



MONITORING REPORT

SEPTEMBER 15, 2008

COLLEGE OF CHARLESTON
66 GEORGE STREET
CHARLESTON, SOUTH CAROLINA 29424

ON-CAMPUS VISIT
MARCH 20 – 22, 2007

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CS 3.5.1, Recommendation 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.

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 learning goals were adopted by the Faculty Senate in September 2006. Based on these learning goals, the Ad Hoc Committee on General Education set forth a robust compilation of curriculum proposals to the Senate. Though Senate discussions regarding the curriculum proposals were suspended during summer 2007, the College devised a detailed assessment matrix of the proposed curriculum that also mapped the Institutional Goals, the current general education requirements, and the six general education learning goals. In doing so, assessment of general education did not have to be postponed until the completion of the 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.

I. Introduction

Since the College last reported to SACS regarding the assessment of general education competencies, the Faculty Senate concluded its discussion of the curriculum proposals put forth by the Ad Hoc Committee on General Education. In April 2008, the curriculum proposals were voted down by the Senate; however, the six general education learning goals (passed by the Senate in 2006) were upheld. The goals are:

Research and Communication in Multiple Media and Languages, including proficiency in

- Gathering and using information
- Effective writing and critical reading
- Oral and visual communication
- Foreign language

Analytical and Critical Reasoning, including

- Mathematical and scientific reasoning and analysis
- Social and cultural analysis
- Interdisciplinary analysis and creative problem-solving

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

International and Intercultural Perspectives, gained by

- Knowledge of international and global contexts
- Experiencing, understanding, and using multiple cultural perspectives

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

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
- The ability to transfer the skills and knowledge of the major into another setting

As previously stated, these learning goals have already been mapped to the current general education requirements, which are outlined in the *Undergraduate Catalog*:

- **English:** six semester hours: ENGL 101 and 102. (A degree candidate must enroll in ENGL 101 or 102 each semester until the English requirement has been fulfilled.)
- **History:** six semester hours: complete either HIST 101 and 102 or complete HIST 103 and 104. Both must be taken in sequence.
- **Natural Science:** eight semester hours: an introductory or higher sequence from one of the following: astronomy, biology, chemistry, geology, or physics, of which two semester hours must be earned in the accompanying laboratories.
- **Mathematics or Logic:** six semester hours in either mathematics or logic. (This requirement may not be met by a combination of coursework in mathematics and logic.)
- **Foreign Languages, Classical or Modern:** (ENGL and HNDI excluded) 0–12 semester hours: satisfactory completion of coursework through the intermediate level (202 or 250), or demonstration of proficiency at that level by approved examination.
- **Social Science:** six semester hours from one or two of the following: anthropology, communication (selected courses), economics, political science, psychology, or sociology.
- **Humanities:** 12 semester hours from the following nine areas with no more than six semester hours in any one of the following areas:
 1. British or American literature
 2. Any foreign literature
 3. Art history (not courses in studio art)
 4. Music (not courses in practice or performance of music)
 5. Theatre (not courses in practice or performance of theatre)
 6. History (excluding the classes used to satisfy the general education history requirement)
 7. Philosophy (excluding 215 and 216)
 8. Religious studies
 9. Communication (selected courses)

In addition, a standing faculty committee on general education was approved in order to ensure, among other charges such as setting policies, that the current general education goals are adequately mapped to the general education curriculum and that the committee provide information to inform the College of Charleston's response within the SACS process in order to demonstrate that our graduates have achieved the general education competencies. The committee will be formed for the 2008-2009 academic year.

Due to the changes enacted by the Faculty in April 2008 finalizing the General Education Goals while maintaining the current general education coursework, we have completely revised the initial report that was sent to SACS in response to the Visiting Committee's Report for the March 2007 visit. In addition to a new Assessment Protocol Matrix (see Appendix A) which

outlines the instruments and monitoring data discussed herein, the results of the new directions are outlined in the Monitoring Report.

II. Changes in Accountability, Assessment, Planning, and Accreditation (AAPA)

A. Faculty Activity System

Over the past two years, the Director of Technology and Information Resources in AAPA has been fully developing the Faculty Activity System which is designed to allow the College of Charleston to monitor class and faculty information in a manner not previously possible. When implemented, the system will be able to track individual course student learning outcomes, map those to departmental goals, to general education College of Charleston goals, and ultimately to strategic planning goals as well. The capacity to map achievement of course outcomes to various levels of assessment (i.e., departmental, institutional) will provide the College with yet another mechanism through which to ensure that our general education competencies are incorporated into coursework and that there are discrete measurement points for tracking their achievement.

B. New Director of Institutional Assessment

AAPA is currently conducting a national search for a new Director of Institutional Assessment as the former Director, Ms. Deborah Vaughn, has taken another position at the College of Charleston. The position description may be found in Appendix B.

The search committee is looking for an individual who is capable of directing many of the assessments at the College, including the First-Year Experience, General Education, strategic planning, as well as serving as a catalyst for the formation of a new campus-wide assessment system. This person will serve as one of the campus trainers for writing student learning outcomes, and will work with all departments to ensure assessments that are meaningful, timely, and provide ample opportunities for improvements based upon the assessments conducted. In addition, the Director of Institutional Assessment will be an ad-hoc member of the new faculty committee on general education described above. The Director will form a part of the team that is monitoring our compliance with all SACS standards on general education.

C. Course Evaluation Plans

The College of Charleston, under the auspices of AAPA and under the direction of the Faculty Committee on Educational Technology and the Director of Technology and Information Resources in AAPA, has begun implementation of an online student evaluation of courses system, piloted for the first time fall 2007. While there are still many obstacles to overcome (chief among them ensuring an adequate response rate for meaningful data), the new system will provide us with a great increase in the

amount of data mining possible from these results. While specific course evaluations are never published, aggregate results may be tied to the Faculty Activity System and used to demonstrate student satisfaction with all his/her courses.

D. Institutional Research Staff and AAPA Partnership

The Office of Institutional Research recently made two key hires. First, they hired a new director with significant experience in applied research, accreditation, planning, assessment, policy, and institutional effectiveness. The particular individual hired, Dr. Raymond Barclay, has overseen planning and assessment functions at other institutions and this provides AAPA with an IR function that understands its needs intimately. Additionally, the function hired in associate director, Ms. Michelle Smith, with significant expertise in information services and data management and is able to provide AAPA with supplemental assistance related to data management and statistical analyses. The function had always been a significant partner with AAPA, but now Institutional Research has more expansive resources to help the assessment function meet not just meet its obligations, but move toward a comprehensive approach to continuous improvement and effectiveness.

III. Assessment of the Six General Education Goals

A. A Pilot of the Measure of Academic Proficiency and Progress (MAPP)

Background

A pilot of Measure of Academic Proficiency and Progress (MAPP) will be undertaken this academic year (2008-09) to assess baseline competencies of our incoming freshman class and attained competencies of our seniors in key areas of general education. The MAPP was chosen principally based on its merits as a highly integrated test of general education skills that assesses 4 core skill areas essential to the College's general education framework — critical thinking, reading, writing and mathematics. Additionally, the MAPP was chosen because (a) The Voluntary System of Accountability (VSA) has selected this assessment as a gauge of general education outcomes; (b) it provides the College with benchmarking data for over 380 institutions; (c) institutions can also add an optional essay for additional insight into students' general knowledge and critical thinking skills that we will explore prior to its next administration; (d) the College has a history with the instrument that included careful faculty review.

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 this instrument. The faculty researched the tests available at that time and selected the ETSAP for three main reasons:

- 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 (to capture the same students at the end of their sophomore year when most 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.).

- The fact that the ETSAP measured more of the General Education competencies offered at the College, including Mathematics. The faculty committee felt that, given the instruments available, the ETSAP provided the most comprehensive cross-section of the competencies the College wanted to measure.
- The profile allowed for administration within a fifty-minute class time, the shortest available at the College.

The instrument was administered that fall to approximately 700 students, with a follow-up scheduled for spring 2003. Unfortunately, when the College attempted to schedule the follow-up, the instrument had changed and the older test was no longer available. The College still believes that for the same reasons the faculty suggested the ETSAP in 2001 that the current ETS instrument, the MAPP, will suffice. Thus, the College of Charleston will repeat the administration of the MAPP in 2010 to the same subset of students who participate fall 2008.

Timeline

Given the pressing assessment needs of the institution, the College will undertake a stratified sampling approach with freshman and seniors to ascertain value added and general education competency attainment of students prior to graduation. The College will administer the instrument to approximately 400 freshmen and to 400 seniors.

We expect to receive results and share these with various constituents (AAPA, IR, Academic Affairs, General Education Assessment Committee, Faculty Senate, etc.) during the spring 2009 semester. We hope to derive recommendations from the review of this information and other related data and studies discussed throughout this document for the general education curriculum.

It should be noted that the College is considering participating in the Voluntary System of Accountability (VSA), which would offer potential students, public officials (including Board of Trustees members), and even College of Charleston faculty and staff a standard system for accessing essential data. This decision will be made in fall 2008 and will be based upon input from appropriate constituencies (i.e., the Provost and the Office of Academic Affairs, the Office of Institutional Research, AAPA, faculty, etc.). Also, because the CLA has received attention recently as an improved assessment framework for general education, it will likely receive additional review by the General Education Committee as a possible alternative to the MAPP following a more detailed review of its content, use, and psychometric properties.

B. **Understanding Student Achievement of Learning Goals: Course Sequencing Efficacy**

Background

To understand the efficacy of current General Education framework and the degree to which students achieve intended outcomes, the College of Charleston will undertake a retrospective study that utilizes hierarchical linear multilevel modeling procedures (course-level and section-level). Specifically, the study will assess the role of classroom and faculty characteristics for specified courses *representative* of the general education requirements of the College. This study's pragmatic role is that it aims to inform the assessment efforts of respective curricula within General Education framework and future revisions undertaken to enhance general education at the College. (For more information about HLM within College effects research and key references, please see Appendix C).

Several key courses within the General Education curriculum at the College follow a prescribed sequence of courses. These sequences are designed to give students a foundation of knowledge on which upper-level courses are based. While there is a degree of flexibility in terms of length of time (number of semesters) needed to complete the sequence, the sequence itself in "most" cases inflexible, with each course having as its pre-requisite the successful completion of the preceding course or courses (Table 1 on the next page).

Table 1: Courses representative of the General Education curriculum course name/number and pre-requisites (this is only a sample of the general education requirements).

General Education Competency	Course Name / Number	Pre-requisite(s)
CURRICULUM CORE		
Natural Science	General Biology I	Biology I Lab (Co-requisite)
Natural Science	General Chemistry I	CHEM 101L
Natural Science	General Biology II	BIOL 101 BIOL 102L (co-requisite)
Natural Science	General Chemistry II	CHEM 101/ CHEM 11. CHEM 102L (co-requisite)
Natural Science	Physics I	Math 120
Natural Science	Physics II	PHYS 101 or 201 or HONS 157. PHYS 102L (co-requisite)
Natural Science	Astronomy I	PHYS 129L (co-requisite/prerequisite)
Natural Science	Astronomy II	ASTR 129 and 129L. ASTR 130 (co-requisite/prerequisite)
Natural Science	Geology I	No prerequisites
Natural Science	Geology II	GEOL 101 and 101L or GEOL 103 and 103L or HONS 155 and 155L
English	English 101	No prerequisite
English	English 102	ENGL 102
History	History 101	No prerequisite
History	History 102	HIST 101 or HONS 120
Math	Pre-Calculus (or Calculus Bridge)	MATH 101
Math	Calculus I	MATH 111 MATH 120 or HONS 115 or both
Math	Calculus II	MATH 105 and MATH 115

Although students may enter into the major and sequence at a later point in their career (i.e. beginning of their sophomore year), they still must take the courses in Table 1 in noted sequence. However, there are some courses that we will not be able to review as part of a sequence and/or must account for AP and/or transfer course fulfillment. Where appropriate, we will account for these sampling variances through controls. Additionally,

we will not be able to look at every course sequence possibility within the general education framework in this first year. The focus is on key sequences within English, History, Natural Science, and Mathematics that have high enrollment patterns. In year two we will look at courses that do not require a sequence and the language courses. This design is yet to be determined, but the work is factored into our time table.

Additionally, many models that purport to be assessing “learning” usually only assess program attrition (*pass/fail rates*) and possibly model attrition probabilities at key stages. We will review data for a set of cohorts that move through a given curricular sequence and attempt to identify what was distinct about the developmental trajectories of various groups, what covariates influenced these trajectories.

This assessment will attempt to look broadly at how students move from one course to the next within a curriculum framework by carefully reviewing student-level and section-level variability within the core of the overall curriculum. In particular, we will review descriptively how students function within the tracks and course respectively. We will then attempt to understand what may be unique about a course in the larger framework, how do levels of achievement influence movement to the next stage, and how student and section-level characteristics work to influence this movement and their respective contribution to learning.

This analysis will examine these influences by using the interval-level grade attained for *student-level* variables that include SAT verbal and math, gender (female=1), ethnicity (minority=1), and student type (continuing=1). The variable ‘student type denotes whether the general education participant is a continuing student who entered the institution prior to taking the ‘first’ course in a sequence or is a new student who just entered as part of a new student cohort. The *section-level* variables included in this analysis will be number of years teaching at the College and instructor gender as well as various section-level characteristics such as class size and percentages of females, minority, and humanities/social sciences majors.

There will be three stages of modeling incorporated into this study: (1) One-way Random Effects Base Model; (2) Random Co-efficients Model; (3) Intercepts & Slopes as Outcomes Model. The models are informed by the work presented by Heck and Thomas, 2000; Ethington, 1997; Patrick, 2001; Porter and Umbach, 2001, Raudenbush and Bryk, 2002; and Reise and Duan, 2003. (For more information about modeling and references, please see Appendix C).

Timeline

The analysis will be undertaken by the Associate Vice President/Director of Institutional Research through the fall and spring terms concurrently with Study 2 (Writing Composition Assessment) and completed by March 2009. Phase II of this study that will focus on non-sequenced courses and foreign languages will be framed and undertaken through the spring 2009 and summer 2009 terms. The AVP/Director has undertaken and presented findings related to HLM methods and College Effects research at national

conferences over the past several years (For more information about modeling and references, please see Appendix C).

C. Understanding Student Achievement of Learning Goals: Writing Composition Assessment Approach

Background

Writing plays an essential role in facilitating competency attainment within a general education framework especially as it pertains to information literacy, research and synthesis, information transference, and critical thinking competencies. Similarly, the writing composition course sequence plays a pivotal role within the General Education curricula at The College of Charleston (as well as a complimentary role in relation to other general education curriculum at the College) in helping move entering cohorts toward the attainment of these competencies. As such, a review of best practices and a retrospective analysis is underway at the College of the current composition program to inform a review/revision of writing assessment initiatives.

The specific aims of the current assessment study is to present a detailed outline of the progressive approaches to composition, thereby providing the English Department and its Freshman English Committee with recommendations to consider as they evaluate the current curriculum.

Dr. Chris Warnick and Dr. Amy Mecklenburg-Faenger of the Freshman English Committee and in collaboration with Dr. Raymond Barclay, Associate Vice President/Director of the Office of Institutional Research and Ms. Jennifer Burgess (Graduate Assistant), hope to accomplish the aforementioned goals over the next academic year. However, this initiative also will provide useful institutional information to the Office of Institutional Research, the Office of Accountability, Accreditation, Planning & Assessment, the Provost's office, and College's General Education Committee regarding the status of The College's writing program and its efficacy and approach to formative and summative assessment to inform institutional assessment and accreditation requirements; the programmatic/budgetary needs of the department as it seeks to take this next step, and provide a graduate student with a comprehensive research corpus that will result in a series of academic papers and possibly a thesis-length project regarding the topic of current Composition practices. This assessment project will occur alongside existing and future departmental assessments of first-year writing and first-year writing pedagogy. The English department's standing Assessment Committee is in the final year of their three-year study investigating how effectively research goals are taught and learned in English 101 and 102 and this work will be invaluable to this endeavor. In addition, the department's Freshman English Committee is currently exploring the option of participating in the National Survey of Student Engagement (NSSE) Consortium for the Study of Writing in College, which would occur in Spring 2009.

Timeline

The tentative study plan is outlined below, but this time table may be altered based both on the needs of the department and/or Writing Composition Committee.

Phase I: Examination of Composition in the University – Broader View

- a) Literature Review – research current literature on evaluating, assessing, & developing composition programs & similar initiatives (WAC, writing centers) – (For current draft of literature review, references, and normative WPA writing standards, please see Appendix D).
 - 1) Sub Emphases 1: Use of portfolios in assessing student writing
 - 2) Sub Emphases 2: Use of rubrics and scoring in assessment
- b) Review of “Best Practices” in the field – this research will be concurrent with section “A” above and will include a review/examination of the web sites of current writing program and related components.
 - 1) example curriculum
 - 2) methods of assessment
 - 3) goals/expectations of the courses & programs
- c) Will juxtapose these findings in relationship to College’s Freshman English handout found on the English dept’s web site.
- d) Qualitative Interviews with faculty/administration involved with writing programs (graduate assistant will work w/IR director & Dr. Warnick & Dr. Mecklenburg-Faenger on interviewing protocol).
- e) Freshman English at the College of Charleston
 - Undertake formative assessment work by conducting interviews with ENG 101-102 faculty and collecting other pertinent information in order to assess framework of *current* writing program relative to its goals and identify needs, gaps/problems, opportunities related to its current approach.
 - ***Deadline for completion of Phase I will be November 2008 & will result in narrative detailing findings.

Phase II: Freshman English at the College continued:

- a) Quantitative Research in IR (January 2009)
 - Retrospective analysis for different subpopulations of interval level grade and sequencing efficacy of ENG 101 & 102 (see section of Compliance Report detailing “*Course Sequence Analysis*”).
- b) Information obtained from the MAP provided by the end of Academic Year (see other relevant sections within Compliance Report for more details).
- c) Recommendations informed by literature review (Phase I) & our Phase II research will be given to Dr. Warnick & Dr. Mecklenburg-Faenger detailing “what makes a successful writing program” (February 2009)
- d) Once recommendations are given, English Department and Composition Committee will determine further implementation and/or study plans such as:

- Which assessment approaches the committee would like us to pursue in greater detail in formulating an evaluation model (e.g., portfolio assessment, etc.).
- Which other factors would the committee like to understand/incorporate into evaluation framework (i.e., impact of non-cognitive factors on obtaining writing outcomes such as through the use of the Inventory of Processes in Composition – Lavelle’s IPIC).

D. Alumni Survey results related to general education skills

Background

The current alumni survey and results are presented in Appendix E. Results have traditionally been utilized to inform S.C. CHE Institutional Effectiveness reporting requirements as well as providing useful information internally to departments such as career services, admissions, and marketing. In addition, student feedback about their experiences in their major in the form of qualitative data are provided to academic departments. Examples of use and the impact of use of this data include web accessibility of results, utilization of results by admissions and career services staff to inform prospective students and their parents. On the academic side of the house, individual departments often use this information to inform their curriculum assessment process.

However, in an effort to better assess the attainment of the six general education goals; our surveys to the alumni will be revised. Specifically, we will incorporate questions that will more clearly map to these goals and include additional questions to query students about the impact of their general education coursework post graduation. In addition, to better longitudinally track this information; we will be adding a new alumni survey for those who are 5 years post graduation. The revised survey will assess the lasting impact their general education curriculum had on their intellectual development. Survey responses about post-graduation educational attainment will be cross-validated with Student Loan Clearinghouse data to ascertain rates of graduate school attendance by cohort and entry-types by department.

Additionally, several departments currently assess the impact of their curriculum on graduates. AAPA would like to eventually offer a service to the departments (i.e., a “tear-off” sheet) that would include department-specific questions as part of the campus-wide survey. This would be an attempt to minimize over-surveying, help maintain quality and an inventory on varying survey cycles, ensure higher response rates, and improve data management and reporting per alumni survey data.

Timeline

- AAPA/IR Revision of survey for 1, 3, and 5 year out alumni surveys by March 2009.
- Share with the General Education Committee to ensure that we are meeting the general education objectives at the College of Charleston and other stakeholders.
- AAPA/IR incorporates edits based on feedback (May 2009)

- Administer alumni surveys (summer 2009)
- Report results to General Education committee (fall 2010)
- Develop a strategy and mechanism for soliciting department-level questions to addend to the campus-wide alumni survey. (fall/spring 2009)
- Deploy 1, 3, and 5 year out surveys inclusive of participating departments desiring (summer 2010)
- Report results to General Education committee (fall 2010)

E. The First-Year Experience

Background

The College of Charleston's Quality Enhancement Plan proposed to create an intentional and challenging multi-part First Year Experience, consisting of two curricular choices, Learning Communities and First Year Seminars. Both of these curricular choices may fulfill general educational goals and have specific learning outcomes that support general education competencies. Thus, all aspects of the First Year Experience will be systematically assessed as part of general education assessment to demonstrate how this program can assist students in making progress both in student learning outcomes and in engagement with the institution. Our First Year Experience officially begins this year (2008-09) and our assessments and measurements are designed to provide feedback for future program development.

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, student learning refers primarily to the deliberate cultivation of effective intellectual habits of inquiry, understanding and engagement, including:

- Asking productive questions, framing problems, defining issues;
- Organizing, analyzing, interpreting and evaluating data;
- Speaking and writing fluently and clearly;
- Mastering a variety of problem-solving skills;
- Seeking and establishing conceptual connections within and across disciplines;
- Learning how to learn;
- Seeking awareness of and appreciation for human knowledge concerning the natural world, products of human imagination, and the diversity of human cultures;
- Seeking self-understanding;
- Engaging constructively in a community of learners.

Each component of the First-Year Experience requirement is designed to introduce students to academic inquiry at the college level in an engaging and rigorous way, to inaugurate students' participation in general education at the College of Charleston, and to help them develop the skills and dispositions required to succeed at the College. The aims of the First Year Experience are also intended to provide general support for the goals of the General Education program. Thus, the First Year Seminars and the Learning

Communities are characterized by: academic rigor; high expectations appropriate for first-year students; assignments that require students to demonstrate understanding of course material through writing, research, and presentations.

Timeline

At the conclusion of the First Year Experience course (Learning Community or First Year Seminar), each student will demonstrate improvement in the following areas:

- Effective reading, writing and speech:

Specific Measure: By the end of the semester, students enrolled in FYSM 101 or a Learning Community will complete at least one paper which demonstrates acceptable and appropriate written communication skills as understood in the discipline and as measured by a rubric approved by the First-Year Experience Assessment Committee.

- Use of academic resources and student support services at the College of Charleston, including the library, information technology, the Center for Student Learning, and the Academic Advising and Planning Center, the office of Career Services, and other appropriate academic resources, student support services, and cultural resources:

Specific Measure: By the end of the semester, students enrolled in FYSM 101 or a Learning Community will be able to demonstrate an acceptable level of 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 services, as measured by a comparative survey given to FYE and non-FYE students. Statistics on usage will also be utilized to determine familiarity with College resources.

- Familiarity with appropriate data, information and knowledge-gathering techniques and research skills in the discipline:

Specific Measure: By the end of the semester, students enrolled in FYSM 101 or a Learning Community will be able to demonstrate an acceptable level of knowledge of information gathering techniques and research skills as appropriate in the discipline or to interdisciplinary learning, as measured by a quiz/survey administered by the Library staff after students participate in the library's research skills seminars and presentations. This measure will be augmented by the development of a process that will examine the source, quality and appropriateness of citations on research papers submitted to First Year Experience faculty and shared with a research evaluation team (see section above on *effective reading, writing, and speech*).

- Degree courses promote activities understood to encourage approaches to learning that encourage FYE and General Education outcome attainment:

Specific Measure: First Year Experience Course Outcomes Survey

The FYE program will utilize a First Year Experience Course Outcomes Survey to establish baselines related to variant course (discipline)-types participating in the program (see Appendix F). It is important to note that we do not expect every course type/discipline will equally emphasize various general education and/or FYE goals. As such, the survey results will have convergence/divergent properties within and between courses and that is expected and fine.

The goal is to understand (and control for) the varying differences found on many of the aforementioned course/student-level outcome assessments (writing, speech, reading, information literacy, etc.). As such, this survey will capture the activities undertaken within the FYE courses that are expected to map onto (promote) the aforementioned general education and the FYE (QEP) goals.

It is important to note that the overt focus of the survey is behavioral in its orientation and less student-perception driven. This is deemed important for validly establishing baselines and assessing the degree of emphasis relative to the desired outcomes of the general education and FYE programs and levels of convergence/divergence between the two programs. This survey is in draft form and will continue to receive alterations until its administration at the end of the fall 2008 term. Items on the survey were drawn from the teaching and learning literature that supports the National Survey of Student Engagement and the Course Experiences Questionnaire. The survey will receive a thorough review of its reliability and validity.

The First Year Experience program will primarily concentrate on these three learning outcomes; however, other learning outcomes will be added each year as the FYE program moves toward being required of all enter first year students in 2011. These anticipated learning outcomes are:

- Using appropriate critical thinking skills and problem-solving techniques in a variety of contexts;
- Understanding the goals of liberal arts and sciences education and the core values of the College of Charleston;
- Understanding and respecting the values of academic integrity, including the College Honor Code;
- Using effective skills and strategies for working collaboratively;
- Engaging constructively in the College and local communities.

Also included in the assessment of the first-year experience will be a study of the effectiveness of interdisciplinary analysis and creative problem solving within the College of Charleston's FYE Learning Communities. In the past three years, the number of interdisciplinary Learning Communities at the College has steadily increased, and it is planned that within the next five years approximately half of all entering freshmen will participate in a Learning Community. This extensive student participation in

interdisciplinary study will provide a solid foundation for student awareness of the benefit of a multi-disciplinary framework.

Since 2006, the College has participated in the Washington Center for the Improvement of Undergraduate Education's *Assessing Learning in Learning Communities*, a national project through which a standard protocol is used to assess the interdisciplinarity of student assignments and subsequent student work. In the May 2008 final report, the College argued that Learning Community faculty also benefit from course links to other disciplines to develop new skills and teaching methods. The project team has made a number of revisions to interdisciplinary linkings and assignments as a result of their work with the protocol and the Washington Center workshops.

The College's final team report is available at:

<http://www.evergreen.edu/washcenter/memberInst.asp?iid=205&pid=78>.

In addition to the in-house assessment processes being developed to monitor general education goals within the First-Year Experience, the College of Charleston will also gather nationally-normed and benchmarked data through the administration of the Your First College Year survey in Spring, '09, and the National Survey of Student Engagement in Spring, '10. This self-reported data about achievement and engagement will then be mapped back to the learning outcomes for the First-Year Experience to determine students' own perceptions of their educational growth in these areas and how these perceptions match or do not match data obtained through formal assessment processes.

F. Advising

The Academic Advising and Planning Center (AAPC) provides academic guidance for in-coming students, currently enrolled degree-seeking students with no declared major, and Adult Student Services. Dedicated to creating an atmosphere in which students can discover their potential, advisors assist students in setting and reaching individual goals, exploring and planning for appropriate academic programs of study, and preparing for the declaration of major in their chosen discipline. The AAPC website is:

<http://www.cofc.edu/~advising/advise.htm>. The AAPC Mission statement follows:

The AAPC is grounded in student development theory and focused on students building relationships with significant adults and peers that enable them to make intentional connections with the people, academic programs, and processes of the College that lead to successful academic planning and timely graduation.

AAPC fosters an atmosphere in which the student is encouraged to discover potential, set and reach goals, plan appropriate academic programs of study, and prepare for the declaration of major in a discipline of choice.

All entering students are assigned an advisor in the AAPC and have their first advising appointment during New Student Orientation. New students have mandatory advising appointments during their first year to ensure that academic requirements and institutional policies are understood. During the first mandatory meeting, students receive an Advising Portfolio which contains the AAPC Advising Syllabus. The syllabus outlines academic advising objectives for students; responsibilities for both advisors and advisees; academic advising policies and procedures; and additional advising resources. The syllabus clearly defines the roles and responsibilities of all parties involved in successful academic advising. It also lays the foundation for assessment of student learning and of the relationship between the College's liberal arts and sciences core and the major; the variety of support services available on campus, and co-curricular opportunities to enrich the academic experience. In addition to the Advising Syllabus, students have access to Degree Worksheets for all majors and concentrations as well as a Four-Year Academic Planning Navigator. These resources allow students to gain a sense of the curricular requirements for general education and those that await them once they declare a major.

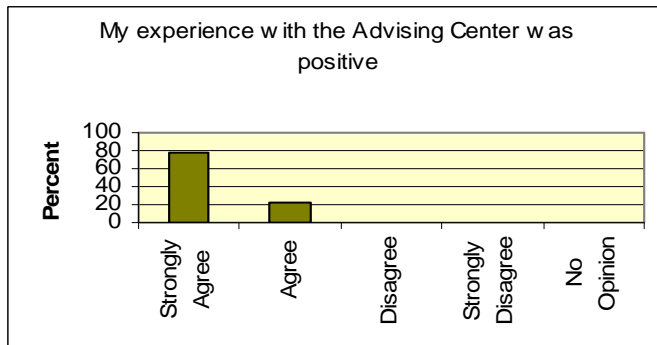
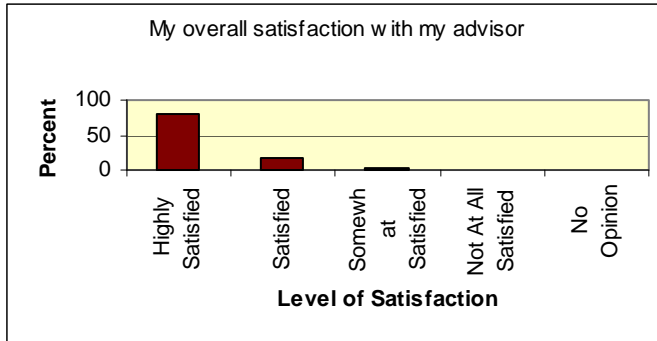
The AAPC provides training to campus faculty and staff as needed and provides access to advising resources through the Training Manual and *The Advisory*, a newsletter published to the web each semester highlighting AAPC initiatives and promoting academic advising on campus. Advisors are members of the National Academic Advising Association (NACADA) and attend state, regional, and/or national conferences as budget and time allow. Full-time advisors serve on campus committees that address and develop advising initiatives for new and continuing students.

In the fall semester of 2007, the AAPC, in conjunction with AAPA, conducted a satisfaction survey of all first-time freshmen students who were advised in the advising center. The survey was administered on a rolling basis to ensure that students received the survey within three weeks of their initial advising appointment to prepare for the spring semester. Further, the online tool was designed so that each email invitation was customized with the signature and email address of each student's advisor. This method of administration resulted in an overall response rate of 52%, with 913 students providing feedback on their satisfaction. This survey was completely confidential and all data management was handled entirely by AAPA; only aggregated results have been shared with the AAPC.

The 14-question survey (see Appendix G) measured several aspects of students' satisfaction with their individual advisors and the services offered by the AAPC. Regarding services offered, students were asked to rate the ease of accessing services in the AAPC and the quality of customer service and printed materials. Students were also asked to rate their academic advisor on professionalism, knowledge, and ability to offer sound recommendations. Basic demographic variables were also collected. The final component of the survey was an opportunity for students to provide open-ended comments regarding their experiences with the AAPC or their advisor.

Survey results were resoundingly positive with students giving the AAPC and their advisors very high marks on all attributes. The scoring range for each question was based

on a one to four scale, with four being the highest and one the lowest rating. For every question, the average score was higher than 3.5. The charts below show the distribution of respondents for the two questions regarding overall satisfaction.



Results of the satisfaction survey were shared with the academic advising staff. All comments were discussed; negative comments were few and focused primarily on appointment scheduling issues. In response, the AAPC is investigating the purchase of AdvisorTrac, an advising office management tool that includes a number of beneficial reporting features and scheduling options. The target for implementation of AdvisorTrac is fall 2008.

AdvisorTrac will address two problems. The first, as identified in the satisfaction survey, will change the method through which an advising appointment is scheduled. Currently a student must call or visit the AAPC office to schedule an appointment with his/her advisor. AdvisorTrac will allow students to log into the system, select their assigned advisor, and immediately choose an available appointment time. An email notification is then sent to both the student and the advisor. AdvisorTrac can also be programmed send an appointment reminder email to the student. The online nature of AdvisorTrac allows for increased accessibility to appointment scheduling—a student can go online to schedule an advising appointment 24 hours a day, seven days a week. The second problem AdvisorTrac will address is data capturing and reporting. Advisors will have the ability to maintain notes in the program, allowing for search options not currently available through the College’s academic and student services documentation system. Finally, AdvisorTrac has robust reporting features to track office usage by a variety of

student populations and parameters that can be customized for specific information needs.

Moreover, the Office of Institutional Research and Office of the Academic Experience develop several suites of reports to work with advising and the departments to review and consider D, F, W rates of general education courses. This is critically important to consider as the College attempts to understand who is/is not able to navigate these courses and what can be done to intercede and address problems in curriculum, teaching, and/or preparation of the students. This work assists the Advising Center prepare early-alert mechanisms to support appropriate advising mechanisms through the campus-wide advising framework as well as within the departments. This information also serves to educate departments on potential trouble spots within their curriculum and/or un-intended consequences per certain gateway courses.

G. Departmental-level Content Exams

Background

The College continues to prepare students to perform at the highest levels within the discipline. Specifically, the College has the highest percentage pass rates for all research and teaching colleges in the State of South Carolina over the past four years (2002-2006) for all professional certification exams averaging a stellar 93.4% for this period (The “Commission” on Higher Education’s Institutional Effectiveness Report, 2007). Also, the College had the highest PRAXIS Series II, Subject Assessment/Specialty Area scores published by the Commission (2006-2007) for all institutions (94.1%). The high pass rates on professional exams highlights the significant role the College is playing in addressing the content knowledge requirements of schools districts and professional community in the State. Additionally, the College students do very well on other professional exams such as the MCAT and this might be best exemplified by the number of students going to the Medical University of South Carolina (MUSC). MUSC is always one of the top three receiving institutions when reviewing what graduate schools were attended by the College’s recent alumni (graduating class average attendance rate: 60+). The two other schools in this category include USC-Columbia (50+) and the Citadel (60+).

At present, several departments currently administer and utilize results from content-area assessments such as those represented above to understand competency attainment within the department. Approximately 40% of the departments are undertaking some type of competency assessment at the discipline-level and the remaining departments all said they were interested in using such an assessment.

To improve the assessment frameworks and enhance use of information toward institutional improvement, AAPA is collecting information related to various department-level survey cycles and plans to intentionally leverage outcomes from department-level assessments into the broader general education assessment work of the institution during

the upcoming year. Additionally, AAPA is working with the Office of Institutional Research to secure GMAT, GRE, MCAT, and LSAT score data. At present, the institution has successfully utilized PRAXIS score data to understand various department-level outcomes. The institution would like to supplement these types of analyses with additional information from these other exams. The reports sent to the institution will include institutional and department-level summaries that will be very useful in understanding competency attainment for testing domains related to general education (e.g., Reading Comprehension, Critical Thinking, Mathematics, and Writing).

One of the content-area assessments being reviewed carefully is the ETS-field area exam. ETS notes that these tests evaluate “students’ abilities to analyze and solve problems, understand relationships and interpret material. The tests may contain questions requiring interpretation of graphs, diagrams and charts based on materials from the specific field of study. Test results provide information on how students perform in relation to other students in their program and comparable programs nationwide.” Assessments exist in the following areas: Biology, Business, Literature in English, Chemistry, Mathematics, Computer Science, Music, Criminal Justice, Physics, Economics, Political Science, Psychology, History, and Sociology.

ETS goes on to note that the Major Field Tests are “constructed using specifications resulting from a national curriculum survey. Content experts from a diverse representation of higher education institutions (including Major Field Test users and nonusers) participate in this survey to ensure a consensus on what best reflects the *core* of each discipline.”

Additionally, institutions may add up to 50 locally authored questions to the end of either the paper-and-pencil or online Major Field Tests.

There are other content-focused assessments related to disciplines and the departments will have the latitude to explore these as well.

For more information about the ETS exams, please go to -
<http://www.ets.org/portal/site/ets/menuitem.1488512ecfd5b8849a77b13bc3921509/?vgnnextoid=2b2a19ecd3b56110VgnVCM10000022f95190RCRD&vgnnextchannel=eddc144e50bd2110VgnVCM10000022f95190RCRD>

Timeline

AAPA is presently undertaking an inventory of all campus survey cycle work with a special focus on department-level assessments of competency attainment. AAPA is going to request during the fall 2008 term that departments provide supporting information so AAPA can assess reliability/validity of such assessments. Those assessments that do not appear to have sound psychometric properties will be asked to address this deficiency by utilizing sound research methodologies and/or psychometrically-valid instruments and surveys. If the department cannot undertake such

work, the Provost has agreed to consider funding requests by departments interested in securing an assessment that has stronger reliability, validity, and normative information. The goal of the College is to have every appropriate department utilizing a discipline-specific assessment of competency attainment by fall 2010.

G. General Education related Student Affairs Assessment

- **Honor Code violations**

Plagiarism, cheating, and lying are all violations of the College's Honor Code. Statistics regarding plagiarism are indicative of students' ability to appropriately gather and use information. Likewise, statistics regarding all three types of violations are indicative of moral and ethical responsibility as well as academic integrity. During the 2006-2007 academic year, the following honor code violations were reported:

- Plagiarism: 43
- Cheating: 10
- Lying: 2

Spring 2008 statistics are not currently available; when the complete data for the 2007-2008 academic year is available, comparative analysis will be made. Once baseline information can be gauged, the various methods through which students learn about the College's honor code and its relationship to the goal of personal and ethical perspectives can be evaluated and, if necessary, improved.

- **Study Abroad participant statistics**

Students studying abroad are immersed in intercultural perspectives and have the opportunity to gain knowledge of international and global contexts by experiencing, understanding, and using multiple cultural perspectives. Since the 2002-2003 academic year, the total number of students participating in study abroad experiences has steadily increased. During the 2006-2007 academic year, there were 514 students (approximately 5% of the total student population) enrolled in study abroad or travel courses.

2007-2008 statistics are not currently available; when this information is available, comparative analysis will be made.

More detailed results are included in Appendix H.

IV. Conclusion

This Monitoring Report is submitted to SACS as a further response to the Report of the Visiting Committee (March 2007) that documents procedures, instruments, and data that we have in place or are planned for 2008-2009 in order to show that our graduates have attained the general education competencies.

Appendix A
Assessment Protocol Matrix

<u>College of Charleston</u> <u>General Education Goal</u>	<u>MAPP</u>	<u>Course</u> <u>Sequencing</u>	<u>Writing</u>	<u>ALUMNI</u> <u>DATA</u>	<u>Department-Level</u> <u>Content Exams</u>	<u>Student</u> <u>Affairs</u>
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 1a. Research and communication in multiple media and languages, including proficiency in gathering and using information.	X		X	X		
Goal 1b. Research and communication in multiple media and languages, including proficiency in effective writing and critical reading.	X	X	X	X		
Goal 1c. Research and communication in multiple media and languages, including proficiency in oral and visual communication.				X		
Goal 1d. Research and communication in multiple media and languages, including proficiency in foreign language.		X			X	
Goal 2: Analytical and critical reasoning, including mathematical and scientific reasoning and analysis, social and cultural analysis, interdisciplinary analysis and creative problem-solving.						
Goal 2a. Analytical and critical reasoning, including mathematical and scientific reasoning and analysis.	X	X			X	
Goal 2b. Analytical and critical reasoning, including social and cultural analysis.	X	X		X	X	
Goal 2c. Analytical and critical reasoning, including interdisciplinary analysis and creative problem-solving.	X	X	X	X		
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 3a. Historical, cultural, and intellectual perspectives, including knowledge of human history and the natural world.		X			X	
Goal 3b. Historical, cultural, and intellectual perspectives, including knowledge of artistic, cultural, and intellectual achievements.	X	X			X	
Goal 3c. Historical, cultural, and intellectual perspectives, including knowledge of human behavior and social interaction.		X			X	
Goal 3d. Historical, cultural, and intellectual perspectives, including knowledge of perspectives and contributions of academic disciplines.		X			X	

Goal 4: International and intercultural perspectives, gained by knowledge of international and global contexts; experiencing, understanding, and using multiple cultural perspectives.						
Goal 4a. International and intercultural perspectives, gained by knowledge of international and global contexts.				X		X
Goal 4a. International and intercultural perspectives, gained by knowledge of using multiple cultural perspectives.				X		X
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 5a. Personal and ethical perspectives, including experiences that promote self-understanding, curiosity and creativity.						X
Goal 5b. Personal and ethical perspectives, including experiences that promote personal, academic, and professional integrity.						X
Goal 5c. Personal and ethical perspectives, including experiences that promote moral and ethical responsibility, community and global citizenship.						X
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.						
Goal 6a. Advanced knowledge and skills in major area of study, consisting of skills and knowledge of the discipline.					X	
Goal 6b. Advanced knowledge and skills in major area of study consisting of sequence of coursework that fosters intellectual growth.			X			
Goal 6c. Advanced knowledge and skills in major area of study consisting of coursework that extends and builds upon knowledge and skills gained from the core curriculum.			X			
Goal 6d. Advanced knowledge and skills in major area of study consisting of the ability to transfer the skills and knowledge of the major into another setting.				X		

**Appendix A
Budget/Surveys**

Survey Costs

Survey	2008-2009	2009-2010
UCLA-CIRP: The Freshman Survey	\$4,000	
UCLA-CIRP: Your First College Year (YFCY)	\$4,500	
UCLA-CIRP: College Senior Survey (CSS)	\$4,500	
National Survey of Student Engagement (NSSE)		\$6,500
Beginning College Survey of Student Engagement (BCSSE)		\$5,000
Faculty Survey of Student Engagement (FSSE)		\$2,000
National Student Opinion (NSO)???	\$10,500.00 ?????	
Alumni Survey	\$3,000	\$3,000
Discipline-specific assessments	By department, based upon requests	
Total Costs	\$16,000 (w/o NSO)	\$16,500

Appendix B

Position Description for the Director of Institutional Assessment

Description of Position:

The Director of Institutional Assessment assumes primary responsibility for working with faculty and central administration to demonstrate the achievement of student-learning outcomes across all academic and administrative offices and programs at the College of Charleston. The DIA reports to the Associate VP for Accountability and Accreditation and manages all areas of institutional assessment. The DIA collaborates with the Director of Survey Research, the Director of Technology and Information Resources, and the Assistant Director of Survey Research and Accreditation (all in AAPA) as well as with members and departments within the Provost's Office, and across the campus to coordinate the development, administration, analysis, and communication (both internal to the College as well as with external constituencies such as CHE and accreditors of the College) of multiple types of institutional assessment. These assessments include but are not limited to assessment of general education, the First-Year Experience, progress toward and achievement of strategic planning goals, etc.). The DIA supports institutional decision-making, policy-making, assessment of strategic planning, and outcomes assessment by collecting, analyzing, and reporting on a wide variety of assessment-specific institutional data. Provides leadership, training, and support across divisional boundaries to faculty, academic departments, and administrative departments to develop and implement programs that assess student learning, and that use assessment data for program improvement. Tracks institutional performance against strategic planning goals and peer institutions while also conducting regular ad hoc studies. Coordinates with the Office of Institutional Research and other data management entities on campus to provide and analyze data relating to information management in order to improve processes and procedures. Participates in regional and specialty accreditation efforts as needed. Coordinates with the Director and Assistant Director of Survey Research to plan, synthesize, and disseminate survey results related to assessment of programs and services at the College of Charleston. Is an ad hoc member of the Faculty Committee for Assessment of Institutional Effectiveness. Opportunity to teach is available.

Minimum Qualifications:

An advanced degree in a teaching discipline (Ph.D. preferred); demonstrated leadership experience in assessment as well as knowledge of best practices in the field of assessment; ability to conduct critical and rigorous assessment, apply the latest concepts and data collection techniques for both quantitative and qualitative approaches to evaluation; ability to undertake and communicate rigorous research in both assessment and discipline-specific areas; proven track record in completing complex assessment documents accurately and on time; demonstrated interpersonal and communication skills, both oral and written; proven ability to work effectively with university administration, faculty, and state-level groups; the ability to be a creative, collaborative colleague; and a sound knowledge of program development, educational technology and outcomes assessment to direct and lead an institution-wide assessment program. Knowledge of regional and discipline-specific accreditation practices is required.

Preferred Qualifications:

Teaching and presentation experience. Experience with assessment software or online assessment management systems, web design and experience with formulating and maintaining an electronic bibliography for accreditation efforts. Microsoft Office, including MS Outlook and Publisher. Familiarity with national student surveys such as CIRP, NSSE, etc. Banner experience helpful.

Appendix C

Course Sequencing Efficacy

A Few Notes on Multi-Level Modeling & Student Assessment

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 misestimate 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 underlay 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). By creating separate regression models for students within sections for each core course in the curriculum, a better understanding of the variation within and between sections will arise. 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 effects of variables at Level-I or Level-II into one model by utilizing both individual and aggregate measures (p. 169).

Assessment Model Highlights

There will be three stages of modeling incorporated into this analysis: (1) One-way Random Effects Base Model; (2) Random Co-efficients Model; (3) Intercepts & Slopes as Outcomes Model. The models are informed by the work presented by Heck and Thomas, 2000;

Ethington, 1997; Patrick, 2001; Porter and Umbach, 2001, Raudenbush and Bryk, 2002; and Reise and Duan, 2003. Highlights of the models follow:

- Model 1: One-way Random Effects Base Model

We will 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 (GRADE) 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

$$GRADE_{ij} = \beta_{0j} + r_{ij},$$

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.

Utilizing these two parameter estimates, we will calculate an intraclass correlation (ICC) with the following formula:

$$\rho = \frac{\tau_{00}}{\tau_{00} + \sigma^2} = \frac{.08350}{.08350 + .55103} = .132$$

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. This will help us understand if there is an issue with section variation the degree we have reliability across our section offerings.

- Model 2: Random Coefficients Model

After calculating the ICC in the base model, we will attempt to understand amount (i.e., high or low level) of unexplained variance due to between-section differences. We will estimate a full Level-I model utilizing the student-level characteristic to predict the student's interval-level grade (GRADE) attained for the first course in a sequence. Based upon the results of running a series of OLS analyses, we will select from a pool of high school academic performance, college performance, socio-demographic, and aptitude variables that are found as significant predictors in these preliminary analyses.

In this model, the intercepts for each predictor represents the section mean attainment level and all independent variables are centered around the group mean, i.e., calculated across observations for each sectional grouping. In addition, this model is referred to as a random-coefficients model because of Level-II. 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 will be 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.

An estimate of the overall section means for the sequenced courses will be provided along with chi-square result to understand whether the average grade attained by students is representative of the variance across sections. Holding constant the sample size per section, the reliability of sectional mean grade attainment will be reviewed along with all of the student-level variables to assess effect on grade attainment.

- Model 3: Intercepts- and Slopes-as-Outcomes Model of Interval Level Grade

The last model developed will assist in understanding the unexplained variance due to between-section differences. In this model the intercept from the Random Coefficients Model will be allowed to vary across sections. In addition, variability will be modeled relative to Level II (section-level) measures hypothesized as potentially interacting with the Level I variable chosen through a stepwise regression method.

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Appendix D
Understanding Student Achievement of Learning Goals

Review of the Literature on Writing Program Assessment _DRAFT

Jennifer Burgess

September 3, 2008

The assessment of student writing is one of the top concerns for Writing Program Administrators (WPAs), Composition instructors, English department chairs, and of course, the students themselves (not to mention the parents who are oftentimes paying for the writing instruction). 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 important, however, and inseparable from writing assessment, 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 (English 101 and 102 as general education requirements). Several WPAs agree that, though program assessment may not necessarily be something that they consider themselves to be experts in, it is a necessity to the program. Some WPAs and instructors may be less in favor of participating in program assessment than others, but even these dissenters would often agree that program assessment and evaluation is, at the least, a necessary evil. This paper will discuss the arguments for conducting writing program assessment as well as examine the various and sometimes contending views as to which means of assessment is most effective.

Before going straight to program assessment, however, it would be beneficial to provide a very brief summary of scholarship regarding just a few of the aspects of a good writing program. Edward M. White, former director of California State University's writing program, 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, in White's opinion, 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 can lead to a complex political labyrinth that the WPA must cautiously navigate, and having administrative backup can 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 what the state of the current program regarding its goals and weaknesses, and how can 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 English department 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.

White 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,” an article that details the various forms of program assessment and why they either fail or succeed. In the article’s introductory chapter White explains the necessity for program evaluation and the mystery surrounding it as follows:

It [program evaluation] combines importance – a negative program evaluation can 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 often suspicious constituents: deans, provosts, presidents, trustees, inter-campus committees, legislators, and even parents, that the writing program or writing curriculum that is in place is producing desired results - even if it can always be improved through assessment recommendations. As White explains, WPAs and writing directors 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). Therefore 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’s merit and effectiveness is still present, and the particular program in place, though some changes may be made for the better after the evaluation, is the best means of serving students’ writing needs. The only way that the WPA would be able to acquire such data would be through a program evaluation that, as White explains, produces evidence that “is likely to fit the assumptions of the audience” (134). White’s argument concerning the rhetoric and discourse of the presented evidence will be revisited in this paper’s discussion of methods of program assessment and evaluation.

In addition to the employment of program assessment as a means to achieve self-preservation, Brian Huot and Ellen Schendel argue that 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 their 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, which many have done, the WPA should pursue a program evaluation in order to ensure that the writing curriculum is accomplishing the program’s specified and detailed goals (which White argues are a prerequisite for a successful writing program and evaluation), and is sufficiently serving the student population (207). Huot and Schendel go on to cite Larry Beason’s argument that program assessment is not only a responsibility, but an “ethical obligation” belonging to the WPA (207). Huot and Schendel quote the following passage from Beason’s article, “Composition as Service: Implications of Utilitarian, Duties, and Care Ethics,” in which he argues:

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).

Huot and Schendel use Beason's argument in order to "shape" their article, which focuses on the concept that program assessment carries great "positive potential" as it is both "community-based" and "reformatory" (207). In a later section of this article, they 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 towards and anxiety about program assessment that many composition instructors and writing directors experience. Despite these negative perceptions of program assessment, such as assessment being a "punitive force for students, faculty, and progressive forms of instruction," Huot and O'Neill explain that program assessment is not a "critical" and necessary activity only because "accrediting agencies, policymakers, and government organizations [are] demanding evidence of learning for educational institutions," but is a "critical

component” of “teaching, writing, creating curricula, and developing programs,” as well (1). They argue that assessment “discourse” can 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 above paragraphs, there are recurrent themes throughout current scholarship on writing program assessment. The first issue that is present in this literature is the reality that program assessment is becoming more and more necessary and prevalent as a means to justify, protect, and defend a university’s writing program to outside “stakeholders” both within the university and in the community and government at large. The second and much more positive concept regarding writing program assessment is that evaluating a writing program can 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 as well as the general public. As this paper will discuss in the next section, many scholars argue that the writing program community should be thoroughly involved in program assessment. Through this involvement, which requires a large amount of work, 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 attitude toward the writing program, White explains that the mere gathering of evidence within the program can 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 (143).

Due to many general education curricula that require 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. A diverse composition faculty that is made up a significant amount of instructors who may be employed at more than one university at one time, as is often the situation of adjunct or contingent faculty, and are therefore not often on campus, can lead to a lack of communication between roster and part-time faculty. As a result of this communication divide, which certainly varies between institutions and departments, often the goals of a writing program or curriculum are not properly made know to all instructors and can lead to instances like, as White mentions, the freshmen writing director not realizing that half of the composition instructors are still teaching literature or grammar as opposed to focusing on the writing process. Assessment can lead to these lines of communication opening and curricular misunderstandings or contentions being resolved or, at least, being made known to the director.

The concept of the methodology behind writing program assessment, much like the methodology behind assessing writing, has changed greatly over the past few decades. The accepted practices of the past are now seen by some assessment and composition scholars as deleterious to the reputation of and attitudes toward their writing programs, as they feel that mere

statistics or the simplified practice of using a pretest and posttest to measure student ability and improvement do not properly or effectively encompass the essence and definition of writing and 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. Their attitude toward writing assessment can be compared to many of the attitudes that composition scholars have toward outdated practices of program assessment. They describe the state of writing assessment 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, 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 still lacks the full clarity desired (1).

The issues of statistical analysis's failure to capture the depth and complexity of writing as well as the portfolio's lack of rigor are present in program assessment, as well. 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 can 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 producing data that thoroughly and accurately represents 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 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. 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. 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, explaining why some of them work and why the others not only completely fail to achieve a valid and reliable assessment, but result in such poorly representative data that they put the program, which, in actuality is achieving the goals of the program or curriculum, in harm. He argues the following:

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 to which he is referring 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 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” and the amount of increase 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 the complex aspects of composition.

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

The final method of assessment 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 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 in order to make

constructive recommendations 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 English department 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 very costly.

This concluding 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. 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 their 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:

- 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 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 can "lead to rhetorical failures" (250). Once again, this recommendation focuses on the audience that will be reading the assessment report.

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: the importance of program assessment. Program assessment can 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.

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Appendix E
Results of 2006-2007 Alumni Survey
(six months post-graduation) and Survey Instrument

College of Charleston Alumni Survey - Class of 2006-2007						
General Education						
Answer Options	Very Helpful	Helpful	Not Helpful	Required	Response Count	Response Count
The understanding of and appreciation for a liberal education.	150 47.0	133 41.7	20 6.3	16 5.0	319 100.0	319 100.0
The development of reading skills.	93 29.7	160 51.1	38 12.1	22 7.0	313 100.0	313 100.0
The development of written communication skills.	97 31.5	165 53.6	36 11.7	10 3.2	308 100.0	308 100.0
The development of oral presentation skills	81 26.4	156 50.8	59 19.2	11 3.6	307 100.0	307 100.0
The development of analytical reasoning skills.	79 25.8	167 54.6	52 17.0	8 2.6	306 100.0	306 100.0
The development of problem-solving skills.	64 21.2	172 57.0	55 18.2	11 3.6	302 100.0	302 100.0
The development of information retrieval skills (includes reference skills, computer usage, indexes, etc.)	89	150	48	13	300	300
The development of an appreciation for life long learning.	29.7	50.0	16.0	4.3	100.0	100.0
The development of computer usage skills.	118 39.1	134 44.4	48 15.9	2 0.7	302 100.0	302 100.0
The development of global awareness (non-US and non-Western).	61 20.3	148 49.2	80 26.6	12 4.0	301 100.0	301 100.0
The development of cultural appreciation.	78 25.9	147 48.8	71 23.6	5 1.7	301 100.0	301 100.0
The development and understanding of human relations skills.	101 33.3	157 51.8	43 14.2	2 0.7	303 100.0	303 100.0
How helpful were the foreign language courses at the College in helping you gain an appreciation of other cultures?	81 26.9	162 53.8	55 18.3	3 1.0	301 100.0	301 100.0
	99 32.2	121 39.4	71 23.1	16 5.2	307 100.0	307 100.0

College of Charleston Alumni Survey

Class of 2006-2007

Please complete the following survey about your undergraduate experience. Your responses will help us develop a class profile and assess how we can further assist our students and alumni.

What was the most recent degree you received from the College of Charleston?

- Bachelor of Science
- Bachelor of Arts

Please indicate your major(s):

	First Major	Second Major
Major(s):	<input type="text"/>	<input type="text"/>

Are you currently employed?

- Yes, Full-time
- Yes, Part-time
- No, but seeking employment
- No, not seeking employment

College of Charleston Alumni Survey

Class of 2006-2007

Please check the category that best describes your employment.

- | | |
|--|-------------------------------------|
| <input type="radio"/> Armed Forces | <input type="radio"/> Self-employed |
| <input type="radio"/> Non-Profit Human Services Organization | <input type="radio"/> Education |
| <input type="radio"/> Business and Industry | <input type="radio"/> Government |
| <input type="radio"/> Other (please specify) | |

What are the minimum educational requirements for your current position?

- | | |
|--|---|
| <input type="radio"/> High School Diploma or less | <input type="radio"/> Bachelor's Degree |
| <input type="radio"/> Certificate Program or one year of college | <input type="radio"/> Graduate Degree |
| <input type="radio"/> Associate Degree or two years of college | |

How did you find out about your current job?

- | | |
|---|---|
| <input type="radio"/> Want Ads | <input type="radio"/> Internet Search |
| <input type="radio"/> Career Services Office | <input type="radio"/> Family, Friends, or Acquaintances |
| <input type="radio"/> Private Employment Agency | <input type="radio"/> College Career Fair |
| <input type="radio"/> Worked with Employer Before | <input type="radio"/> Direct Application |
| <input type="radio"/> Alumni Contact Referral | <input type="radio"/> Faculty Referral |
| <input type="radio"/> Internship | |
| <input type="radio"/> Other (please specify) | |

College of Charleston Alumni Survey

Class of 2006-2007

What is your present annual income? (Note: this information will remain confidential)

- | | | |
|---|---|---|
| <input type="radio"/> Volunteer, no paid employment | <input type="radio"/> \$25,000 - 29,999 | <input type="radio"/> \$45,000 - 49,999 |
| <input type="radio"/> Under \$15,000 | <input type="radio"/> \$30,000 - 34,999 | <input type="radio"/> \$50,000 - 54,999 |
| <input type="radio"/> \$15,000 - 19,999 | <input type="radio"/> \$35,000 - 39,999 | <input type="radio"/> \$55,000 - 59,999 |
| <input type="radio"/> \$20,000 - 24,999 | <input type="radio"/> \$40,000 - 44,999 | <input type="radio"/> \$60,000 or more |

To what extent is your occupation related to your college major?

- | | |
|----------------------------------|-----------------------------------|
| <input type="radio"/> Highly | <input type="radio"/> Slightly |
| <input type="radio"/> Moderately | <input type="radio"/> Not Related |

How long did it take you to obtain your first full-time job?

- | | |
|---|--|
| <input type="radio"/> Obtained job prior to leaving College | <input type="radio"/> 4 to 6 months |
| <input type="radio"/> Less than one month | <input type="radio"/> 7 to 12 months |
| <input type="radio"/> 1 to 3 months | <input type="radio"/> More than 1 year |

College of Charleston Alumni Survey

Class of 2006-2007

What is your current status with regard to graduate/professional study?

- Have not applied
- Have applied
- Have been accepted
- Am currently enrolled part-time
- Am currently enrolled full-time

College of Charleston Alumni Survey

2006-2007

Degree sought:

- Master's Doctorate

Do you have a graduate assistantship/fellowship?

- Yes No

Name of the institution you are attending:

Academic discipline:

Why did you decide to seek further education: (check as many as apply)

- I want to further my personal growth
- I could not secure employment
- I want to enhance my earning potential
- My career goal can only be obtained through further education

College of Charleston Alumni Survey

Class of 2006-2007

Please rate the quality of the following: (check one)

	Excellent	Very Good	Good	Fair	Poor	Did Not Use
The career planning and advising available in YOUR UNDERGRADUATE DEPARTMENT or school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The career exploration, counseling and planning services available through the College of Charleston CAREER SERVICES.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The job search services (assistance with resume writing, scheduling of on-campus interviews, part-time & full-time job listings, etc.) available through CAREER SERVICES.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you answered (Fair) or (Poor) to the above questions, please tell us why:

Has your course of study within your undergraduate major provided you with a clear understanding of the nature of the discipline, methodology and basic bibliography?

Yes No

If not, please explain

If you were to do it again, would you choose College of Charleston for your undergraduate education?

Yes No

From your present perspective, what are the components of your major that should be kept and enhanced?

What suggestions do you have for improvements in your major program?

What recommendations would you make for ways to improve undergraduates' experiences at the College?

College of Charleston Alumni Survey

Class of 2006-2007

ACADEMIC PROGRAM SURVEY

Please indicate how well your academic program at the College of Charleston addressed the following goals or attributes. Please give your opinion from two perspectives. Please indicate how well your general education requirements and elective courses addressed points 1 through 13, and please indicate how well your major courses addressed these points.

How well did the **GENERAL EDUCATION** program and your **MAJOR** contribute to the following: (Note: General Education is defined as the courses in the general education requirements and electives. Requirements are: English 101,102; History 101, 102; 8 hours of natural science; 6 hours of math and logic; 0-12 hours of foreign languages, depending upon placement; 6 hours of social sciences; 12 hours of humanities.)

PLEASE CHOOSE ONE FOR EACH CATEGORY:

	General Education	Major
The understanding of and appreciation for a liberal education.	<input type="text"/>	<input type="text"/>
The development of reading skills.	<input type="text"/>	<input type="text"/>
The development of written communication skills.	<input type="text"/>	<input type="text"/>
The development of oral presentation skills	<input type="text"/>	<input type="text"/>
The development of analytical reasoning skills.	<input type="text"/>	<input type="text"/>
The development of problem-solving skills.	<input type="text"/>	<input type="text"/>
The development of information retrieval skills (includes reference skills, computer usage, indexes, etc.)	<input type="text"/>	<input type="text"/>
The development of an appreciation for life long learning.	<input type="text"/>	<input type="text"/>
The development of computer usage skills.	<input type="text"/>	<input type="text"/>
The development of global awareness (non-US and non-Western).	<input type="text"/>	<input type="text"/>
The development of cultural appreciation.	<input type="text"/>	<input type="text"/>
The development and understanding of human relations skills.	<input type="text"/>	<input type="text"/>
How helpful were the foreign language courses at the College in helping you gain an appreciation of other cultures?	<input type="text"/>	<input type="text"/>

College of Charleston Alumni Survey

Class of 2006-2007

Please complete the following to update your campus record:

*Name:
Email address:
Previous name:
**Address:
City/Town:
State/Province:
ZIP/Postal Code:
Student identification number:

Home Phone

(with area code first):

* This is a new name.

Please update my records to reflect this name change.

Yes

No

** Is this a new address?

Yes

No

The address I want you to update is my:

	Yes	No
Mailing address:	<input type="radio"/>	<input type="radio"/>
Local address:	<input type="radio"/>	<input type="radio"/>
Permanent address:	<input type="radio"/>	<input type="radio"/>

Please indicate the following information about your employment:

Position Title:
Organization Name:
City/Town:
State/Province:

Please enter the date you completed this survey

Today's Date: MM / DD / YYYY

Thank you for your participation!
Please don't forget to hit the Done button.

**Appendix F
First Year Experience Course Outcomes Survey**



COLLEGE of CHARLESTON

COURSE OUTCOMES SURVEY – FALL 2008 FYE

Please take a moment to tell us about yourself and your FYE experience. Your answers will help us improve. --- Thank you !

Please Shade your response like this: ●

Not like this: ☒ ○

I. BACKGROUND

1) From Table A (list of majors), please enter the four letter acronym that describes your first (primary) major by filling in the boxes below.

MAJOR:

2) What is your expected grade for this course?

- A A- B+ B B- C+ C C- D+ D F

II. COURSE GOALS*

*Learning goals typically define the primary (most important) concepts, ideas, & abilities to be mastered in a course.

3) Were the learning goals communicated clearly in the course (on the syllabus, in class discussions, and/or in connection with class assignments)? Yes No

III. LEARNING INDEPENDENCE

4) Please indicate the number of times that the course provided an opportunity to independently undertake the following activities:

	<i>Never</i>	<i>Rarely</i>	<i>Frequently</i>	<i>Almost all the time</i>
a. Investigate a research question and/or problem of your own choosing.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Read journals or books of your own choosing.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Raise and discuss questions or topics in class.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Develop and set learning goals.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Assess your own learning.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Find/select articles to present to class.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IV. COURSE WORKLOAD

5) How many hours *per week on average* did you spend studying/preparing for this course including reading, completing assignments, studying, group study, research, etc?

- 0 to 1 hr. 2 hrs. 3 hrs 4 hrs. 5 or more hrs.

6) How many hours *per week on average* did you spend studying/preparing for all of your courses combined including reading, completing assignments, studying, group study, research, etc?

- 5 or fewer 6 to 10 hrs. 11 to 15 hrs. 16 to 20 hrs 21 or more hrs.



V. GENERAL COURSE ACTIVITIES

7) Please tell us how your time was spent **IN CLASS**:

	<i>Never</i>	<i>Rarely</i>	<i>Frequently</i>	<i>Almost all the time</i>
a. Lectures.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Instructor facilitated question/answer sessions.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Large group/whole class discussions.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Participating in small group, student led class discussions..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Student presentations.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Guest speakers.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Viewing videos/films or other media.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Computer lab activities.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Participating in hands-on activities such as simulations/role play exercises.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8) Please tell us how your time was spent **outside of class**:

	<i>Never</i>	<i>Rarely</i>	<i>Frequently</i>	<i>Almost all the time</i>
a. Completing and studying assigned readings.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Solving problems or doing research <i>individually</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Solving problems or doing research <i>as part of a group</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Revising drawings, paintings, or graphical images; practicing for a performance; or developing presentations.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Taking part in online discussions and activities.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Attending group study sessions.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Discussing course content with others.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9) Did your class go on any field trips off campus? Yes No

10) Did your class have a community-engaged learning/service component? Yes No

11) How often did you come to class with your assignments fully completed?
 Never Very few times Almost all of the time All of the time

12) Estimate the amount of reading (# of pages) assigned each week in this course:



VI. COURSE EXPERIENCE

- 13) Please indicate your overall interest in the **subject matter** *before* participating in this course.
 - Very Interested Interested Not Very Interested Not Interested at all
- 14) Please indicate your overall interest in the **subject matter** *after* participating in this course.
 - Very Interested Interested Not Very Interested Not Interested at all
- 15) Please indicate how many times you met with the instructor outside of class to discuss a project or class-related issue.
 - Never 1 time 2 times 3 times 4 times 5 or more times
- 16) In general, where would you place the grades you are receiving in the course on primary assignments relative to what you were expecting to receive?
 - Far Above Expectations Above Expectations What I Expected Below Expectations Far Below Expectations
- 17) Please indicate how **intellectually challenged** you were by the course.
 - Very challenged Challenged Not Very Challenged Not Challenged at all

VII. ASSESSMENT

- 18) In addition to writing assignments, please indicate what other factors were used in determining grades in the course.

<ul style="list-style-type: none"> a. Objective tests (T/F, Multiple Choice, Fill-in-the-blank, Matching).. <input type="radio"/> Yes <input type="radio"/> No b. Essay tests..... <input type="radio"/> Yes <input type="radio"/> No c. Short answer tests..... <input type="radio"/> Yes <input type="radio"/> No d. Tests that involved solving mathematical or statistical problems..... <input type="radio"/> Yes <input type="radio"/> No 	<ul style="list-style-type: none"> e. Performances..... <input type="radio"/> Yes <input type="radio"/> No f. Oral presentations or debates..... <input type="radio"/> Yes <input type="radio"/> No g. Online assignments..... <input type="radio"/> Yes <input type="radio"/> No h. Group projects or collaborative work..... <input type="radio"/> Yes <input type="radio"/> No i. Participation..... <input type="radio"/> Yes <input type="radio"/> No
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VIII. WRITING

- 19) Did you receive feedback on a 'draft' paper prior to submitting your final paper for a grade?..... Yes No
- 20) How did your instructor generally provide feedback on assignments?
 - a. A grade..... Yes No
 - b. Identification of errors in spelling, word choice, punctuation, and grammar..... Yes No
 - c. Comments on the assignment's content, thesis statement/claim, organization and/or audience..... Yes No
 - d. Rubric that explained characteristics of A, B, C, and D-level work..... Yes No
- 21) How many pages of writing did you turn in for a grade in this course?
 - None 1-10 pages 11-20 pages 21-29 pages 30 or more pages
- 22) 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, discussion boards, etc.)	<input type="radio"/> Long Research Papers (11-20 pages)

- CONTINUE TO NEXT PAGE -

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IX. LEARNING SKILLS

23) Please tell us how your course contributed to increasing your **Skills and Abilities** in the following areas:

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Undecided or No-opinion</i>	<i>Agree</i>	<i>Strongly Agree</i>
	1	2	3	4	5
a. The course developed my problem-solving skills.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The course sharpened my analytic skills.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The course helped me develop my ability to work as a team member.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. As a result of my course, I feel confident about tackling unfamiliar problems.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The course improved my skills in written communication.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The course improved my skills in oral communication.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. The course developed my ability to organize my paragraphs so that they are unified around one main idea and are internally coherent.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. The course developed my ability to correct errors in my own writing....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24) Please tell us how the course contributed to increasing your **General Understanding or Commitments** in the following areas:

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Undecided or No-opinion</i>	<i>Agree</i>	<i>Strongly Agree</i>
	1	2	3	4	5
a. Solving complex real world problems.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Developing a personal code of values and ethics.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Comparing and contrasting divergent worldviews.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Examining some of life's enduring questions and big issues.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. 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"/>
f. Contributing to the welfare of your community.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25) I am more intellectually curious now about the world in which I live than I was before taking this course.....

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Undecided or No-opinion</i>	<i>Agree</i>	<i>Strongly Agree</i>
	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

THANK YOU FOR YOUR PARTICIPATION

Appendix G Advising Satisfaction Survey

Student Evaluation of Advising Services - Fall 2007

This questionnaire has been developed to allow students to evaluate advisors and advising services. Please check the appropriate answer for each question.

Please select the following:

Advisor

My advisor is:

The Advising Center

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
1. When entering the Advising Center, I was greeted in a professional manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The student printed materials (degree worksheets, etc.) were accessible to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I could make an appointment and/or see an advisor in a reasonable amount of time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. My experience with the Advising Center was positive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My academic advisor in the advising center....

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
1. ...created an atmosphere in which I felt comfortable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. ...listened carefully to my concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. ...helped identify any problems and/or needs I was concerned about.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. ...gave me helpful referrals to campus resources such as Counseling Services, Writing and Study Skills Labs, Health Services, and Career Center.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. ...was knowledgeable about general education, degree, and course requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. ...was prepared by using current forms, catalogs, student information system, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. ...encouraged me to take responsibility for making academic and career decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. ...displayed professional behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. ...is a helpful, effective advisor whom I would recommend to other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Advisor Satisfaction

	Highly Satisfied	Satisfied	Somewhat Satisfied	Not At All Satisfied	No Opinion
My overall satisfaction with my advisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

College Grade level:

- Freshman (0-29 hours)
- Sophomore (30-59 hours)
- Junior (60-89 hours)
- Senior (90+ hours)

Student Evaluation of Advising Services - Fall 2007

Grade Point Average:

- Less than 2.0
- 2.0-2.29
- 2.5-2.99
- 3.0-3.29
- 3.3-4.0
- NA

Race/Ethnicity:

- African American
- American Indian/Alaskan Native
- Asian/Pacific Islander
- Bi-racial/Multi-racial
- Hispanic
- Caucasian
- Prefer not to say

Gender:

- Female
- Male

Age:

- 17-19
- 20-22
- 22+

Comments/ Suggestions for the Academic Advising & Planning Center

Appendix H Study Abroad Participant Statistics

College of Charleston
Students Taking INST or Travel Classes
Fall 2006 to Summer II 2007

Major	2006-7	2007-1	2007-2	2007-3	2007-4	2007-6	Total	Unduplicated
Accounting		6		2	1		9	9
Anthropology	5	7			3		15	14
Art History	4	3	5				12	12
Arts Management	4	5	2	1			12	12
Studio Art	4	8	1				13	12
Business Administration	7	15	1	4			27	27
Biochemistry	1						1	1
Biology	2	10	4	3	7		26	25
Chemistry					1		1	1
Classics	1		8				9	9
Continuing Education				1			1	1
Communication	13	31	20	6	1		71	68
Computer Science		1					1	1
Economics	3	7					10	9
Early Childhood Education	2	1	1	1			5	5
Elementary Education	1	2	1				4	4
Special Education		2			1		3	3
English	6	10	7		1	4	28	26
Environmental Studies					1		1	1
French	1	3		4	1		9	9
Geology	1	1		15			17	17
German						2	2	2
History	3	2	1	3	1	1	11	11
Historic Preservation	3	3	1				7	7
Hospitality/Tourism Mgt	3	5			2		10	10
International Business	17	25		6	6	1	55	50
Latin Amer/Carib Studies		3					3	3
Mathematics	2		1				3	3
Marine Biology	2	3	1		3		9	9
Music		2				1	3	3
Physical Education		2	3		1		6	6
Philosophy	1	2					3	2
Political Science	11	25	3	8	1	1	49	48
Psychology	4	7	5	1	1		18	18
Religious Studies		1					1	1
Sociology	3	1	1		1		6	6
Spanish	7	8		3			18	18
Theater	2		2	1			5	5
Non Degree		1		1			2	2
Undecided	9	10	7	9	8	1	44	44
Total	122	212	75	69	41	11	530	514

Gender	2006-7	2007-1	2007-2	2007-3	2007-4	2007-6	Total	Unduplicated
Female	92	147	63	47	32	6	387	378
Male	30	65	12	22	9	5	143	136
Total	122	212	75	69	41	11	530	514

College of Charleston
 Students Taking INST or Travel Classes
 Fall 2006 to Summer II 2007

Ethnic Origin	2006-7	2007-1	2007-2	2007-3	2007-4	2007-6	Total	Unduplicated
Black	1	5	3	4	3	1	17	17
Cuban American		1		1	1		3	3
Other Hispanic		3		1	1		5	5
Mexican		2					2	2
Non-Responding	7	10	7	6	1	1	32	30
Asian	1	3	1	1			6	6
White	113	186	64	54	35	9	461	447
Other		2		2			4	4
Total	122	212	75	69	41	11	530	514

Class	2006-7	2007-1	2007-2	2007-3	2007-4	2007-6	Total	Unduplicated
Freshmen		3			2		5	5
Sophomore	5	21	12	10	8		56	55
Junior	57	116	27	21	12	7	240	232
Senior	60	71	35	36	18	4	224	217
Special Undergrad		1		1			2	2
Master's Candidate			1	1	1		3	3
Total	122	212	75	69	41	11	530	514

Residency	2006-7	2007-1	2007-2	2007-3	2007-4	2007-6	Total	Unduplicated
Non-Resident	73	131	31	33	21	5	294	284
Resident	49	81	44	36	20	6	236	230
Total	122	212	75	69	41	11	530	514

Note: incomplete data as of 5/8/2007.