environmental Geosciences	Yes	X	X	X			No

* Course descriptions of these courses may be following the Matrix.

Major	Senior Experience Required? (If Yes:)	Exploration of Major	Real World Experience	Research	Gen Ed Comp.	If No: What is offered	ETC, Some other company or homegrown
German and Slavic Studies	No					Independent Study and Seminar offered as Electives GRMN: 490, 498	No
Health and Human Performance	Yes	X	X		EDFS 460: 1,5,6		No
Hispanic Studies	No					Independent Study, Seminar and Bachelor's Essay offered as Electives SPAN: 490, 498, 499	No
Historic Preservation and Community Planning	Yes	X	X	X	HPCP 415: 1,2,3,6		No
History	Yes			X	HIST 410: 1,2,3,6 HIST 441: 1,2,3,4,6 HIST 470: 1,2,3,4,6		No
Honors College	Yes	X		X			No
Hospitality and Tourism Management	Yes		X		HTMT 444: 1,2,5,6 HTMT 488: 1,2,4,5,6		Yes, ETS
Management and Entrepreneurship	No					Independent Study and Internship are Electives MGMT: 420, 444, 445,499	Yes, ETS
Marketing and Supply Chain Management	No					Independent Study and Internship Electives MKTG: (420, 425, 444, 499)	Yes, ETS
Mathematics	Yes	X	X	X			No
Music	No					By default has to take either a seminar or research subject MUSC: 444, 445, 460,475, 499	No
Philosophy	Yes	X					No
Physics and Astronomy	Yes	X	X	X			No
Political Science	Yes	X		X	POLS 499: 1,2,3,6 POLS 405: 1,2,3,5,6		No
Psychology	Yes			X			Yes, Developed by Dept.

Major	Senior Experience Required? (If Yes:)	Exploration of Major	Real World Experience	Research	Gen Ed Comp	Other	If No: What is offered	ETC, Some other company or homegrown
Sociology	Yes	X					Yes, developed by Dept.	
Studio Art	No						Optional Independent Study (ARTS 499)	No
Theatre	No							No
Urban Studies	Yes	X	X	X				No

Course Descriptions of Discipline-specific Senior Experiences

ANTH 491 RESEARCH METHODS (3): This course reviews a variety of ways in which anthropological research is conducted OR **ANTH 493 FIELD SCHOOL IN ARCHAEOLOGY (8):** A comprehensive archaeological field school that meets Society of Professional Archaeologists' standards. Students will participate in ongoing research conducted by The Charleston Museum and will receive systematic in-depth training in all phases of basic archaeological field research including surface survey, excavation, map construction, photography, data interpretation and artifact processing and analysis. Continuous eight-hour/day participation from first day of Maymester through the last day of the Summer I is required for the eight hours of credit.

ARTH 415 ADVANCED SEMINAR IN ART AND ARCHITECTURAL HISTORY (3): An advanced seminar in a specific area of art history, requiring a research paper and oral presentations by the student. Successful completion of this course is a requirement for completion of the major in art history. Topics will vary depending on the member of the art history faculty directing the seminar.

ARTM 400 INTERNSHIP IN ARTS MANAGEMENT (3): Provides students an experiential learning and research opportunity with a sponsoring arts-oriented organization.

BIOL 455 SEMINAR IN MOLECULAR BIOLOGY (2): Required "capstone" course for majors emphasizing molecular biology.

CHEM 492 SENIOR SEMINAR (1): A weekly seminar to be taken during the calendar year in which a student is to graduate. Oral and written projects will be required as well as an exit examination. Seminar, one hour per week.

CLAS 401 RESEARCH SEMINAR IN CLASSICS (3): A topical seminar focused around a central theme, figure or issue in ancient Greek or Roman civilization. A major research paper is required. Specific topic will be listed with the course title when offered. May be repeated for credit if the topic varies.

COMM 301 COMMUNICATION RESEARCH METHODS (3): Qualitative and quantitative methods employed in communication research, including experiments, surveys, textual analysis, and ethnography., **COMM 407 SEMINAR IN COMMUNICATION MANAGEMENT (3):** A seminar course on the problems, issues, and practices affecting the business and management of mass media, including labor and personnel, advertising, circulation, news/editorial, ratings and shares, ethics, and issues management. Lectures by visiting media professionals.

COMM 435 PUBLIC RELATIONS CAMPAIGNS (3): The course builds on concepts learned in COMM 235 and COMM 335, with a primary emphasis on group work on behalf of an outside client. Students will engage in significant research elements such as focus groups and surveys, as well as budgets and timetables. Students formally present comprehensive findings and proposals (a portfolio/plan book) to the client.

COMM 476 CAPSTONE IN CORPORATE AND ORGANIZATIONAL COMMUNICATION (3): This course provides students in the corporate and organizational communication concentration with a culminating experience at the conclusion of major coursework. Students integrate theory and practice as they conduct research and perform critical analyses using key concepts and methodologies of the discipline. Whenever possible, student work will be evaluated by both internal and external constituents.

COMM 495 FIELD INTERNSHIP (1-3): This course provides the student with practical experience working with communication-related organizations (mass media, business, museums, chambers of commerce, government, and service-related organizations). Course may be taken more than once, but no more than three credits may be earned. OR

COMM 499 BACHELOR'S ESSAY (6): A year-long research and writing project done during the senior year under the close supervision of a tutor from the department. A proposal must be submitted in writing and approved by the departmental honors committee prior to registration for the course. Students will confer regularly with their tutor both on the progress of their research (in the first term) and on the drafts of their paper (in the second term). The finished paper will normally be 50 or more pages and will reflect detailed research in the field.

CSCI 462 SOFTWARE ENGINEERING PRACTICUM (3): This course provides hands-on experience in the practice of group based software development. Student teams utilize development tools and techniques to implement software solutions to moderately complex problems. This project-based component provides a framework in which students gain both understanding and insight into the application of software engineering principles. Lectures three hours per week.

ECON 400 SENIOR SEMINAR IN ECONOMICS (3): A seminar on particular problems or questions in economic policy. Topics will vary. Designed to be a capstone course, this seminar is required of all economics majors. The tools of economic analysis developed in the prerequisite courses will be used to analyze particular economic problems. Prerequisites: Senior standing and the successful completion of an entrance examination administered by the economics faculty; ECON 200, 201, 317, 318; DSCI 232; MATH 104 or 250, 105 or 120; or permission of the instructor.

EDEE 455 EARLY CHILDHOOD CLINICAL PRACTICE (3), EDEE 457 ELEMENTARY GRADES CLINICAL PRACTICE (3), EDEE 459 MIDDLE GRADES CLINICAL PRACTICE (3): In this course, candidates engage in full-time teaching in a P-3, 2-6 and 5-8 grade classroom. They assume all of the responsibilities of a professional teacher. Under the supervision of a cooperating teacher and a college supervisor, candidates complete a long-range plan, take over full-time teaching and non-instructional responsibilities and participate in professional activities outside of the classroom and in weekly seminars.

EDFS 460 CLINICAL PRACTICE IN THE CONTENT AREAS (12): A course designed for candidates seeking secondary or K-12 program certification in a particular field of specialization. Candidates are placed in a public school setting for intensive and continuous involvement within the context of the total instructional process for at least 60 full days (12 weeks). Weekly seminars also are required. Candidates must apply for admission to clinical practice one semester prior to enrollment.

GEOL 492 SENIOR SEMINAR (1): Weekly seminar to be taken during the calendar year in which a geology major is to graduate. The purpose of the course is to prepare the students for a career in geology and to present recent advancements in the field through seminars and discussions. One hour per week.

EDFS 460 CLINICAL PRACTICE IN THE CONTENT AREAS (12): A course designed for candidates seeking secondary or K–12 program certification in a particular field of specialization. Candidates are placed in a public school setting for intensive and continuous involvement within the context of the total instructional process for at least 60 full days (12 weeks). Weekly seminars also are required. Candidates must apply for admission to clinical practice one semester prior to enrollment. OR

PEHD 498 CAPSTONE EXP IN EXERCISE SCIENCE (3): The capstone experience is a culmination of coursework in exercise science. It provides the opportunity to critically analyze and conduct contemporary research, practice in a clinical setting, evaluate the current and future trends in the discipline and discuss personal and professional challenges that will exist following commencement.

HPCP 410 INTERNSHIP (1-6): Internships are intended to provide the opportunity for the student to apply knowledge and skills learned during a normal course of study to actual situations encountered in work with area arts or preservation organizations. Interested students should contact the internship director for specific placement opportunities and application information.

HPCP 415 SENIOR SEMINAR (3): Capstone course for historic preservation and community planning majors. Seminar topics will be announced. Prerequisite: senior standing or permission of the instructor.

HIST 470 RESEARCH SEMINAR IN PREMODERN HISTORY (3): Research Seminar in Pre-Modern History to 1500 with a major research paper required. Specific topic will be listed with the course title when offered.

HIST 441 RESEARCH SEMINAR IN MODERN EUROPEAN HISTORY (3): A topical seminar focused on central historical problems in European history since 1500 with a major research paper required. Specific topic will be listed with the course title when offered.

HIST 461 RESEARCH SEMINAR IN MODERN ASIA, AFRICA, LATIN AMERICA (3): A topical seminar focused on central historical problems in Asia, Africa, or Latin America since 1500 with a major research paper required. Specific topic will be listed with the course title when offered.

HIST 410 RESEARCH SEMINAR IN U.S. HISTORY (3): A topical seminar focused around a central historical problem in U.S. history with a major research paper required. Specific topic will be listed with the course title when offered.

HIST 420 RESEARCH SEMINAR IN LOWCOUNTRY HISTORY (3): A topical seminar focused around a central historical problem in the history of the Lowcountry (the tide-water and the adjacent islands between Winyah Bay and Florida). The course will consider the European, African, and Caribbean components of Lowcountry culture. Specific topic will be listed with the course title when offered. OR

HIST 450 RESEARCH SEMINAR IN COMPARATIVE/TRANSNATIONAL HISTORY (3): Intensive examination of a specific topic. Topic will be listed with the course title when offered.

HONS 499 BACHELOR'S ESSAY (6): A year-long research and writing project done during the senior year under the close supervision of a tutor. The student must take the initiative in seeking a tutor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the Honors College committee prior to registration for the course.

HTMT 444 HOSPITALITY MANAGEMENT INTERNSHIP (3): A complementary source of learning and enhancement to the student's academic program and career objectives through experiential education engaging the student in a unique three-way partnership between an approved hospitality partner, the university and the student. The overall unique learning experience will be guided by a Learning Contract, outlining specific work-related experiences and academic components designed to enhance the student's knowledge. Finally, a series of regularly scheduled reflection and learning sessions conducted by faculty with support of industry leaders will be required. A maximum of three (3) hours of internship credit will be awarded. Prerequisites: senior status and declared major in hospitality and tourism management or permission of the instructor.

HTMT 488 STRATEGIC HOSPITALITY AND TOUR MANAGEMENT (3): This course is the capstone course for the HTM program. The course involves the integration and application of interdisciplinary management concepts, theories, and practices instrumental to management success within the hospitality and tourism industry.

MATH 490 PRACTICUM IN MATHEMATICS (3): This course is intended to give students real-world experiences in applications of mathematics through internships, case studies or projects undertaken by small groups of students under faculty supervision or the joint supervision of a faculty member and an industrial mathematician. It is the student's responsibility to submit a written practicum proposal to the applied mathematics committee in the semester prior to that in which the practicum is to be done (normally in the senior year). Reports will be submitted by the students describing and analyzing their internships or projects.

PHIL 450 SENIOR SEMINAR IN PHILOSOPHY (3): An intensive examination of a selected perspective or tradition, problem or philosopher. May be repeated for credit.

PHYS 420 SENIOR RESEARCH (3): Conducting, writing, and presenting the results of the research project prepared in PHYS 419. The presentation must be at a scientific forum approved by the research advisor. This course will normally be taken during the spring semester of the senior year. OR

PHYS 499 BACHELOR'S ESSAY (6): A year-long research and writing project done during the senior year under the close supervision of a tutor from the department. The student must take the initiative in seeking a tutor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the department prior to registration for the course. A student may not receive credit for both PHYS 420 and PHYS 499.

POLS 405 CAPSTONE SEMINAR (3): The Capstone Seminar provides political science majors with a culminating and integrative experience at the end of the major coursework. The seminar, required of all majors, provides students with the opportunity to do research and develop a critical analysis utilizing the key concepts and methodologies across the subfields of the discipline. A variety of topics will be offered each year.

PSYC 250 PSYCHOLOGICAL STATISTICS AND RESEARCH METHODS (3): Equivalent to PSYC 211 and 220. A survey of elementary statistical techniques and standard research methods used by psychologists. This course integrates the content of PSYC 211 and 220 while providing an introduction to the analysis of research data with statistical software.

SOCY 491 SOCIOLOGY CAPSTONE (1): A crystallization of knowledge and appreciation of the discipline. Attention given to methodological, theoretical and substantive issues germane to sociology.

URST 499 BACHELOR'S ESSAY (6): Independent research for the student who is a candidate for honors in the major. The student must take the initiative in seeking faculty help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the faculty prior to registration for the course.

9. During the past year, how much time did you spend during a typical week doing the following activities? (Mark one in each row)

	Hours Per Week							
	None	Less than 1 hour	1-2	3-5	6-10	11-15	16-20	Over 20
Studying/homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending classes/labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socializing with friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking with faculty during office hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking with faculty outside of class or office hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exercising/sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working (for pay) on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working (for pay) off campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student clubs/groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching TV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Housework/childcare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading for pleasure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commuting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prayer/meditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career planning (job searches, internships, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Playing video/computer games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surfing the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online social networks (MySpace, Facebook, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Compared with when you first entered this college, how would you now describe your: (Mark one in each row)

	Much Stronger	Stronger	No Change	Weaker	Much Weaker
General knowledge	5	4	3	2	1
Analytical and problem-solving skills	5	4	3	2	1
Knowledge of a particular field or discipline	5	4	3	2	1
Ability to think critically	5	4	3	2	1
Knowledge of people from different races/cultures	5	4	3	2	1
Leadership abilities	5	4	3	2	1
Interpersonal skills	5	4	3	2	1
Ability to get along with people of different races/cultures	5	4	3	2	1
Understanding of the problems facing your community	5	4	3	2	1
Understanding of social problems facing our nation	5	4	3	2	1
Preparedness for employment after college	5	4	3	2	1
Preparedness for graduate or advanced education	5	4	3	2	1
Ability to manage your time effectively	5	4	3	2	1
Understanding of global issues	5	4	3	2	1
Foreign language ability	5	4	3	2	1

11. Please indicate the extent to which you agree or disagree with the following statements: (Mark one in each row)

	Strongly Agree	Agree	Disagree	Strongly Disagree
I have been singled out because of my race/ethnicity, gender, religious affiliation, or sexual orientation	4	3	2	1
I see myself as part of the campus community	4	3	2	1
I have heard faculty express stereotypes about racial/ethnic groups in class	4	3	2	1
I feel I am a member of this college	4	3	2	1
Faculty here are interested in students' personal problems.	4	3	2	1
There is a lot of racial tension on this campus	4	3	2	1

11. Cont.

Please indicate the extent to which you agree or disagree with the following statements: (Mark one in each row)

	Strongly Agree	Agree	Disagree	Strongly Disagree
There is strong competition among most of the students for high grades	4	3	2	1
Faculty here are interested in students' academic problems	4	3	2	1
I feel I have a sense of belonging to this campus	4	3	2	1
Faculty feel that most students here are well-prepared academically	4	3	2	1

12. Please rate your satisfaction with your college in each area. (Mark one in each row)

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Courses in your major field	5	4	3	2	1
Amount of contact with faculty	5	4	3	2	1
Class size	5	4	3	2	1
Interaction with other students	5	4	3	2	1
Relevance of coursework to everyday life	5	4	3	2	1
Relevance of coursework to future career plans	5	4	3	2	1
Overall quality of instruction	5	4	3	2	1
Overall sense of community among students	5	4	3	2	1
Availability of campus social activities	5	4	3	2	1
Overall college experience	5	4	3	2	1
Respect for the expression of diverse beliefs	5	4	3	2	1
Ability to find a faculty or staff mentor	5	4	3	2	1
Size of student population	5	4	3	2	1
Racial/ethnic diversity of the student body	5	4	3	2	1

13. For the activities listed below, please indicate how often you engaged in each during the past year. (Mark one in each row)

	Frequently	Occasionally	Not At All
Smoked cigarettes	F	O	N
Felt lonely or homesick	F	O	N
Socialized with someone of another racial/ethnic group	F	O	N
Felt depressed	F	O	N
Felt overwhelmed by all I had to do	F	O	N
Attended a religious service	F	O	N
Drank beer	F	O	N
Drank wine or liquor	F	O	N
Participated in volunteer or community service work	F	O	N
Participated in student protests or demonstrations	F	O	N
Discussed politics:			
In class	F	O	N
With friends	F	O	N
With family	F	O	N
Sought personal counseling	F	O	N
Discussed religion	F	O	N
Worked on a local, state, or national political campaign	F	O	N
Contributed money to help support my family	F	O	N
Contributed money to a political campaign	F	O	N

14. Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself. (Mark one in each row)

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Academic ability	5	4	3	2	1
Artistic ability	5	4	3	2	1
Computer skills	5	4	3	2	1
Cooperativeness	5	4	3	2	1
Creativity	5	4	3	2	1

14. Cont.

Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself. (Mark one in each row)

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Drive to achieve	5	4	3	2	1
Emotional health	5	4	3	2	1
Leadership ability	5	4	3	2	1
Mathematical ability	5	4	3	2	1
Persistence	5	4	3	2	1
Physical health	5	4	3	2	1
Public speaking ability	5	4	3	2	1
Risk-taking	5	4	3	2	1
Self-confidence (intellectual)	5	4	3	2	1
Self-confidence (social)	5	4	3	2	1
Self-understanding	5	4	3	2	1
Understanding of others	5	4	3	2	1
Writing ability	5	4	3	2	1

15. Please indicate the highest degree you (A) will have earned as of June 2009 and (B) plan to complete eventually at any institution. (Mark one in each column)

	Highest Earned	Highest Planned
None	<input type="radio"/>	<input type="radio"/>
Vocational certificate	<input type="radio"/>	<input type="radio"/>
Associate (A.A. or equiv.)	<input type="radio"/>	<input type="radio"/>
Bachelor's (B.A., B.S., etc.)	<input type="radio"/>	<input type="radio"/>
Master's (M.A., M.S., etc.)	<input type="radio"/>	<input type="radio"/>
Ph.D. or Ed.D.	<input type="radio"/>	<input type="radio"/>
M.D., D.O., D.D.S., or D.V.M.	<input type="radio"/>	<input type="radio"/>
LL.B. or J.D. (Law)	<input type="radio"/>	<input type="radio"/>
B.D. or M.Div. (Divinity)	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>

16. Indicate the importance to you personally of each of the following: (Mark one in each row)

	Essential	Very Important	Somewhat Important	Not Important
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	E	V	S	N
Becoming an authority in my field	E	V	S	N
Obtaining recognition from my colleagues for contributions to my special field	E	V	S	N
Influencing the political structure	E	V	S	N
Influencing social values	E	V	S	N
Raising a family	E	V	S	N
Having administrative responsibilities for the work of others	E	V	S	N
Being very well off financially	E	V	S	N
Helping others who are in difficulty	E	V	S	N
Making a theoretical contribution to science	E	V	S	N
Writing original works (poems, novels, etc.)	E	V	S	N
Creating artistic work (painting, sculpture, etc.)	E	V	S	N
Becoming successful in a business of my own	E	V	S	N
Becoming involved in programs to clean up the environment	E	V	S	N
Developing a meaningful philosophy of life	E	V	S	N
Participating in a community action program	E	V	S	N
Helping to promote racial understanding	E	V	S	N
Keeping up to date with political affairs	E	V	S	N
Becoming a community leader	E	V	S	N
Integrating spirituality into my life	E	V	S	N
Improving my understanding of other countries and cultures	E	V	S	N
Adopting "green" practices to protect the environment	E	V	S	N

17. To what extent have you experienced the following with students from a racial/ethnic group other than your own? (Mark one in each row)

	Very Often	Often	Sometimes	Seldom	Never
Dined or shared a meal	5	4	3	2	1
Had meaningful and honest discussions about race/ethnic relations outside of class	5	4	3	2	1
Had guarded interactions	5	4	3	2	1
Shared personal feelings and problems	5	4	3	2	1
Had tense, somewhat hostile interactions	5	4	3	2	1
Had intellectual discussions outside of class	5	4	3	2	1
Felt insulted or threatened because of your race/ethnicity	5	4	3	2	1
Studied or prepared for class	5	4	3	2	1
Attended events sponsored by other racial/ethnic groups	5	4	3	2	1

18. How often have professors at your college provided you with: (Mark one in each row)

	Frequently	Occasionally	Not At All
Encouragement to pursue graduate/professional study	F	O	N
An opportunity to work on a research project	F	O	N
Advice and guidance about your educational program	F	O	N
Emotional support and encouragement	F	O	N
A letter of recommendation	F	O	N
Help to improve your study skills	F	O	N
Feedback on your academic work (outside of grades)	F	O	N
Intellectual challenge and stimulation	F	O	N
An opportunity to discuss coursework outside of class	F	O	N
Help in achieving your professional goals	F	O	N
An opportunity to apply classroom learning to "real-life" issues	F	O	N
Respect (treated you like a colleague/peer)	F	O	N
An opportunity to publish	F	O	N
Honest feedback about your skills and abilities	F	O	N
Negative feedback about your academic work	F	O	N

19. Please indicate your agreement with each of the following statements. (Mark one in each row)

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
Abortion should be legal	4	3	2	1
The death penalty should be abolished	4	3	2	1
Marijuana should be legalized	4	3	2	1
It is important to have laws prohibiting homosexual relationships	4	3	2	1
Racial discrimination is no longer a major problem in America	4	3	2	1
Realistically, an individual can do little to bring about changes in our society	4	3	2	1
Wealthy people should pay a larger share of taxes than they do now	4	3	2	1
Colleges should prohibit racist/sexist speech on campus	4	3	2	1
Same sex couples should have the right to legal marital status	4	3	2	1
Affirmative action in college admissions should be abolished	4	3	2	1
Federal military spending should be increased	4	3	2	1
The federal government is not doing enough to control environmental pollution	4	3	2	1
A national health care plan is needed to cover everybody's medical costs	4	3	2	1
Undocumented immigrants should be denied access to public education	4	3	2	1
Through hard work, everybody can succeed in American society	4	3	2	1
Dissent is a critical component of the political process	4	3	2	1
Addressing global warming should be a federal priority	4	3	2	1

**COLLEGE SENIOR SURVEY
STUDENT INFORMATION SHEET**

PURPOSE OF THE STUDY

You are asked to complete this survey as part of a national study of higher education conducted by the Higher Education Research Institute (HERI) at the University of California, Los Angeles. One major goal of this research is to determine what happens to students when they attend college. The data gathered are used in studies designed to better understand student learning and development and to help improve the quality of college education. Your decision to participate (or not to participate) will not affect your relationship with your college nor your grades.

PROCEDURES

If you volunteer to participate in this study, we would ask you to complete the attached survey and return it to the designated person at your campus. Most respondents can complete this questionnaire in about 25 minutes, although individual progress will vary by how quickly you move through the questions.

If you volunteer to complete this survey, you may decide not to complete the survey for any reason at any time without consequence of any kind. The Higher Education Research Institute does not offer payment for participation. Your completion and return of the enclosed questionnaire indicate your consent to participate in the study.

POTENTIAL BENEFITS TO SUBJECTS AND/OR SOCIETY

You may have the opportunity to reflect on your prior academic experiences and your expectations for college as you complete the survey, which may enhance self-understanding. Results of your participation also will be directly beneficial to your college or university, and may benefit future generations of college students as well.

POTENTIAL RISKS AND DISCOMFORTS

There could be survey items that you are uncomfortable answering or to which you would simply prefer not to respond. Your participation in this study is strictly voluntary, and you will be under no obligation whatsoever to answer any questions that you are not inclined to answer. You may choose not to answer any specific questions you do not want to answer and still remain in the study.

CONFIDENTIALITY

Please note that your responses will be used for research purposes only and will be strictly confidential. Any information that is obtained in connection with this study and that can be identified with you will remain confidential and we will release your survey data back to your institution with identifying information only if we have your explicit permission to do so (survey question #33). Further, all colleges receiving such information are required to certify in advance that the data will only be used for research purposes and will not be used to investigate specific individuals. If you do not give us your permission to release your survey data with identifying information, we will provide your college with non-identifiable data.

IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about the research, please contact Mr. John Pryor at this address:

Higher Education Research Institute
UCLA Graduate School of Education and Information Studies
Box 951521
Los Angeles, CA 90095-1521
Email: heri@ucla.edu
Phone: 310-825-1925

RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject, contact the Office for Protection of Research Subjects, 1401 Ueberroth Building, UCLA, Box 951694, Los Angeles, CA 90095-1694, (310) 825-8714.

7. Below is a list of different **MAJOR** fields for undergraduate and graduate study. (*Fill in appropriate two-digit code on your survey*) Undergraduate major (final or most recent) & Graduate major (omit if you do not plan to go to graduate school) .

ARTS AND HUMANITIES	ENGINEERING	SOCIAL SCIENCE
01 Art, fine and applied	35 Aeronautical or astronautical eng	62 Anthropology
02 English (language and literature)	36 Civil Engineering	63 Economics
03 History	37 Chemical Engineering	64 Ethnic Studies
04 Journalism	38 Computer Engineering	65 Geography
05 Language and Literature (except English)	39 Electrical or Electronic Engineering	66 Political Science (gov't, international relations)
06 Music	40 Industrial Engineering	67 Psychology
07 Philosophy	41 Mechanical Engineering	68 Social Work
08 Speech	42 Other Engineering	69 Sociology
09 Theater or Drama	PHYSICAL SCIENCE	70 Women's Studies
10 Theology or Religion	43 Astronomy	71 Other Social Science
11 Other Arts and Humanities	44 Atmospheric Science (incl. Meteorology)	TECHNICAL
BIOLOGICAL SCIENCE	45 Chemistry	72 Building Trades
12 Biology (general)	46 Earth Science	73 Data Processing or Computer Programming
13 Biochemistry or Biophysics	47 Marine Science (incl. Oceanography)	74 Drafting or Design
14 Botany	48 Mathematics	75 Electronics
15 Environmental Science	49 Physics	76 Mechanics
16 Marine (Life) Science	50 Statistics	77 Other Technical
17 Microbiology or Bacteriology	51 Other Physical Science	OTHER FIELDS
18 Zoology	PROFESSIONAL	78 Agriculture
19 Other Biological Science	52 Architecture or Urban Planning	79 Communications
BUSINESS	53 Home Economics	80 Computer Science
20 Accounting	54 Health Technology (medical, dental, laboratory)	81 Forestry
21 Business Admin. (general)	55 Law	82 Kinesiology
22 Finance	56 Library/Archival Science	83 Law Enforcement
23 International Business	57 Medicine, Dentistry, Veterinary	84 Military Science
24 Marketing	58 Nursing	85 Other Field
25 Management	59 Pharmacy	86 Undecided
26 Secretarial Studies	60 Therapy (occupational, physical, speech)	
27 Other Business	61 Other Professional	
EDUCATION		
28 Business Education		
29 Elementary Education		
30 Music or Art Education		
31 Physical Education or Recreation		
32 Secondary Education		
33 Special Education		
34 Other Education		

8. Please mark your **probable CAREER/OCCUPATION** below: (*Fill in appropriate two-digit code on your survey*)

01 Accountant or actuary	23 Lab technician or hygienist
02 Actor or entertainer	24 Law enforcement officer
03 Architect or urban planner	25 Lawyer (attorney) or judge
04 Artist	26 Military service (career)
05 Business (clerical)	27 Musician (performer, composer)
06 Business executive (management, administrator)	28 Nurse
07 Business owner or proprietor	29 Optometrist
08 Business sales person or buyer	30 Pharmacist
09 Clergy (minister or priest)	31 Physician
10 Clergy (other religious)	32 Policymaker/government
11 Clinical psychologist	33 School counselor
12 College administrator/staff	34 School principal or superintendent
13 College teacher	35 Scientific researcher
14 Computer programmer/analyst	36 Social, welfare or recreation worker (elementary)
15 Conservationalist or forester	37 Therapist (physical, occupational, speech)
16 Dentist (including orthodontist)	38 Teacher or administrator (elementary)
17 Dietitian or home economist	39 Teacher or administrator (secondary)
18 Engineer	40 Veterinarian
19 Farmer or rancher	41 Writer or journalist
20 Foreign service worker (including diplomat)	42 Skilled trades
21 Homemaker (full-time)	43 Other
22 Interior decorator (including designer)	44 Undecided

Carefully detach this section after answering Questions 7 and 8.



Comparative Data Guide: Introduction

What is the Comparative Data Guide?

The Comparative Data Guide is a compilation of information about the performance of various groups of students taking the MAPP™ test (*Measure of Academic Proficiency and Progress*). These groups of students are defined by the point in their academic career at which they were tested, and by the Carnegie classification of their colleges.

Groups by academic career:

- Entering Freshmen – no credit hours completed
- Freshmen – fewer than 30 semester hours or fewer than 45 quarter hours completed
- Sophomores – 30 to 60 semester hours or 45 to 90 quarter hours completed
- Juniors – 61 to 90 semester hours or 91 to 145 quarter hours completed
- Seniors – more than 90 semester hours or more than 145 quarter hours completed

Groups by Carnegie classification:

- Doctoral/Research Universities I and II
- Master's (Comprehensive) Colleges and Universities I and II
- Baccalaureate (Liberal Arts) Colleges I and II
- Associate's Colleges
- Specialized Institutions

Source: 2001 Higher Education Directory, 19th Edition.

For each class of students at each group of colleges, the Guide includes the following types of information:

- Number of students tested at each institution
- Distribution of institutional mean total scores
- Distribution of institutional mean subscores
- Total scores of individual students: percent below each scaled score
- Subscores of individual students: percent below each scaled score
- Summary of proficiency classifications of individual students
- Demographic summary of the students tested

How can I use the Comparative Data Guide?

The Guide is intended to help make the scores from your institution meaningful by providing a basis for comparison. The distributions of individual scores and proficiency classifications let you compare the scores and proficiency classifications of your students with those of a large group of students at several institutions. The distributions of institutional mean scores enable you to compare the mean scores of the students tested at your institution with the mean scores from a group of other institutions. Statistics are reported separately for five classes of students: entering freshmen, freshmen, sophomores, juniors and seniors. The tables are organized first by college class, then by type of institution. All tables for a college class at a type of institution are placed together.

Notice that the distributions of institutional mean scores answer a very different question than the distributions of individual scores. You can use the distributions of individual scores to answer the question, "How does an individual student tested at my institution compare with all the students tested at all the institutions testing 30 or more students in this college class (entering freshmen, etc.)?" You can use the distributions of institutional mean scores to answer the question, "How does the average student tested at my institution compare with the average student tested at each of the other institutions?" In computing the statistics for individual students, the data from very large institutions



have been downweighted to make the statistics more effectively represent the institutions using the MAPP test. Data from students who answered fewer than half the questions have been excluded from all calculations on the grounds that these students did not really attempt to complete the test.

Because the MAPP test is new, the statistics reported in the current issue of the Guide have been computed from the scores and proficiency classifications of students who took *Academic Profile*, the predecessor of the MAPP test. The content and structure of the MAPP test closely parallels the content and structure of *Academic Profile*. The scores and proficiency classifications on the MAPP test have been statistically equated for comparability to those on *Academic Profile*.

What is the MAPP test?

The MAPP test is an assessment of critical thinking and college-level reading, writing, and mathematics skills. (There is an essay test as well, but the data pertaining to the essay test are not included in this Guide.) The multiple-choice test exists in two versions: Standard and Abbreviated. The Standard Form provides information about the skills of individual students, as well as about groups of students. The Abbreviated Form only provides information about groups of 30 or more students.

Two kinds of scores are reported on the MAPP test: norm-referenced **scaled scores** and criterion-referenced **proficiency classifications**.

Scaled scores on the MAPP test derive their meaning from comparisons between the scores of an individual student and a group of students, between the scores of one group of students and the scores of other groups (e.g., students at other colleges and universities), and between the scores of the same students tested at different times in their college career. Three types of scaled scores are reported:

- The **total score** is based on all of the questions. It is reported on a scale of 400 to 500.
- Four **skills subscores** are reported, on scales of 100 to 130. Each skills subscore refers to a particular *skill dimension*: Critical Thinking, College-Level Reading, College-Level Writing, or Mathematics. For each skill, the subscore is based on one-fourth of the questions.
- Three **context-based** subscores are reported on scales of 100 to 130. Each context-based subscore measures *reading and critical thinking* skills in a particular *academic context*: Humanities, Social Sciences or Natural Sciences. Each context-based subscore is based on one-third of the reading and critical-thinking questions. Writing and mathematics questions are not included in computing the context-based subscores.

The scaled scores on the MAPP test have been statistically adjusted to make them comparable to the corresponding scores on the *Academic Profile*, so that trend analyses based on the scaled scores can continue without a break.

Proficiency classifications are based on a grouping of the specific skills in each skill dimension into *proficiency levels*. There are three proficiency levels for writing, three proficiency levels for mathematics and three proficiency levels for the combined set of skills involved in reading and critical thinking. Each proficiency level is defined in terms of a set of specific competencies expected of students. A student taking the MAPP test is classified as *proficient*, *marginal* or *not proficient* at each of these proficiency levels. (A student classified as marginal is one whose test results do not provide enough evidence to classify the student either as proficient or as not proficient.) For each proficiency level of each skill dimension, the tables in this Guide report the percentages of students classified as proficient, as marginal and as not proficient.

Copyright © 2006 by Educational Testing Service. All rights reserved. ETS and the ETS logo are registered trademarks of Educational Testing Service (ETS) in the United States of America and other countries throughout the world. MAPP is a trademark of ETS. 3297

MAPP
Measures of Academic Proficiency and Progress

Demographic Analysis Report
Program Enrolled

College of Charleston

Cohort Name: TEST DATE: 2009-05-06T00:00:00-04:00

Abbreviated

Close Date: 05/11/2009

Test Description: Abbreviated Form A Paper

Number of students tested: 199

Number of students included in these statistics: 195

Number of students excluded (see roster): 4

	Number	Total Score	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Total Group	195	453.93 (18.64)	114.61 (6.14)	120.86 (5.66)	115.96 (4.51)	115.21 (5.72)	117.36 (6.42)	116.33 (5.57)	117.36 (4.92)
AA/AS	0	N/A							
BA/BS	181	454.75 (18.59)	114.92 (5.99)	120.92 (5.64)	116.07 (4.54)	115.45 (5.72)	117.54 (6.49)	116.57 (5.39)	117.44 (4.96)
Transfer Program	0	N/A							
Career/Vocational	1	N/A							
Certificate	0	N/A							
Life-Long Learning	1	N/A							
Work Force Training	0	N/A							
Other	0	N/A							

The mean score is presented on the top of each cell, with the standard deviation below in parentheses.

MAPP
Measures of Academic Proficiency and Progress

Summary of Proficiency Classifications
To show how many students are proficient at each level

College of Charleston

Abbreviated Form

Test Description: Abbreviated Form A Paper

Number of students tested: 199

Number of students included in these statistics: 195

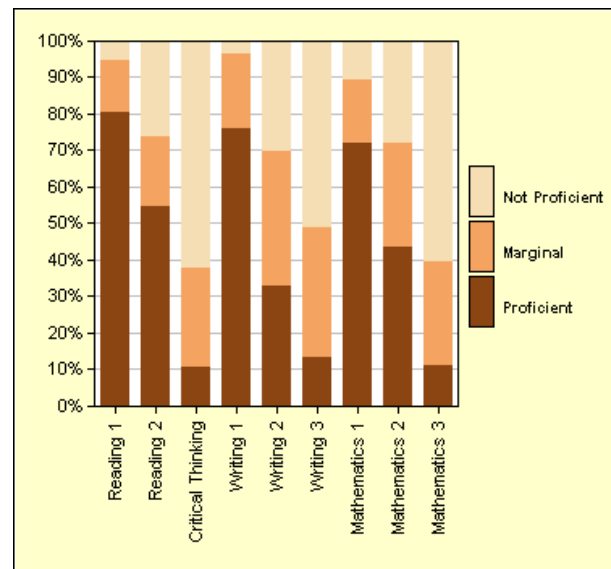
Number of students excluded (see roster): 4

Cohort Name: TEST DATE: 2009-05-06T00:00:00-04:00

Close Date: 05/11/2009

Student Level: All

Skill Dimension	Proficiency Classification		
	Proficient	Marginal	Not Proficient
Reading, Level 1	81%	14%	5%
Reading, Level 2	55%	19%	26%
Critical Thinking	11%	27%	62%
Writing, Level 1	76%	21%	4%
Writing, Level 2	33%	37%	30%
Writing, Level 3	13%	35%	51%
Mathematics, Level 1	72%	17%	11%
Mathematics, Level 2	44%	28%	28%
Mathematics, Level 3	11%	28%	61%



The skills measured by the MAPP test are grouped into proficiency levels - three proficiency levels for writing, three for mathematics, and three for the combined set of skills involved in reading and critical thinking. The table and graph show the number and percentage of students who are proficient, marginal, and not proficient at each proficiency level in reading and critical thinking, writing, and mathematics. A student classified as marginal is one whose test results do not provide enough evidence to classify the student either as proficient or as not proficient. See the User's Guide for more information about these classifications, including a list of the specific skills associated with each proficiency level in each skill area.

MAPP
Measures of Academic Proficiency and Progress

Scaled Score Distributions
Academic Area Subscores

College of Charleston

Abbreviated

Test Description: Abbreviated Form A Paper

Number of students tested: 199

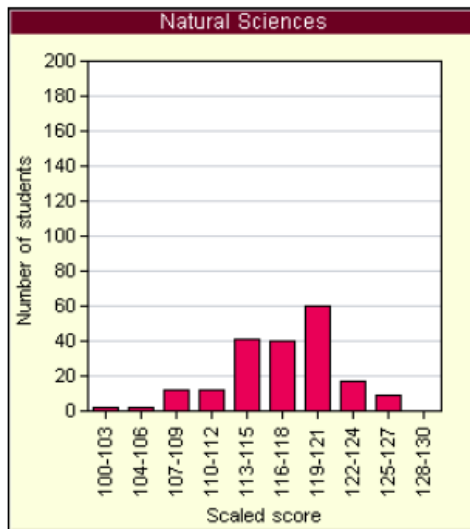
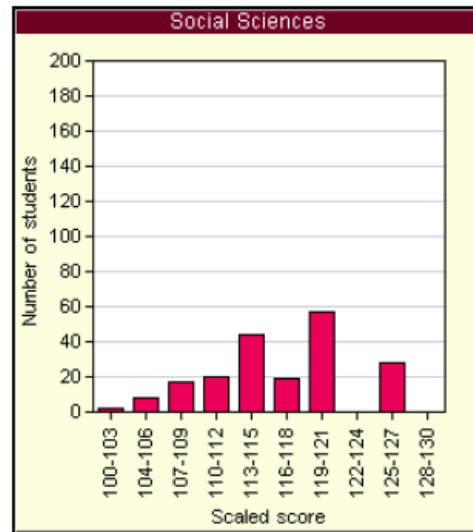
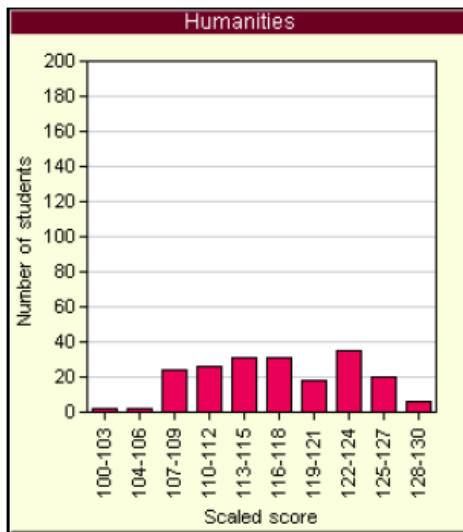
Number of students included in these statistics:
 195

Number of students excluded (see roster): 4

Cohort Name: TEST DATE: 2009-05-06T00:00:00-04:00

Close Date: 05/11/2009

Student Level: All



MAPP
Measures of Academic Proficiency and Progress

Summary of Scaled Scores
To show the ability of the group taking the test

College of Charleston

Cohort Name: TEST DATE: 2009-05-06T00:00

Abbreviated

Close Date: 05/11/2009

Test Description: Abbreviated Form A Paper

Student Level: All

Number of students tested: 199

Number of students included in these statistics:
 195

Number of students excluded (see roster): 4

	Possible Range	Mean Score	95% Confidence Limits* for Mean	Standard Deviation	25th Percentile	50th Percentile	75th Percentile
Total Score	400 to 500	453.93	452 to 456	18.64	440	452	471
Skills Subscores:							
Critical Thinking	100 to 130	114.61	114 to 116	6.14	110	115	120
Reading	100 to 130	120.86	120 to 122	5.66	116	121	124
Writing	100 to 130	115.96	115 to 117	4.51	113	117	120
Mathematics	100 to 130	115.21	114 to 116	5.72	111	115	120
Context-Based Subscores:							
Humanities	100 to 130	117.36	116 to 119	6.42	112	117	124
Social Sciences	100 to 130	116.33	115 to 117	5.57	113	116	120
Natural Sciences	100 to 130	117.36	116 to 118	4.92	114	118	121

The confidence limits are based on the assumption that the questions contributing to each scaled score are a sample from a much larger set of possible questions that could have been used to measure those same skills. If the group of students taking the test is a sample from some larger population of students eligible to be tested, the confidence limits include both sampling of students and sampling of questions as factors that could cause the mean score to vary. The confidence limits indicate the precision of the mean score of the students actually tested, as an estimate of the "true population mean" - the mean score that would result if all the students in the population could somehow be tested with all possible questions. These confidence limits were computed by a procedure that has a 95 percent probability of producing upper and lower limits that will surround the true population mean. The population size used in the calculation of the confidence limits for the mean scores in this report is 195.

MAPP
Measures of Academic Proficiency and Progress

Scaled Score Distributions

Total

College of Charleston

Abbreviated

Test Description: Abbreviated Form A Paper

Number of students tested: 199

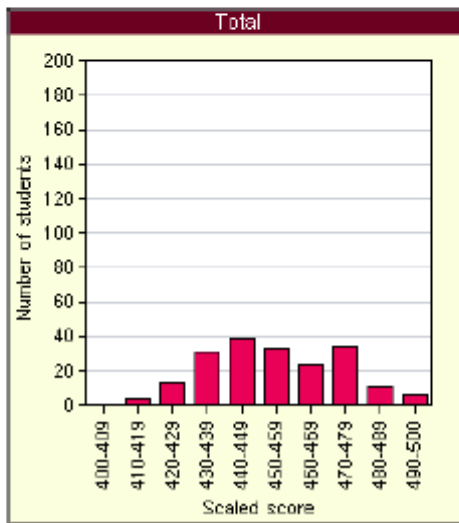
Number of students included in these statistics:
195

Number of students excluded (see roster): 4

Cohort Name: TEST DATE: 2009-05-06T00:00

Close Date: 05/11/2009

Student Level: All



All Students
Master's (Comprehensive) Colleges and Universities I and II
Distribution of Institutional Mean Subscores

Mean Subscore	Skills Subscores							
	Critical Thinking		Reading		Writing		Math	
	No. of Instns.	Pct. Below	No. of Instns.	Pct. Below	No. of Instns.	Pct. Below	No. of Instns.	Pct. Below
126 to 130	0	100	0	100	0	100	0	100
125 to 125.99	0	100	0	100	0	100	0	100
124 to 124.99	0	100	1	99	0	100	0	100
123 to 123.99	0	100	2	97	0	100	0	100
122 to 122.99	0	100	4	94	0	100	0	100
121 to 121.99	0	100	3	92	0	100	0	100
120 to 120.99	0	100	17	77	0	100	1	99
119 to 119.99	0	100	17	63	1	99	0	99
118 to 118.99	1	99	28	39	1	98	1	98
117 to 117.99	0	99	19	23	2	97	3	96
116 to 116.99	1	98	13	12	12	86	8	89
115 to 115.99	2	97	1	11	25	65	13	78
114 to 114.99	4	93	7	5	35	36	18	63
113 to 113.99	9	86	3	3	26	14	31	36
112 to 112.99	25	64	2	1	7	8	23	17
111 to 111.99	20	47	1	0	5	3	9	9
110 to 110.99	25	26	0	0	4	0	4	6
109 to 109.99	17	12	0	0	0	0	4	3
108 to 108.99	7	6	0	0	0	0	2	1
107 to 107.99	5	2	0	0	0	0	1	0
106 to 106.99	2	0	0	0	0	0	0	0
100 to 105.99	0	0	0	0	0	0	0	0
Number of Institutions	118		118		118		118	
Mean	111.18		118.37		114.45		113.55	
Standard Deviation	2.04		2.35		1.59		2.10	

*The score distribution used to compute these statistics has been modified, to prevent the statistics from being dominated by a few very large institutions. If an institution contributed more than 3900 students to this data set, the score of each of its students has been weighted by the fraction $3900/n$, where n is the number of students from that institution. For example, if an institution tested 7800 students, the score of each of its students would receive a weight of $3900/7800 = 1/2$. In computing the statistics, each of its students would count only half as much as a student from an institution that tested 3900 or fewer students. Therefore, an institution testing 7800 students would influence the statistics just as much as if it had tested only 3900 students.

All Students
Master's (Comprehensive) Colleges and Universities I and II
Distribution of Individual Students' Total Scores

Scaled Score	Percent Below	Scaled Score	Percent Below	Scaled Score	Percent Below	Scaled Score	Percent Below
500	>99	475	92	450	64	425	15
499	>99	474	92	449	63	424	14
498	>99	473	91	448	61	423	12
497	>99	472	90	447	59	422	11
496	>99	471	89	446	57	421	9
495	>99	470	89	445	56	420	9
494	>99	469	88	444	53	419	8
493	>99	468	87	443	51	418	7
492	99	467	86	442	50	417	6
491	99	466	85	441	46	416	5
490	99	465	84	440	45	415	5
489	99	464	83	439	44	414	4
488	99	463	82	438	40	413	3
487	99	462	81	437	39	412	3
486	98	461	79	436	37	411	2
485	98	460	79	435	34	410	2
484	97	459	77	434	33	409	2
483	97	458	77	433	31	408	1
482	97	457	74	432	28	407	1
481	96	456	73	431	27	406	1
480	95	455	72	430	24	405	1
479	95	454	71	429	23	404	1
478	95	453	69	428	21	403	1
477	94	452	68	427	19	402	<1
476	93	451	66	426	17	401	<1
						400	0
No. of Students		118,950*		90th percentile		471	
Mean		443.8		75th percentile		457	
Standard Deviation		19.1		50th percentile		441	
				25th percentile		430	
				10th percentile		421	

*The score distribution used to compute these statistics has been modified, to prevent the statistics from being dominated by a few very large institutions. If an institution contributed more than 3900 students to this data set, the score of each of its students has been weighted by the fraction $3900/n$, where n is the number of students from that institution. For example, if an institution tested 7800 students, the score of each of its students would receive a weight of $3900/7800 = 1/2$. In computing the statistics, each of its students would count only half as much as a student from an institution that tested 3900 or fewer students. Therefore, an institution testing 7800 students would influence the statistics just as much as if it had tested only 3900 students.

All Students
Master's (Comprehensive) Colleges and Universities I and II
Distribution of Individual Students' Subscores

Scaled Score	Skills Subscores: Percent of Students Below Each Scaled Score				Context-Based Subscores: Pct. of Students Below Each Scaled Score		
	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
130	>99	97	>99	>99	>99	>99	99
129	>99	94	>99	99	99	99	99
128	99	90	>99	99	98	99	99
127	99	88	>99	98	96	98	99
126	98	83	99	96	94	97	97
125	97	77	99	95	92	93	95
124	96	74	97	93	89	93	94
123	92	69	96	92	88	92	88
122	92	65	93	89	81	91	84
121	91	59	86	86	79	81	81
120	89	54	84	85	73	79	78
119	83	48	83	81	73	76	69
118	82	47	70	75	66	76	61
117	81	39	65	73	60	74	58
116	76	34	59	70	59	62	53
115	69	30	52	57	55	56	46
114	68	25	40	55	46	52	44
113	65	23	34	46	38	51	33
112	60	20	28	44	36	42	32
111	50	15	20	37	33	37	24
110	48	12	17	28	25	29	20
109	39	11	11	22	16	26	14
108	32	7	9	18	16	21	12
107	25	5	6	11	8	13	8
106	18	5	4	8	7	9	4
105	15	2	2	4	3	8	3
104	11	2	2	3	2	4	2
103	5	1	1	1	1	2	<1
102	4	<1	1	1	<1	1	<1
101	2	<1	<1	1	<1	<1	<1
100	0	0	0	0	0	0	0
Number of Students	118,950*	118,950*	118,950*	118,950*	118,950*	118,950*	118,950*
Mean Score	111.1	118.2	114.4	113.3	114.7	113.4	115.0
Standard Deviation	6.3	6.9	4.9	6.0	6.4	6.3	5.8
90th percentile	120	128	121	122	124	121	123
75th percentile	115	124	118	118	120	117	119
50th percentile	111	119	114	113	114	112	115
25th percentile	106	113	111	109	110	108	111
10th percentile	103	108	108	106	107	106	107

All Students
Master's (Comprehensive) Colleges and Universities I and II
Summary of Proficiency Classifications

Skill Dimension and Level	Percent of Students Classified as		
	Proficient	Marginal	Not Proficient
Critical Thinking	5%	13%	82%
Reading, Level 2	33%	20%	46%
Reading, Level 1	65%	20%	15%
Writing, Level 3	7%	28%	65%
Writing, Level 2	18%	37%	45%
Writing, Level 1	66%	24%	10%
Mathematics, Level 3	6%	15%	78%
Mathematics, Level 2	26%	28%	46%
Mathematics, Level 1	54%	27%	19%
Total Number of Students: 150,910			
Weighted Number of Students: 118,950*			

*The score distribution used to compute these statistics has been modified, to prevent the statistics from being dominated by a few very large institutions. If an institution contributed more than 3900 students to this data set, the score of each of its students has been weighted by the fraction $3900/n$, where n is the number of students from that institution. For example, if an institution tested 7800 students, the score of each of its students would receive a weight of $3900/7800 = 1/2$. In computing the statistics, each of its students would count only half as much as a student from an institution that tested 3900 or fewer students. Therefore, an institution testing 7800 students would influence the statistics just as much as if it had tested only 3900 students.

Employment Info

ALUMNI QUESTIONNAIRE: CLASS OF 2007-2008

Please complete the following questionnaire about your college experience. Your responses will help us develop a class profile and assess how we can further assist our students and alumni.

Your current employment

Are you currently employed?

- Yes, full-time
- Yes, part-time
- No, but seeking employment
- No, not seeking employment

Please check the category that best describes your employment.

- Armed Forces
- Government
- Self-employed
- Business and Industry
- Non-profit human services organization
- Other
- Education

What are the minimum educational requirements for your current position?

- High school diploma or less
- Associate degree or 2 years of college
- Graduate degree
- Certificate program or 1 year of college
- Bachelor's degree

To what extent is your current occupation related to your college major?

- Not related
- Slightly
- Moderately
- Highly

How did you find out about your current job?

- Alumni Contact Referral
- Family, Friends, or Acquaintances
- Want Ads
- CofC Career Center
- Internet Search
- Worked with Employer Before
- CofC Career Fair
- Internship
- Faculty Referral
- Direct Application
- Private Employment Agency
- Other

What is your present annual income range? (This information will remain confidential)

Please provide your employment information below.

Position Title:

City:

State:

Graduate School info

Your status regarding graduate/professional school

What is your current status with regards to graduate/professional study?

- | | |
|--|--|
| <input type="radio"/> Not in my current plans | <input type="radio"/> Enrolled full-time |
| <input type="radio"/> Have applied/ have been accepted | <input type="radio"/> Attended but not completed |
| <input type="radio"/> Enrolled part-time | <input type="radio"/> Have completed |

Degree sought or completed:

- | | |
|--|--------------------------------------|
| <input type="radio"/> Graduate certificate program | <input type="radio"/> Law Degree |
| <input type="radio"/> Master's Degree | <input type="radio"/> Medical Degree |
| <input type="radio"/> Doctorate Degree | |

Please enter the name of your graduate institution:

Please indicate the academic discipline:

In your graduate work, do you have or did you receive a graduate assistantship/fellowship?

- Yes
 No

Why did you seek further education? (check as many as apply)

- My career goal can only be obtained through further education I want to enhance my earning potential

Your satisfaction with CofC

How satisfied were you with each of these services?

	Degree of satisfaction					If <u>not</u> satisfied, why:
	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	Never Used	
Classroom facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Computer labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Residence halls	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Athletic and fitness facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Dining services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Health services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Counseling services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Center for Student Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Library services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Financial aid services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Intramural programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Department of Public Safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Job Search Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Career Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Availability of scholarships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

Degree of satisfaction

Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	Never Used	If <u>not</u> satisfied, why:
----------------------	--------------	-----------	-------------------	---------------	-------------------------------

When you think of College of Charleston, how much do you identify with each of the following:

	Not at all	Very little	Moderately	Very much	
	0	1	2	3	4
Your graduating class					
Cougar Athletics					
Your academic department					
Certain faculty or staff members					
Your former classmates					
Charleston, SC					
Social organizations					
College of Charleston overall					

Overall, how would you rate your satisfaction with the following aspects of your undergraduate education.

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	
	0	1	2	3	4	5
Quality of Courses: General education						
In your major						
Availability of Courses: General education						

	0	1	2	3	4	5
	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	
In your major						
Quality of preparation for:						
Employment						
Graduate school						
Quality of instruction by:						
General education faculty						
Faculty in your major						
Graduate T.A.s						

In your opinion, is College of Charleston's academic reputation:

Declining	Staying the same	Improving	Don't know
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you were to do it again, would you choose the College of Charleston for your undergraduate education?

Yes

No

What do you think College of Charleston does well?

What does College of Charleston need to improve?

In your major, what are the components for your major from which you benefitted the most?

In your major, list any areas for improvement.

5- YEAR ALUMNI SURVEY

Employment Info

Class of 2003-2004

Please complete the following questionnaire about your college experience. Your responses will help us develop a class profile and assess how we can further assist our students and alumni.

Your current employment

Are you currently employed?

- Yes, full-time
- Yes, part-time
- No, but seeking employment
- No, not seeking employment

Please check the category that best describes your employment.

- Armed Forces
- Government
- Self-employed
- Business and Industry
- Non-profit human services organization
- Other
- Education

What are the minimum educational requirements for your current position?

- High school diploma or less
- Associate degree or 2 years of college
- Graduate degree
- Certificate program or 1 year of college
- Bachelor's degree

To what extent is your current occupation related to your college major?

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| Not related | Slightly | Moderately | Highly |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

How did you find out about your current job?

- Alumni Contact Referral
- Family, Friends, or Acquaintances
- Want Ads
- CofC Career Center
- Internet Search
- Worked with Employer Before
- CofC Career Fair
- Internship
- Faculty Referral
- Direct Application
- Private Employment Agency
- Other

What is your present annual income range? (This information will remain confidential)

Please provide your employment information below.

Position Title:

City:

State:

Graduate School info

Your status regarding graduate/professional school

What is your current status with regards to graduate/professional study?

- | | |
|--|--|
| <input type="radio"/> Not in my current plans | <input type="radio"/> Enrolled full-time |
| <input type="radio"/> Have applied/ have been accepted | <input type="radio"/> Attended but not completed |
| <input type="radio"/> Enrolled part-time | <input type="radio"/> Have completed |

Degree sought or completed:

- | | |
|--|--------------------------------------|
| <input type="radio"/> Graduate certificate program | <input type="radio"/> Law Degree |
| <input type="radio"/> Master's Degree | <input type="radio"/> Medical Degree |
| <input type="radio"/> Doctorate Degree | |

Please enter the name of your graduate institution:

Please indicate the academic discipline:

Do you have or did you receive a graduate assistantship/fellowship?

- Yes
 No

Why did you seek further education? (check as many as apply)

- My career goal can only be obtained through further education I want to enhance my earning potential

I want to further my personal growth

I could not secure employment

Gen Ed

Your CofC general education experience

Please indicate how much The College of Charleston contributed to your development in each area and how important each of the following has been in your life since college.

	CofC's contribution				Importance in your life			
	Very little/none	--	--	A great deal	Not at all important	--	--	Very important
Lead and supervise tasks and groups of people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In depth knowledge of a particular academic field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand myself: abilities, interests, limitations, personality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read or speak a foreign language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Synthesize and integrate ideas and information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ability to solve complex problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate well orally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop self esteem/self confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquire broad knowledge in the arts and sciences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quantitative abilities (e.g., statistics, mathematical reasoning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Function effectively as a member of a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand scientific concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquire new skills and knowledge on my own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop awareness of social problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ability to get along with and appreciate people of different races, cultures, countries, and religions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appreciate art, literature, music, drama	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify moral/ethical issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development of historical perspective and knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Place current problems in historical/cultural /philosophical perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Your opinions about CofC

When you think of College of Charleston, how do you identify with each of the following:

	0	1	2	3	4
	Not at all	Very little	Moderately	Very much	
Cougar Athletics					
Your academic department					
Certain faculty or staff members					
Charleston, SC					
College of Charleston overall					
Your former classmates					
Your graduating class					
Social organizations					

In your opinion, what grade would you assign the College of Charleston overall?

A

In your opinion, what grade would you assign your major department overall?

A

In your opinion, what is the academic quality of the College of Charleston in the eyes of other people?

Poor	Not very good	Average	Good	Excellent
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In your opinion, is College of Charleston's academic reputation:

Declining	Staying the same	Improving	Don't know
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you encourage a current high school senior who resembles you when you were a high school senior (similar background, academic ability, and interests) to attend the College of Charleston?

Yes
 No

To what extent has your education from the College of Charleston been:

	Very little	Moderately	Very much
personally rewarding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
professionally rewarding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
financially rewarding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall, how would you rate College of Charleston in the following areas:

	Poor	Not very good	Average	Good	Excellent	
	0	1	2	3	4	5
quality of courses						
variety of courses						
availability of courses						
accessibility of faculty						
quality of instruction by faculty						
quality of academic advising						

What do you think College of Charleston does well?

What does College of Charleston need to improve?

[Empty text box]

In your major, what are the components for your major from which you benefitted the most?

[Empty text box]

In your major, list any areas for improvement.

[Empty text box]

SUPPORTING DOCUMENT M: DATA TABLES FOR GRE SCORES

2008 COLLEGE OF CHARLESTON GRE SCORE ANALYSIS: QUANTITATIVE												
	Distribution of Scores									Summary Statistics		
	Examinees	200-290	300-390	400-490	500-590	% 500>	600-690	700-790	800	Total Number of Scores	Mean Score	Standard Deviation
American History CofC	5		1	2	2					5		
American History Total	931	40	104	185	262		225	108	7	931	539	130
CofC Participants (Score of 500>)						40.00%						
All Participants Nationally (Score of 500>)						64.66%						
History-other CofC	5			1	1		3			5		
History-other Total	1094	49	116	215	279		286	135	10	1090	544	133
CofC Participants (Score of 500>)						80.00%						
All Participants Nationally (Score of 500>)						64.90%						
Any Dept Not Listed CofC	34	1	2	3	14		10	2	1	33	566	115
Any Dept. Not Listed Total	21900	871	2041	3711	5350		5258	3694	603	21528	563	141
CofC Participants (Score of 500>)						79.41%						
All Participants Nationally (Score of 500>)						68.06%						
Biology CofC	23			1	7		13	2		23		
Biology Total	5668	70	231	587	1347		1843	1132	89	5299	603	116
CofC Participants (Score of 500>)						95.65%						
All Participants Nationally (Score of 500>)						77.82%						
Elementary Education CofC	10		2	4	1		2			9		
Elementary Education Total	1699	61	218	446	514		360	93	4	1696	515	118
CofC Participants (Score of 500>)						30.00%						
All Participants Nationally (Score of 500>)						57.15%						
English Language & Literature CofC	5		1		3		1			5		
English Language/Literature Total	3131	100	290	553	777		780	344	22	2866	548	129
CofC Participants (Score of 500>)						80.00%						
All Participants Nationally (Score of 500>)						61.42%						
Physical Education CofC	10		2		5		2	1		10		
Physical Education Total	443	32	70	120	141		64	16		443	487	119
CofC Participants (Score of 500>)						80.00%						
All Participants Nationally (Score of 500>)						49.89%						
Public Administration CofC	5	1		2	2					2		
Public Administration Total	598	51	88	131	149		130	45	3	597	507	140
CofC Participants (Score of 500>)						40.00%						
All Participants Nationally (Score of 500>)						54.68%						
Geology CofC	5				2		1	2		5		
Geology Total	646	1	19	62	150		223	183	7	645	624	106
CofC Participants (Score of 500>)						100.00%						
All Participants Nationally (Score of 500>)						87.15%						
Psychology CofC	9		1	2	3		2	1		9		
Psychology Total	6617	179	561	1064	1660		1493	702	25	5684	549	126
CofC Participants (Score of 500>)						66.67%						
All Participants Nationally (Score of 500>)						58.64%						
College of Charleston overall	186	3	10	31	65	34.95%	51	22	1	183	564	114

2008 COLLEGE OF CHARLESTON GRE SCORE ANALYSIS: VERBAL												
	Distribution of Scores									Summary Statistics		
	examinees	200-290	300-390	400-490	500-590	% 500>	600-690	700-790	800	Total Number of Scores	Mean Score	Standard Deviation
American History CofC	5			2	3					5		
American History Total	931	3	82	257	362		180	41	6	931	528	100
CofC Participants (Score of 500>)						60.00%						
All Participants Nationally (Score of 500>)						63.27%						
History-other CofC	5		1		4					5		
History-other Total	1094	10	108	286	419		216	50	2	1091	525	103
CofC Participants (Score of 500>)						80.00%						
All Participants Nationally (Score of 500>)						62.80%						
Any Dept Not Listed CofC	34		1	14	14		4			33	514	76
Any Dept. Not Listed Total	21900	797	4970	6675	5847		2545	635	65	21534	475	113
CofC Participants (Score of 500>)						52.94%						
All Participants Nationally (Score of 500>)						41.52%						
Biology CofC	23		2	8	11		2			23		
Biology Total	5668	110	1077	1889	1567		548	104	7	5302	477	101
CofC Participants (Score of 500>)						56.52%						
All Participants Nationally (Score of 500>)						39.27%						
Elementary Education CofC	10		4	2	3					9		
Elementary Education Total	1699	47	587	651	338		67	6	1	1697	433	88
CofC Participants (Score of 500>)						30.00%						
All Participants Nationally (Score of 500>)						24.25%						
English Language & Literature CofC	5			1	2		2			5		
English Language/Literature Total	3131	13	167	579	1054		772	269	17	2871	559	103
CofC Participants (Score of 500>)						80.00%						
All Participants Nationally (Score of 500>)						67.45%						
Physical Education CofC	10		4	2	4					10		
Physical Education Total	443	28	216	153	43		3			443	393	71
CofC Participants (Score of 500>)						40.00%						
All Participants Nationally (Score of 500>)						10.38%						
Public Administration CofC	5		2	2	1					5		
Public Administration Total	598	20	160	214	147		51	5	1	598	456	99
CofC Participants (Score of 500>)						20.00%						
All Participants Nationally (Score of 500>)						34.11%						
Geology CofC	5			3	1			1		5		
Geology Total	646	7	100	221	220		84	12	1	645	493	99
CofC Participants (Score of 500>)						40.00%						
All Participants Nationally (Score of 500>)						49.07%						
Psychology CofC	9		2	1	6					9		
Psychology Total	6617	68	1199	2178	1629		527	86		5687	472	95
CofC Participants (Score of 500>)						66.67%						
All Participants Nationally (Score of 500>)						33.88%						
College of Charleston overall	186	1	26	55	85	45.70%	13	3		183	198	89