General Education

APRC 2008

Section 1 of 3

Academic Program Review

General Education

Fall 2008

General Education Program Review
Table of Contents

General Education Program Review

General Education Program Review Committee:

Teresa Cook, College of Business
Chuck Drake, College of Technology
John Gray, College of Arts and Sciences
Susan Hastings-Bishop, College of Education and Human Services
Paul Kammerdiner, Librarians and Counselors
Cynthia Konrad, College of Allied Health Sciences
Rebecca Kowalkoski, Academic Counselors
Robert von der Osten, College of Arts and Sciences, Chair

Administrator Responsible for General Education Overseeing this Report

Donald Flickinger, Assistant Vice President of Academic Affairs

Scope of this Report

This body was designated to function as the program review committee by Donald Flickinger, Assistant Vice President of Academic Affairs. The program review committee consists of the members of the University General Education Committee, appointed over time by either the Assistant Vice President of Academic Affairs or the Faculty General Education Coordinator.

Since this committee was not jointly appointed by the Academic Senate and the Vice President of Academic Affairs to review the outcomes and credit allocation of general education, the body fails to meet the approved conditions necessary to make any recommendations for a change in either general education outcomes or credit allocation. This program review, therefore, was conducted within the constraints of the current general education program. The only recommendations this committee are able to make are those that fall within the existing program.

However, this program review committee does recommend, consistent with the commitment established by then Vice President of Academic Affairs Michael Harris, that subsequent to the acceptance of this report a task force be formed jointly by the Provost/Vice President of Academic Affairs office and the Academic Senate to review the philosophy, the general education outcomes, and the credit allocation of general education. Hopefully the data contained in this report will provide a useful starting point for such a review.

Brief General Education History

Prior to the Senate Approval of Current General Education Outcomes

The 1988 and 1992 catalogs include the general education requirements of Ferris State University prior to the formation of a general education task force, the review of the recommendations of the task force by the Academic Senate, and the implementation of the current system of general education requirements.

General Education Requirements

Ferris State University believes that all of its graduates should develop the knowledge and abilities which enable individuals to function more effectively, efficiently, and responsibility as participants in a free society within a global context.

Students are required to take courses from each of the major areas of study in general education. These courses are learning experiences which enhance effective communication, critical and logical thought, ethical decision-making, creativity, the use of scientific inquiry, computational skills, and a fundamental knowledge of and appreciation for our natural, cultural, and social environments. To help all the students meet these goals the following requirements must be met by candidates for the several degrees.

Associate Degrees:	E	H	BS	NS
Arts/Science	9	12	12	12*
Applied Arts	9	12	12	12*
Applied Science	9	3	3	4
Baccalaureate Degrees	9	9	9	12*

E= English, H=Humanities, BS=Behavioral Sciences, NS= Natural Sciences
*Must include at least one course in laboratory sciences.

At least 25% of the credit hours, normally required for the associate degree and 30% of the credit hours normally required for a Baccalaureate degree must be general education credits (Ferris Statue University 1988 Catalog).

The General Task Force and Its Recommendations

In anticipation of the expectation of the 1987-88 North Central Site Visit, a university wide general education task force was formed under the leadership of Sue Hammersmith, the Dean of Arts and Sciences. The task force reviewed the available research on general education, analyzed ACT and other data on Ferris students, reviewed the stated expectation of employers and professional organizations, examined the general education at many other institutions, considered the issues of transferability, and evaluated the available general education at Ferris.

In the early 1990's, the general education task force first recommended a series of general education outcomes which were reviewed by the Academic Senate and approved. After the outcomes were approved, the task force identified credit allocations for the general education program, initially based on the quarter system which was the current system.

While fairly consistent with the previous system of general education, the new system included a 3 credit upper level course in writing or a Writing Intensive Course alternative, a required speech course, the requirement of a Math 115 course or higher (or appropriate ACT

scores and high school course work), and the reduction of the natural science course credits to 9 credits. The social awareness requirement included the stipulation of a course at the 300 level or higher and the cultural enrichment requirement included a course at the 200 level or higher. Global Consciousness was to be satisfied by one 3 credit quarter course that satisfied either social awareness or cultural enrichment. With 8 courses to select among, this was considered reasonably easy for students to satisfy. Race, Ethnicity, and Gender was expected to be satisfied by a social awareness course. The intent of the requirement, in part, was to increase the REG content in social awareness courses. In addition, Life Long Learning and Organizational Skills and Reasoning Ability were expected to be developed across the curriculum with no specific courses designated to achieve those outcomes.

The expectation at the time was that students were well served by engaging in their program courses from their first semester and that a model that directed all the general education courses into the first two years was not appropriate to Ferris' programs. Further, research at that time suggested that general education had the most impact if it were distributed across all four years of a student's Baccalaureate experience. The credit allocation was reviewed by the Academic Senate and implemented by the Vice President of Academic Affairs, Gary Nash.

Semester Conversion

The implementation of the general education program was delayed by the conversion from a quarter system to semester system in 1993. The general education program was similarly adjusted from its quarter system credits to semester system credit allocations. The original general education program was based on the flexibility a quarter system provided, where 12 credits in cultural enrichment allowed students to take a wide variety of courses. The conversion to semesters reduced that flexibility. The conversion resulted in the current credit allocation. The 1995 Ferris State University Catalog for the B.S. reflected our current general education requirement with two exceptions.

Cultural Enrichment: 9 credits
Choose three courses from at least two different subject areas; no more than 5 credit hours in music activities or theater activity courses; and one course at the 200 level or higher.

Subsequently, this requirement was changed to remove the stipulation that the courses must come from two different subject areas.

Social Awareness: 9 credit hours

        Choose three courses in at least two different subject areas, one social awareness foundation course, one course dealing with issues of race/ethnicity and/or gender, and one course at the 300 level or higher.

In 2005, the 300 level requirement was decreased to 200 level or higher.

The Result of the 1995 NCA team report

The 1995 NCA site visit and report found the changes in general education to be inadequate in several areas.

- There was no general education philosophy statement to direct general education.
- There was no effective structure for institution-wide implementation, coordination, evaluation, or monitoring of general education.
- Decentralization left implementation up to a number of programs.
- There was no general education assessment.
- There were no criteria for selecting courses to meet general education outcomes
- There was a lack of "campus-wide acceptance of the centrality of general education in all academic programs..
- There was a concern that many programs elected general education courses to require for their students which were viewed as "relevant for their program." The concern was that this would result in a general education program that was more "applied" than "general."
- There was also concern about the limited number of general education credits required, the identification of general education courses as required courses, and the manner in which waivers or substitutions were approved.

Given these deficiencies, Ferris State University was given three years to remedy these problems with the stipulation that there would be a focused site visit on general education after the three years.

        In response to the report, the VPAA, Dr. Abebe, appointed a faculty member, incidentally serving on the Academic Senate, to serve as General Education Coordinator. The General Education Coordinator proposed the current committee structure, including the University General Education Committee and the sub-committees for each outcome area. This proposal was approved by the Academic Senate and the VPAA. The current procedures for the approval of courses for general education status and for the revision of general education were also approved by the Academic Senate and the VPAA. The general education sub-committees identified outcomes for each specific area and criteria that courses need to satisfy to qualify for a particular general education status. The outcomes and criteria were approved by the University General Education Committee, the University Curriculum Committee, and the Academic Senate. Subsequent to the approval of the criteria, courses were reviewed to reconsider whether or not they met the criteria. Some courses outside of the College of Arts and Sciences applied for and received general education designation, including WIC, global consciousness, and two cultural enrichment courses offered by the College of Technology. The Academic Profiles was selected to be the primary normed measure of general education performance and was implemented. Other assessment activities took place under the direction of the sub-committees.

The 1998 and 2001 NCA Reports

Subsequent reports found significant progress in general education. While the 1998 focus visit found major improvements in general education, it concluded that there was "no general support for its centrality" (1998, NCA Focused Team Report). The 1998 report found significant enough improvements including the philosophy statement, a wider though limited acceptance of general education, implementation of a more consistent system for general education approval, the involvement of more faculty in general education governance, workshops on general education such as those for WIC, and collaborative discussions with programs about general education. There were several other recommendations including:

- There was a need for better explanation to students of the purpose of general education.
- There was a need for general education outcomes on general education courses to explain how the courses met the general education requirement.
- There was a need for better training of advisors on the general education requirements.
- The REG requirement needed to be reviewed to determine how much of the course work actually focused on Race, Ethnicity, or Gender.

The 2001 report substantiated the many positive aspects of the Ferris Assessment Process, including the general education procedures, the assessment activities, and the strong support for General Education by the VPAA and the College of Arts and Sciences.

However, there were still some concerns.

> While there has been significant improvement in FSU's General Education program, there continues to be inconsistency in administration and expectation across departments, particularly in regards to rigorous application of the stated criteria for GE courses. The university also needs to resolve differences which exist between its GE requirements and those of the Kendall College of Art and Design with which it recently (2001) merged (2001, NCA Focused Team Report).

An effort was made to increase consistency in the application of general education criteria, especially by employing the UNGEC as the final arbiter of the curriculum. Similarly, following the reports recommendation an effort was made to educate the offering departments to employ the course criteria to establish whether a course should be proposed for general education status and that those course criteria be used consistently in reviewing courses by the sub-committees and the UNGEC. No effort has been made to reconcile the Kendall general education requirements with those of the rest of the Ferris. Kendall is still understood to be an independent entity in its curricula processes and its general education requirements.

The Development of REG Criteria

Initially REG was considered a target component of Social Awareness courses. There was no clear criteria for REG. There was also some concern that courses on Women's Literature, Black Literature, and other courses that clearly had REG concern were not able to apply for REG status. A committee identified criteria for REG which were then approved by the Academic Senate. The criteria required 75% of the course to be concerned with REG content. This would have the effect of decertifying many courses that have traditionally satisfied this requirement. There was some concern raised by the Academic Senate that the decertification of these courses would make it difficult for students to fulfill this requirement if there were not sufficient alternative courses. In response to this concern, the VPAA placed a freeze on REG, allowing all existing REG courses to continue to count for this requirement while new courses could apply for REG status under the new criteria. However, since most students satisfy REG by completing the Social Awareness foundation requirement, there was not a strong incentive for the development of new REG courses. There continue to be two systems for REG.

The Senate Committee on Reviewing General Education

In 2002, the Academic Senate formed a committee that reviewed general education to make recommendations on changing general education with a draft of a report presented to the Senate in July 2003. This committee was not formed by both the Senate and the VPAA together and so did not meet the conditions established by the approved general education procedures for recommending changes to the general education outcomes or the credit allocation. The policy for reviewing general education outcomes and/or credit allocation was established in the 1990's and approved by the Academic Senate and the VPAA and is posted on the general education Web Page. Part of the reason for this agreement was to create stability for general education. Students are not well served by frequent changes. There was a concern on the part of the Senate that the VPAA's office might arbitrarily increase the general education requirements and the VPAA's office was concerned that there would be possibly capricious change to general education based on changing Senate populations. The compromise of requiring a committee formulated by both the Senate and the VPAA's office made it possible to change general education but required that it be a cooperative process. The Senate voted to forward the recommendation of this committee to the VPAA. The VPAA established several sub-committees to review the recommendations.

Based on that review, the VPAA changed the Social Awareness requirement so that it no longer required a course at a 300 level or higher. Instead, students were required only to complete a course at the 200 level or higher.

The VPAA's committee established a freeze on any changes in general education, including any changes to the REG requirement, until a later date, preferably to follow a program review process that would provide data on the general education program for the review.

The BA Program

In Fall of 2001, A B.A. degree went into effect with the approval of the Arts and Sciences Curriculum Committee, U.C.C., the Senate, and the VPAA. The B.A. degree consisted of our current general education requirements with additional requirements for the BA:

- A Foreign Language to the level of the first semester of the second year.
- 3 additional credits of cultural enrichment.
- 3 additional credits of social awareness.
- 6 additional credits of speech communication.
- 3 additional credits of a natural science.

These new requirements were listed as general education requirements. It was not clear, however, whether these additional requirements were Ferris general education requirements or additional degree requirements. Under the assumption that the additional requirements were degree rather than general education requirements, the BA requirements were reviewed and changed with the approval of the Arts and Sciences Curriculum Committee, the U.C.C., The Senate and the VPAA. It was confirmed that students were required to meet the same general education requirement as the B.S. degree with the following program requirements:

- A Foreign Language to the level of the first semester of the second year.
- 3 additional credits of speech communication.

The new requirement structure went into effect in the Fall of 2006.

The Challenge of the Addition of B.A. Programs to General Education

The addition of B.A. programs has had an important effect to consider in relation to general education. First, many upper level courses tend to serve the interests of majors rather than a general education population. In the Department of Languages and Literature, LITR 250, a non-general education course, is required for the upper level literature courses. As the Program Review reports on programs such as History and Spanish have demonstrated, there needs to be discrete courses specific for students in the program. Further, it seems inconsistent with the intent of general education that students in Arts and Sciences majors may count courses in their program toward the general education requirement; for example, English B.A.'s may count literature courses towards their cultural enrichment.

There are several possible responses to these challenges.

- Upper level courses that primarily serve students in a program should remove their general education status, with the transferability of similar courses accepted for general education status.
- In the review of general education, an effort may be necessary to establish what courses might be more helpful to meet general education needs.
- A review of general education might consider establishing a principle that prevents courses for counting both for general education and for the program.
- As part of the B.A. requirement, students might be required to take courses outside of Arts and Sciences to provide alternative perspectives.

Program Review and General Education

Working with the Program Review Council's review of program review processes for non-degree programs, general education was included as a non-degree program to undergo program review and was scheduled for 2008-2009 review. This report is a culmination of that process.

General Education Philosophy Statement

General Education at Ferris State University

Ferris State University is dedicated to the ideal of blending career-oriented professional and technical education with a solid base of general education. Our general education program provides students with the academic skills, analytic ability, and general knowledge necessary to flexibly meet the challenges of their personal, civic, and professional lives.

General education at Ferris accomplishes the following:

1. It enhances and enriches the skills essential to students' success in every field and most areas of their lives.

2. It provides students with the knowledge that will allow them to adapt to change, advance in their careers, and act as informed citizens.

3. It assists students in gaining a better understanding of themselves. It also widens the horizons of their experience by offering them a better understanding and appreciation of some of the best of human achievement.

Current General Education Requirements for Specific Degrees
Adapted From the Ferris State University Catalog
Bachelor of Science (BS), Bachelor of Arts (BA), and Bachelor of Social Work (BS)

Communication Competence: 12 credit hours
English and Speech communication:
ENGL 150; ENGL 250 or ENGL 211

Choose one:
CINN 105, COMM 121, COMM 221 or COMM 251

Advanced ENGL, WIC, COMM, complete one of the following options:
1. ENGL 311, 321, 323, or 325
2. Two "Writing-Intensive Courses"(WIC) plus one COMM course at the 200 level or higher.
3. Three WIC courses

Scientific Understanding: 7 credit hours
Choose two scientific understanding general education approved courses, one with a lab.

Quantitative Skills:
Complete one of the following options:
1. Pass MATH 115 or higher:
2. Pass a course proficiency exam for MATH 115 or higher; or
3. Submit an ACT math subtest score of 24 or higher + 1 year of high school algebra with a grade of C- or better.

Cultural Enrichment: 9 credit hours
Choose three cultural enrichment general education approved courses with at least one course at the 200 level or higher; no more than 5 credit hours in music activities or theater activities courses.

Social Awareness: 9 credit hours
Choose three general education approved courses in at least two different subject areas, one social awareness foundation course, and one course at the 200 level or higher.

Global Consciousness
Each student must complete one course from the global consciousness group that may also count toward fulfilling the cultural enrichment or social awareness requirements.

Global consciousness courses deal specifically with contemporary cultures, languages, and societies outside the United States and Canada.

Race, Ethnicity, and Gender
Each student must complete one course from the REG group that may also count toward fulfilling the cultural enrichment or social awareness requirements.

Associate in Arts (AA)
Associate in Science (AS)

Communication Competence: 9 credit hours
English and Speech communication:
ENGL 150; ENGL 250 or ENGL 211

Choose one:
CINN 105, COMM 121, COMM 221 or COMM 251

Scientific Understanding: 7 credit hours
Choose two scientific understanding general education approved courses, one with a lab.

Quantitative Skills:
Complete one of the following options:
1. Pass MATH 110 or higher:
2. Pass a course proficiency exam for MATH 110 or higher; or
3. ACT math subtest score of 19 or higher + 2 year of high school algebra with a grade of C- or better.
4. ACT math subtest score of 22 or higher +1 year of high school algebra with a grade of C- or better.

Cultural Enrichment: 9 credit hours
Choose three cultural enrichment general education approved courses with at least one course at the 200 level or higher; no more than 5 credit hours in music activities or theater activities courses.

Social Awareness: 9 credit hours
Choose three general education approved courses in at least two different subject areas, one social awareness foundation course, and one course at the 200 level or higher.

Associate in Applied Science (AAS)

Communication Competence: 6 credit hours
English and Speech communication:
ENGL 150; ENGL 250 or ENGL 211

Scientific Understanding: 3 credit hours
Choose one scientific understanding general education approved courses, one with a lab.

Quantitative Skills:
Complete one of the following options:
5. Pass MATH 110 or higher:
6. Pass a course proficiency exam for MATH 110 or higher; or
7. ACT math subtest score of 19 or higher + 2 year of high school algebra with a grade of C- or better.
8. ACT math subtest score of 22 or higher +1 year of high school algebra with a grade of C- or better.

Cultural Enrichment: 3 credit hours
Choose one cultural enrichment general education approved course.

Social Awareness: 3 credit hours
Choose one general education approved course.

Foundation Courses in Social Awareness (F)

Courses		Credit hours
ANTH 121	Introduction to Physical Anthropology	3
ANTH 122	Introduction to Cultural Anthropology	3
ECON 221	Principles of Economics	3
ECON 222	Principles of Economics	3
GEOG 100	Geography of World Regions	3
GEOG 112	Cultural Geography	3
PLSC 121	American Government: People and Politics	3
PLSC 122	American Government 2: Policy Making	3
PSYC 150	Introduction to Psychology	3
SOCY 121	Introductory Sociology	3
SOCY 122	Social Problems	3

B. S. General Education Comparison by Universities
Conducted Fall 2007

As part of this program review process, the University General Education Committee selected universities for comparison that are either a competitor to Ferris State University or an equivalent institution with a similar career orientation. **A comparison of Ferris State University General Education Program with the general education programs from other Universities demonstrates that in general Ferris' general education requirements are consistent with those of most institutions and has a credit requirement equivalent to other institutions.**

Ferris State University requires more writing credits than other universities. Not all Universities require an upper level writing requirement and some depend more on WIC courses; Ferris State University allows for a WIC option to satisfy the writing requirement, but only a small number of programs meet the requirement through WIC's. The original reason for the writing requirement at Ferris was the clear weakness in writing skills exhibited by entering students. Research at the time, both internal to Ferris and nationally, demonstrated that writing skills did not improve and even suffered regression unless writing instruction and activity continued across the years of study. Perhaps fifty percent of the universities reviewed had oral communication requirements. Again the initial requirement was based on the available data and the recognition that oral communication was an area where entering Ferris students had weaker skills.

Ferris' quantitative skill requirement is consistent with the requirement at other institutions. Some other institutions broaden the requirement to include quantitative reasoning courses that might include logic; others require specific course work in quantitative skills without allowing them to be satisfied by a specific level of competency.

Most institutions have a very similar science requirement to Ferris except for Central Michigan University and Wisconsin-Stout. Some universities require more specific distributions of science course.

All universities have some requirements in cultural studies. Many are more specific in the kinds of courses they require; some require six credits of cultural studies and then three credits in diversity that are courses in cultural areas. Increased specificity in the requirement makes the rationale for the general education courses clearer and more focused, but it makes it more difficult for students to schedule and meet the requirements efficiently. The decision concerning the cultural enrichment requirement was based on three considerations. First, a broader elective requirement allowed students to choose and develop areas of interest, including areas of interest related to their program concerns. Second, the broader electives allowed a wider array of courses that comprised a university experience to survive, providing a richer university community. Final a broader elective system makes it easier for students to schedule so that they can complete the requirement.

Again, Ferris Social Awareness requirement is similar to the requirement at most other institutions. Most institutions require courses from at least two different areas. Some universities require twelve credits but then require history as a social science requirement, an area we count as a cultural enrichment elective.

Most universities similarly have requirements in Race, Ethnicity, and Gender (usually identified as diversity) and Global Awareness. Very few allow the requirements to double count with other requirements. Ferris State University decided to allow REG and Global Consciousness to double count in order to restrain the number of required general education courses since there were already courses in the social awareness and cultural enrichment

electives that could fulfill such requirements. Global Consciousness is a requirement that is also satisfied by courses in areas such as International Business.

Other universities require a range of different requirements. Grand Valley State University requires three courses tied to a theme of each student's choice, a requirement that generates scheduling difficulties. Some universities require courses in health and wellness, some require traditional physical fitness courses, some universities require some form of multi-disciplinary integrative studies, and Wisconsin-Stout requires two credits in technology.

Ferris State University is not obliged to have the same general education requirements as other institutions, but there are advantages to this consistency. First, universities require the same kinds of outcomes because those requirements represent the national norm of expectations for university graduates. These requirements represent the kinds of understanding and skills that have been generally judged to be important to graduates' significant involvement in the larger society. It has long been considered important to a democracy to have a citizenry with a shared broad based education capable of participating in an informed and reflective manner in the core value discourses of the body politic. Such shared general education requirements certainly increase the ability of students to transfer among institutions with less loss of credits. It makes certain that Ferris graduates have the experience comparable to other university graduates that they will meet in a variety of communities. This does not mean that in the future Ferris State University should necessarily retain the current general education structure. **Revisions in general education, however, need to recognize that the expectation of the Higher Learning Commission is that general education requirements be based on clear, measurable outcomes that are regularly assessed and that any radical departure from the norm of other higher education institutions should have a strong rationale tied to a coherent philosophy of general education that recognizes the multiple roles of graduates as citizens and members of many different communities.**

	Ferris State	Grand Valley	Eastern	Central
Writing lower level	ENGL 150, ENGL 250	WRT 150	ENGL 121	ENGL 101
Writing upper-level	300+ writing or 3 WIC or 2 WIC and 1 COMM	WRT 305 And 2 SWS (WIC)	WICs in major	ENGL 201
Oral communication	COMM 105 05 COMM 121		CTAS 124	3 Credits in area
Quantitative	MATH 115, 117 or equivalent	MATH 115 or equivalent 1 course Math Sciences	1 Quantitative Reasoning Course	1 course Math 105 or above/ Or equivalent 3 credits Quantitative/ Mathematical Sciences
Science	7 credits at least course 1 lab	1 course Physical Sci. 1 course Life Sci. (1 a lab)	2 courses natural sciences different disciplines	3+1 credit Lab Science
Culture	9 credits, one course 200 level+	1 course Arts 1 course Philosophy and Literature 1 Course Historical perspectives	2 courses in Arts (different disciplines) 2 courses in Humanities (different disciplines)	3 credits Human Events 3 credits Arts
Social Science	9 credits, 1 foundation, one 200 level+, two areas	2 courses from two disciplines	2 courses from different disciplines	3 credits social sciences; 3 credits social structures
Global	At least 1 course (overlap)	1 course World Perspective (no overlap)	1 course Global Awareness (no overlap)	3 credits Global Cultures (no overlap)
REG	At least 1 course (overlap)	1 course United States Diversity (no overlap)	1 course United States Diversity (no overlap)	3 credits Racism and Cultural Diversity in US (no overlap)
Other		3 courses in a general education theme	Targeted learning beyond classroom	3 credits Integrative & Area Studies

	Ferris State	Saginaw Valley	Michigan Tech	Wisconsin-Stout
Writing lower level	ENGL 150, ENGL 250	3 credits of select course	UN 1001 3 Cr	ENGl 101, ENGL 102
Writing upper-level	300+ writing or 3 WIC or 2 WIC and 1 COMM		UN 2001 3 Cr Sophmore Yr	
Oral communication	COMM 105 05 COMM 121	3 credits oral		SPCOM 100
Quantitative	MATH 115, 117 or equivalent	4 credits required	Science and Math Combined 16 credits	6 credits quantitative reasoning
Science	7 credits at least course 1 lab	7 credits at least 1 lab course	See above	4 credits with lab
Culture	9 credits, one course 200 level+	3 credits Literature 3 credits Arts 3 credits Historical and Philosophical Issues	15 credits distributed mostly cultural and social science (see above)	9 credits
Social Science	9 credits, 1 foundation, one 200 level+, two areas	3 credits social sciences 3 credit social instituions	UN 2002 3 Cr Sophmore Yr	9 credits
Global	At least 1 course; can satisfy other gened	3 credits International Systems (no overlap)	UN 1002 4 Cr (no overlap\2nd semester 1st yr	
REG	At least 1 course; can satisfy other gened			
Other			3 semesters co-curricular (physical education)	2 credits health and physical education
Other				2 credits technology 0-6 credits electives from above categories

	Ferris State	Appalachian State U. 44 semester hours	Frostburg State University 40 credit min	Arkansas Tech
Writing lower level	ENGL 150, ENGL 250	ENG 1000W ENG 110W	ENGL 3 Cr	ENGL 6 CR
Writing upper-level	300+ writing or 3 WIC or 2 WIC and 1 COMM	4 additional W courses, two must be in major Certified CPC in the major	ENGL 3 CR	
Oral communication	COMM 105 or COMM 121	1 S (speaking course) in major		
Quantitative	MATH 115, 117 or equivalent	4 credits required Plus 2 numerical data courses 2 c computer courses	Math 3-4 credits	Math 3 CR
Science	7 credits at least course 1 lab	8 hours of same science	7-8 credits from two areas at least one lab	8 credits with lab
Culture	9 credits, one course 200 level+	Humanities 12 credits; one req. from literature; one req. from fine arts.	3 credits Fine and Performing Arts 6 credits Humanities from two different areas.	3 Cr Fine Arts 3 Cr Humanities
Social Science	9 credits, 1 foundation, one 200 level+, two areas	12 credits social sciences HIST 1101 and HIST 1102 req Two additional courses from two different areas	6 credits from two areas	12 credits 3 Cr required from U.S. History or American Government 9 Cr from selection
Global	At least 1 course; can satisfy other gened	2 Multi cultural marked course		
REG	At least 1 course; can satisfy other gened	See above	3 credits Identity and Difference-only double count for Major	

Other	2 credits Physical Activities/Wellness	6 credits from two FSU Colloquium-upper level	2 credits Physical Activities
Other	1 CD course		

B.A.'s at most institutions consist of the general education requirement for the institution with the additional requirement of either three or four semesters of a foreign language. This is consistent with the current requirement for the B.A. at Ferris State University.

Ferris State University and MACRAO

The MACRAO Transfer Agreement was established to facilitate the ability of students to transfer up to 30 semester credits from community colleges to baccalaureate universities by providing some standard expectation for general education through the two hundred level for students taking courses at a community college. However, most senior institutions, including Ferris State University, have some limitations, exceptions, or provisions on the MACRAO agreement.

The 30 credit hours of course work required for MACRAO includes the following:
    6 credits hours in English Composition
    8 credit hours in Science and Math
    8 credit hours in Social Sciences
    8 credit hours in Humanities (*MACRAO and the MACRAO Transfer Agreement: The Michigan College Studnets' Guide for Transfer of General Education Credits within the State of Michigan*)

A review of most community college catalogs shows that most community college humanities and social science courses are 3 credits so that most students will complete 9 credits in the social sciences and humanities in completing the MACRAO.
    Students transferring to Ferris with MACRAO have satisfied all areas of general education except the upper level writing requirement which they must still meet.
    While a few universities such as Lake Superior State University accept MACRAO as satisfying their general education requirements, most universities have additional requirements. Grand Valley State University has a discrete general education foundations requirement satisfied by MACRAO. In addition to the MACRAO transfer students have to meet the Math proficiency, complete the Junior writing requirement, one SWS class, two cultural diversity classes, and three theme classes.
    Ferris State University should make it easy to transfer without violating our own general education requirements. Since we are competitive in our acceptance of MACRAO, we should make use of that fact and create few additional barriers. Some programs may have specific program expectations such as PSYCH 150. If those are truly general education requirements, they are met by MACRAO. If they are program requirements, they should be clearly identified as such to avoid confusion.
    Some have an indicated a concern that MACRAO allows community college students who have met MACRAO would not have to complete global consciousness and REG. The purpose of MACRAO was to facilitate transfer of students into universities where general education programs differ. Ferris benefits by honoring this agreement and making it easy for

19

students to transfer to Ferris, a growing part of Ferris' student population. This does not place Ferris students at a disadvantage who are able to complete global consciousness and REG in the process of meeting the social awareness and cultural enrichment requirements.

General Education Generates Greater Revenue than Cost

General education courses are cost effective for the university, generating greater revenues from tuition than the costs incurred by the delivery of the courses. This is in part a result of larger class sizes, the use of adjuncts in some general education areas, and the lower costs in technology and energy to deliver the courses. The following data, provided by Institutional Research, show the long term revenue enhancing role of general education. However, since the program cost has not been up-dated since 2003-2004, the data on the last three year are not accurate. However, that does not meet that there has been a decrease in profits since the increase in the number of adjuncts, the introduction of new faculty, and larger sections might have decreased the costs.

General Education Tuition Revenue, Delivery Costs, and Profit (Institutional Research)

ACADEMIC_YEAR	SCH	TUITION	AVG DELIVERY COST/SCH	TOT DELIVERY COST/SCH	PROFIT (tuition-cost)
2002-03	70,409.00	15,745,256.00	153.44	10,803,556.96	4,941,699.04
2003-04	74,736.00	16,608,400.00	158.04	11,811,277.44	4,797,122.56
2004-05	77,331.00	17,427,982.00	158.04	12,221,391.24	5,206,590.76
2005-06	79,161.00	17,809,626.00	158.04	12,510,604.44	5,299,021.56
2006-07	76,973.00	16,953,017.00	158.04	12,164,812.92	4,788,204.08

2003-2004 most recent Degree Program Cost report available.

Students in Programs Off-Campus Take Most General Education Courses at Other Institutions (Institutional Researcy)

Academic Year	Number of Courses Provided by Ferris	Transferred General Education
2002-2003	1,229	3,591
2003-2004	1,462	5,250
2004-2005	1,324	5,883
2005-2006	1,041	7,195
2006-2007	976	3,939

Facilities

Department Heads with responsibility for general education areas were surveyed to determine the ability of the facilities to provide quality general education.

The recent renovation of the IRC space has made available classroom space well suited for courses in the visual arts, art history, popular culture, and other courses that have a strong visual component.

In general, there were no indicated concerns about the available facilities. Classroom and lab space seem to be appropriate.

According to some faculty, there is a concern related to the Theater program and general education theater courses. The current facility is not adequate for courses like THTR 219 Stagecraft, because it is in an area that is in competition with other uses. The performance space in Williams Auditorium is not ideal for theater performances and their related courses.

Library

The library facilities and holdings are currently adequate to meet the needs of general education.

Faculty

While the majority of courses are taught by faculty in the College of Arts and Sciences, general education courses are taught also by faculty in the College of Technology and in the College of Business as well. It is difficult to determine the exact number of faculty who teach general education courses since it includes adjuncts, visiting professors, and faculty who may teach only one general education course with the rest of their course in their major. Many courses count toward general education and also serve as part of a program, such as science courses for an Allied Health Science major. Certainly, it would be reasonable to consider 200 or more faculty across the institution as involved in delivering general education. Most of those faculty members have terminal degrees in the area that they are teaching. Most of the faculty teaching general education are involved in research and professional activities related to their area of instruction. Many of the vita for the faculty responsible for general education are available and have been forwarded to the chair of the Chair of the Program Review Council.

General Education Procedures

The Position of General Education Coordinator

Originally, the position of general education coordinator and the chair of the University General Education Committee were the same and were held by a faculty member to insure faculty governance of general education.

In 2004, the VPAA's office made the Assistant Vice President of Academic Affairs also the general education coordinator without consultation with the Academic Senate, removing the role from the faculty.

The general education coordinator originally, working with the VPAA's office, had responsibility for Chairing the UNGEC, overseeing general education assessment, answering questions about Ferris' general education program, insuring compliance with that general education program, building support for general education across the campus, consulting with the VPAA's office and programs on matters of waivers and exceptions, and working to solve problems with the delivery of general education.

Shifting the responsibility of general education coordinator to the Associate VPAA and leaving a faculty member as chair of the UNGEC leaves the respective duties unclear, leaves an often overburdened VPAA office without a consistent focus on general education, and reduces faculty governance in relationship to general education. It does provide the authority of the VPAA in solving issues such as articulation agreements, scheduling, and compliance. These matters, however, were effectively solved in the past by fruitful collaboration between the general education coordinator and the Associate VPAA.

Application for General Education Status for Courses

Currently courses apply for general education status at the same time as they apply through the standard curriculum process to be approved by courses.

- Courses are submitted to the Chair of the University General Education Committee. The submission needs to include a detailed syllabus (which may be a part of Form E), Curriculum Forms A, E, F, and G, and a statement for each general education status being required of how the course meets the course requirement for the general education status requested.
- The Chair logs in the request into a general education status log.
- The relevant material for the course is forwarded to the chair(s) of the appropriate sub-committee with responsibility for that area of general education.
- If the sub-committee denies the course the requested general education status, the course is returned to the originator and the Chair of the UNGEC is informed. If the course is approved for general education status, the Chair of the UNGEC forwards the course to the members of the UNGEC.
- If the UNGEC does not approve the course for general education status, the originator has an opportunity to discuss the course with the committee. The decision of the committee is final. If the UNGEC approves the course, The Chair of the UNGEC forwards the results and a electronically signed copy of Form G to the Associate VPAA responsible for general education and the Chair of the University Curriculum Committee.

- The VPAA's office is responsible for forwarding the approval to the Registrar's office and making certain that the general education status is posted on the Web listing of general education courses.

There are several problems with the above procedures.
- A few faculty in the College of Arts and Sciences and other Colleges have indicated that sub-committees can develop an unfair bias for which there is no appeal. Courses may be rejected for general education status because it falls outside of the discipline of most of the members of the sub-committee, even if the course is perceived by the originator as meeting most of the general education criteria.
- It can take up to six weeks to get a course approved for general education status if a sub-committee is unable to meet promptly.
- Applicants are not always clear about what is expected in an application for general education status.
- There is no tracking system so often only the chair of the UNGEC knows the location and status of proposals.
- Once approved and forwarded to the VPAA, general education updates to the Web course listing or to the electronic catalog may not take place or may take a long time.
- Banner course listings may not always show the general education status of a course.

Some solutions for the above problems need to be implemented.
- An appeals process needs to be approved by the Academic Senate. Applicants who believe they have been unfairly rejected and who cannot reach a reasonable accommodation with the sub-committee in question should be able to make an appeal to the chair of the UNGEC that specifies why the UNGEC should consider an appeal, a detailed account of the review to date, an answer to the sub-committees rationale for rejecting the course for general education status, and a more complete explanation of how the course meets the general education criteria. If the chair believes that the appeal is merited, he or she should bring the appeal and all the relevant course material to the UNGEC. If 75% of the UNGEC approve the course for general education status, the course is approved and the decision of the sub-committee is over-turned.
- The use of electronic forums by the sub-committees and the UNGEC should be employed to reduce the approval time with face-to-face meetings only necessary for courses that do not clearly meet the criteria.
- A public tracking system should be put into place that requires signatures and dates for each action taken, including the action of posting the course status to the Web listing and electronic catalog.
- The Associate VPAA should work with the Registrar's office to make certain that the general education status of all courses are shown appropriately by Banner.

Experimental Courses, Study Abroad Courses, and Independent Studies

Experimental courses, study abroad courses, and independent study courses pose unique challenges.
- Rather than following the standard curriculum process, such courses are approved only administratively but still must go through the general education approval process if the courses are to receive general education status.

- Often the course originators seem unaware of the necessary step to receive general education status. Sometimes a course has requested general education status after the course has already been offered or after students have been enrolled in the course.
- The application material is often less complete and less well organized than that provided by courses that need to meet the standard curriculum requirements. In the case of study abroad courses the application material may not be complete or match the material in the actual study abroad proposal.
- Independent study courses where there are suitable general education electives does not offer the kinds of exchanges among students from differing backgrounds which is part of the character of a general education curriculum.

These problems can be solved.
- Department Heads/Chairs should be responsible for making certain experimental courses and study abroad courses are forwarded to the chair of the UNGEC as soon as the course is initiated and also insure that the applications are complete.
- To avoid conflict and duplication, the entire study abroad proposal, including the required complete syllabus, as well as the required rationale of how the course meets the criteria for general education status should be forwarded to the chair of the UNGEC as soon as the study abroad course is approved by the Dean's office.
- There are few applications for general education status for independent study courses. Such applications need to continue to be discouraged.

Honors

Most experimental courses are generated for the Honors Program which requires students to take a select number of honors specific general education courses. The UNGEC has had significant concerns about these courses and the processes followed in their approval.
- Consistent with the above, many of the course proposals for honors courses have come after students have enrolled in the course or even after students have taken the course.
- The members of the committee have often been concerned by the fairly poor quality of some of the proposals, proposals that did not have to receive the full scrutiny of the university curriculum process. Several times members of the UNGEC felt pressured to grant general education status to courses that most of the committee did not believe merited approval as a course.
- Honors courses are mostly courses that have been approved exclusively by administrative review only.

While this program review process has no authority over the Honors Program, the following actions seem reasonable from the context of a review of general education.
- The Honors Program would be best served by a coherent curriculum of general education courses that meet a specific goal or philosophy of the Honor's program for selecting such courses. These courses should not be experimental courses but established courses, even if some of the courses are established and regularly offered only for Honors students.
- Department Heads have made progress in making certain that experimental courses request general education status in a timely manner. They should continue to do so.

- If honors courses are to continue to be approved as experimental review, the administration should be encouraged to hold the courses to the same or higher standards than they would apply to standard course proposals. The UNGEC should send a letter of concern to the Dean of any College that submits a proposal that clearly lacks academic quality.

Compliance to General Education Requirements

An audit of the compliance of randomly selected graduates to the general education requirements conducted by the VPAA's office with a sample of students selected by Institutional Research shows that there is a high rate of compliance. In those rare instances where students have not completed the general education requirements it seems clearly to be result of a mistake than any systemic problem. The details of the audit follow.

Audit 2007

College	Degree	Major/Program	Approve	Gen Ed missing	issue
ALLIED HEALTH	AAS	Radiography	Yes		
BUSINESS	BS	Business Admin.	Yes		
BUSINESS	BS	Graphic Design	Yes		
TECHNOLOGY	AAS	Automotive Service Tech	Yes		
ALLIED HEALTH	AAS	Nursing	Yes		
TECHNOLOGY	AAS	Surveying Technology	Yes		
ALLIED HEALTH	AAS	Medical Record Tech	Yes		
TECHNOLOGY	AAS	Surveying Technology	Yes		
ALLIED HEALTH	AAS	Radiography	Yes		
ALLIED HEALTH	AAS	Diagnostic Medical Sonography	Yes		
EDHS	AA	Pre-Criminal Justice	Yes		
EDHS	AA	Pre-Criminal Justice	Yes		
EDHS	AA	Pre-Criminal Justice	Yes		
EDHS	AA	Pre-Criminal Justice	Yes		
EDHS	AA	Pre-Criminal Justice	Yes		
TECHNOLOGY	AAS	Surveying Technology	Yes		
ALLIED HEALTH	AAS	Radiography	Yes		
TECHNOLOGY	AAS	Plastics Technology	Yes		
ALLIED HEALTH	AAS	Medical Record Technology	Yes		
ARTS & SCIENCES	AAS	Ornamental Horticulture Tech.	Yes		
TECHNOLOGY	AAS	Automotive Service Tech.	Yes		
TECHNOLOGY	AAS	Automotive Body	Yes		
TECHNOLOGY	AAS	Building Construction Tech	Yes		
TECHNOLOGY	AAS	Plastics Technology	Yes		
ALLIED HEALTH	AAS	Medical Record Technology	Yes		
TECHNOLOGY	AAS	Automotive Service Tech.	Yes		
TECHNOLOGY	BS	Plastics Engineering Tech	Yes		
BUSINESS	BS	Business Administration	Yes		
TECHNOLOGY	BS	Electr Electronics Engr Tech	Yes		
TECHNOLOGY	AAS	HVACR Technology	Yes		
TECHNOLOGY	AAS	Printing-Digital Graphic Imagi	Yes		
BUSINESS	BS	Business Administration	Yes		
ARTS & SCIENCES	AAS	Industrial Chemistry Tech	Yes		

Audit 2007					
College	Degree	Major/Program	Approve	Gen Ed missing	issue
ARTS & SCIENCES	AS	Pre-Science	Yes		
ARTS & SCIENCES	AS	Pre-Science	Yes		
ARTS & SCIENCES	BA	Chemistry	Yes		
ARTS & SCIENCES	BA	Biochemistry	Yes		
PROF. & TECHNOLOGICAL STUDIES	BAS	Digital Animation-Game Design	Yes		
BUSINESS	BS	Business Administration	Yes		
BUSINESS	BS	Marketing-Prof Golf Mgmt.	Yes		
BUSINESS	BS	Marketing-Prof Golf Mgmt.	Yes		
BUSINESS	BS	Small Busn/Entrepreneurship	Yes		
BUSINESS	BS	Business Administration	Yes		
BUSINESS	BS	Marketing-Prof Golf Mgmt.	Yes		
BUSINESS	BS	Marketing-Prof Golf Mgmt.	Yes		
BUSINESS	BS	Human Resource Mgmt.	Yes		
BUSINESS	BS	Small Busn/Entrepreneurship	Yes		
BUSINESS	BS	Business Administration	Yes		
BUSINESS	BS	Business Administration	Yes		
ARTS & SCIENCES	BS	Integrative Studies	Yes		
ARTS & SCIENCES	BS	Applied Biol Forensic Biology	Yes		
TECHNOLOGY	BS	Computer Networks & Systems	Yes		
TECHNOLOGY	AAS	Automotive Service Technology	Yes		
TECHNOLOGY	BS	Electr Electronics Engr-Tech	Yes		
EDHS	BS	Elementary Education	Yes		
EDHS	BS	Criminal Justice	Yes		
ALLIED HEALTH	BS	Envir Health-Safety Mgmt	Yes		
ARTS & SCIENCES	BS	Psychology	Yes		
ARTS & SCIENCES	BS	Psychology	Yes		
ARTS & SCIENCES	BS	Tech-Prof Communication	Yes		
EDHS	BS	Criminal Justice	Yes		
EDHS	BS	Criminal Justice	Yes		
TECHNOLOGY	BS	Automotive Heavy Equip Mgmt.	Yes		
ALLIED HEALTH	BS	Bachelor of Nursing	Yes		
ARTS & SCIENCES	BSW	Social Work	Yes		

College	Degree	Major/Program	Approve	Gen Ed missing	issue
ARTS & SCIENCES	BSW	Social Work	Yes		
ARTS & SCIENCES	BSW	Social Work	Yes		
ALLIED HEALTH	BS	Health Care Systems Admin	Yes		
TECHNOLOGY	BS	Electr Electronics Engr Tech	Yes		
ARTS & SCIENCES	BS	Applied Speech Communication	Yes		
EDHS	BS	TV-Digital Media Production	Yes		
TECHNOLOGY	BS	Welding Engineering Technology	Yes		
TECHNOLOGY	BS	Construction Management	Yes		
TECHNOLOGY	BS	HVACR Technology	Yes		
TECHNOLOGY	BS	Welding Engineering Technology	Yes		
TECHNOLOGY	BS	Automotive Engineering Tech	Yes		
TECHNOLOGY	BS	Mechanical Engineering Tech	Yes		
EDHS	BS	Criminal Justice	Yes		
EDHS	BS	Criminal Justice	Yes		
EDHS	BS	Mathematics Education	Yes		
EDHS	BS	Elementary Education	Yes		
EDHS	BS	Elementary Education	Yes		
TECHNOLOGY	BS	Surveying Engineering	Yes		
TECHNOLOGY	BS	Computer Networks & Systems	Yes		
TECHNOLOGY	BS	Welding Engineering Technology	Yes		
TECHNOLOGY	BS	HVACR Engineering Tech	Yes		
BUSINESS	BS	Graphic Design	Yes		
EDHS	BS	Elementary Education	Yes		
EDHS	BS	Elementary Education	Yes		
OPTOMETRY	BS	Vision Science	Yes		
EDHS	BS	Elementary Education	Yes		
TECHNOLOGY	BS	Computer Networks & Systems	Yes		
EDHS	BS	Elementary Education	Yes		
TECHNOLOGY	BS	Printing Management	Yes		
EDHS	BS	Elementary Education	Yes		
ALLIED HEALTH	BS	Medical Technology	Yes		

Audit 2007

College	Degree	Major/Program	Approve	Gen Ed missing	issue
ARTS & SCIENCES	BS	Applied Biology	Yes		
ALLIED HEALTH	BS	Health Care Systems Admin	Yes		
TECHNOLOGY	BS	Automotive Engineering Tech	Yes		
EDHS	BS	Elementary Education	Yes		
EDHS	BS	Elementary Education	Yes		
TECHNOLOGY	BS	Product Design Engr Tech	Yes		
ALLIED HEALTH	BS	Health Care Systems Admin	Yes		
ARTS & SCIENCES	BS	Psychology	Yes		
TECHNOLOGY	BS	Construction Management	Yes		
TECHNOLOGY	BS	Automotive Heavy Equip Mgmt	Yes		
EDHS	BS	Mathematics Education	Yes		
EDHS	BS	Elementary Education	Yes		
BUSINESS	BS	Hotel Management	Yes		
TECHNOLOGY	BS	Computer Networks & Systems	Yes		
TECHNOLOGY	BS	Electr Electronic Engr Tech	Yes		
ALLIED HEALTH	BS	Health Care Systems Admin	Yes		
EDHS	BS	Criminal Justice	Yes		
EDHS	BS	Elementary Education	Yes		
TECHNOLOGY	BS	Manufacturing Engineering Tech	Yes		
EDHS	BS	Criminal Justice	Yes		
EDHS	BS	Criminal Justice	Yes		
ALLIED HEALTH	BS	Health Care Systems Admin	Yes		
TECHNOLOGY	BS	Product Design Engr Tech	Yes		
EDHS	BS	Criminial Justice	Yes		
TECHNOLOGY	BS	Plastics Engineering Tech	Yes		
EDHS	BS	Criminal Justice	Yes		
EDHS	BS	Elementary Education	Yes		
EDHS	BS	Elementary Education	Yes		
BUSINESS	BS	Marketing	Yes		
BUSINESS	BS	Business Administration	Yes		
ARTS & SCIENCES	AAS	Ornamental Horticulture Tech	Yes		

| Audit 2007 | | | | | |
College	Degree	Major/Program	Approve	Gen Ed missing	issue
BUSINESS	BS	Business Administration	Yes		
BUSINESS	BS	Marketing-Prof Tennis Mgmt	Yes		
BUSINESS	BS	Marketing	Yes		
ARTS & SCIENCES	BA	Mathematics	Yes		
ARTS & SCIENCES	BA	English Literature	Yes		
ARTS & SCIENCES	BA	History	Yes		
BUSINESS	AAS	General Business	Yes		
BUSINESS	AAS	Restaurant Food Industry Mgmt	Yes		
TECHNOLOGY	AAS	Automotive Body	Yes		
TECHNOLOGY	AAS	Civil Engineering Technology	Yes		
ALLIED HEALTH	AAS	Respiratory Care	Yes		
TECHNOLOGY	AAS	Plastics Technology	Yes		
TECHNOLOGY	AAS	Plastics Technology	Yes		
TECHNOLOGY	AAS	Welding Technology	Yes		
TECHNOLOGY	AAS	Building Construction Tech	Yes		
TECHNOLOGY	AAS	Mechanical Engineering Tech	Yes		
TECHNOLOGY	AAS	Heavy Equipment Technology	Yes		
TECHNOLOGY	AAS	Automotive Body	Yes		
TECHNOLOGY	AAS	Plastics Technology	Yes		
ALLIED HEALTH	AAS	Nursing	Yes		
ARTS & SCIENCES	BS	Applied Biology	Yes		
BUSINESS	AAS	Graphic Design	Yes		
BUSINESS	AAS	Legal Studies	Yes		
TECHNOLOGY	AAS	Automotive Service Technology	Yes		
TECHNOLOGY	AAS	Automotive Service Technology	Yes		
TECHNOLOGY	AAS	Plastics Technology	Yes		
ALLIED HEALTH	AAS	Nursing	Yes		
TECHNOLOGY	AAS	Automotive Service Technology	Yes		
ALLIED HEALTH	AAS	Radiography	Yes		
TECHNOLOGY	AAS	Plastics Technology	Yes		
TECHNOLOGY	AAS	Automotive Service Technology	Yes		

Audit 2007

College	Degree	Major/Program	Approve	Gen Ed missing	issue
ALLIED HEALTH	AAS	Respiratory Care	Yes		
ALLIED HEALTH	AAS	Dental Hygiene	Yes		
TECHNOLOGY	AAS	Building Construction Tech	Yes		
ALLIED HEALTH	AAS	Medical Record Technology	Yes		
BUSINESS	AAS	General Business	Yes		
ALLIED HEALTH	AAS	Diagnostic Medical Sonography	Yes		
TECHNOLOGY	AAS	Building Construction Tech	Yes		
TECHNOLOGY	AAS	Surveying Technology	Yes		
ALLIED HEALTH	AAS	Nuclear Medicine Technology	Yes		
EDHS	BS	Criminal Justice	Yes		
EDHS	AA	Pre-Criminal Justice	Yes		
EDHS	AA	Pre-Criminal Justice	Yes		
ARTS & SCIENCES	AA	Liberal Arts	Yes		
ALLIED HEALTH	AAS	Nuclear Medicine Technology	Yes		
ARTS & SCIENCES	BS	Public Administration	Yes		
BUSINESS	BS	Computer Information Systems	Yes		
BUSINESS	BS	Computer Information Systems	Yes		
TECHNOLOGY	BS	Computer Networks & Systems	Yes		
EDHS	BS	Criminal Justice	Yes		
BUSINESS	AAS	General Business	Yes		
BUSINESS	BS	Business Administration	Yes		
BUSINESS	BS	Business Administration	Yes		
BUSINESS	BS	Computer Information Systems	Yes	3 cr. R/E/G	took GEOG 201 for S/A, but it didn't count as R/E/G
BUSINESS	BS	Marketing	Yes		
BUSINESS	BS	Business Administration	Yes		
BUSINESS	BS	Business Administration	Yes	science	took BIOL 290 for 2nd natural science - approved by advisor
BUSINESS	BS	Accountancy	Yes		
BUSINESS	BS	Business Administration	Yes		
BUSINESS	BS	Computer Information Systems	Yes		

Audit 2007

College	Degree	Major/Program	Approve	Gen Ed missing	issue
BUSINESS	BS	Business Administration	Yes		
BUSINESS	BS	Graphic Design	Yes		
BUSINESS	BS	Marketing-Prof Golf Mgmt	Yes		
BUSINESS	BS	Resort Management	Yes		
TECHNOLOGY	BS	Automotive Engineering	Yes		
ALLIED HEALTH	BS	Medical Technology	Yes		
ALLIED HEALTH	BS	Bachelor of Nursing	Yes		
ARTS & SCIENCES	BS	Psychology	Yes		
ARTS & SCIENCES	BS	Psychology	Yes		
ARTS & SCIENCES	BS	Psychology	Yes		
ALLIED HEALTH	BS	Bachelor of Nursing	Yes		
ALLIED HEALTH	AAS	Respiratory Care	Yes		
ALLIED HEALTH	BS	Nursing	Yes		
ALLIED HEALTH	BS	Bachelor of Nursing	Yes		
ALLIED HEALTH	BS	Bachelor of Nursing	Yes		
ALLIED HEALTH	AAS	Medical Record Technology	Yes		
ALLIED HEALTH	BS	Envir. Health-Safety Mgmt	Yes		
TECHNOLOGY	BS	Automotive Engineering Tech	Yes		
TECHNOLOGY	BS	Construction Management	Yes		
TECHNOLOGY	BS	Manufacturing Engineering Tech	Yes	second science	waived by VPAA due to advising error
TECHNOLOGY	BS	Plastics Engineering Tech	Yes		
TECHNOLOGY	BS	Construction Management	Yes		
TECHNOLOGY	BS	Construction Management	Yes		
TECHNOLOGY	AAS	Heavy Equipment Technology	Yes		
TECHNOLOGY	BS	Heavy Equipment Serv. Engineer Tech	Yes		
TECHNOLOGY	BS	Plastics Engineering Tech	Yes		
TECHNOLOGY	BS	Construction Management	Yes		
TECHNOLOGY	BS	Construction Management	Yes		
TECHNOLOGY	BS	Facility Management	Yes		
TECHNOLOGY	BS	HVACR Engineering Technology	Yes		
TECHNOLOGY	BS	Surveying Engineering	Yes	3 cr. s/a	
TECHNOLOGY	BS	Construction Management	Yes		
TECHNOLOGY	BS	Welding Engineering Technology	Yes		

Audit 2007					
College	**Degree**	**Major/Program**	**Approve**	**Gen Ed missing**	**issue**
TECHNOLOGY	BS	Construction Management	Yes		
TECHNOLOGY	BS	Construction Management	Yes		
BUSINESS	BS	Computer Information Systems	Yes		
BUSINESS	BS	Computer Information Systems	Yes		
BUSINESS	BS	Computer Information Systems	Yes	3 cr. Global	
BUSINESS	BS	Marketing-Prof Golf Mgmt	Yes	3 cr. Global	waived by VPAA because of Young American's global experiences
BUSINESS	BS	Hotel Management	Yes	3 cr. Global	
BUSINESS	BS	Resort Management	Yes	3 cr. Global	waived by VPAA
BUSINESS	BS	Marketing-Prof Tennis Mgmt	Yes		
BUSINESS	BS	Computer Information Systems	Yes	3 cr. Global	used PLSC 311 for global and should not have

Global Consciousness

General Education Outcomes and Criteria:

Global Consciousness Outcomes Criteria

In an increasingly interdependent world and global economy, graduates should be able to demonstrate a working knowledge of the world, its diverse cultures, and the geographic, economic, cultural and historical relationships among nations and peoples.

Ferris graduates should have increased their ability or capacity to:

- identify various regions, features or countries other than North America;
- describe distinctive geographic, economic, cultural, linguistic, or historical features of a region, culture, or society other than North America;
- articulate geographic, economic, cultural, linguistic and/or historical relationships among diverse nations and peoples;
- comment accurately about current events in at least one country or region other than North America;
- describe a method for developing an understanding of geographic, economic, cultural, linguistic, and/or historical contexts of a country or region anywhere in the world;

And,

- Ferris graduates should develop a more positive perspective and understanding of the importance of global consciousness.

Global Consciousness Course Criteria

For a course to be designated as fulfilling the global consciousness requirement, it shall be specifically focused on the realization of the global consciousness outcome.

The course must meet the following criteria:

1. At least 50 percent of the course content must address one or more of the following areas of study concerning a region(s) or country(ies) outside North America (United States and Canada): Geography, Economics, Language(s), Culture(s), History.
2. The course must provide the students with an understanding of the cultural context of the region(s) and area(s) of study. The course must provide the students with an understanding of contemporary cultures outside the United States and Canada.

Assessment

Global Consciousness Assessment Results
Study Conducted by the Global Consciousness Committee
Report prepared by Robert von der Osten
June 6, 2006

At the end of Winter semester 2006, a global consciousness outcomes assessment questionnaire was distributed to all courses that semester designated as global consciousness. 59.7% of the sections had their students complete the questionnaire and returned those results to the global consciousness committee. Of those returned, 64.7% were from courses with a foreign language prefix. The lowest rate of compliance was from Humanities with only 1 out of 7 (14%) returning the survey. This is a special concern since it is not clear whether courses such as Popular Culture consistently focus adequately on global issues consistent with the global consciousness designator for the course. Geography was not far behind with only 2 out of 8 sections (25%) participating. Similarly inn History, only 1 out of 4 sections (25%) participated. The Social Sciences, including anthropology, sociology and political science, had only a 2 in 6 (33.3%) participation rate. In Business, by comparison 2 out of 3 sections (66.7%) participated. Literature had a 2 for 2 (100%) participation rate. Foreign languages had a 22 out of 24 (91.7%) participation rate.

The completion rates are significant for two reasons. First, the higher percentage of results from foreign languages which may be distinct in how they meet the global consciousness is likely to have skewed the results.

Second, it is problematic that there are areas where there are low rates of returns when there could be potential challenges to the global consciousness focus of the courses in question. I would strongly suggest that the Global Consciousness Committee and the University General Education Committee, both receiving copies of this report, consider making it a mandatory condition for retaining general education status that a course participate in general education assessment. If a course fails to comply with the first round of general education assessment, the faculty member and department head should be notified; a second failure or refusal to participate should result in the loss of the general education designator for the course in question, following a period for appeal.

Of the respondents, 22.4% were freshman, 21.3% sophomores, 24.2% juniors, and 27.3% were seniors.

Results:

Students have a strong respect for the importance of the understanding of foreign cultures. 75.8 percent (mean of 4.0 on a 5 point scale) of the respondents agreed or strongly agreed that *an understanding of foreign cultures is important in order for me to be an active citizen in today's global economy.* A robust 35.8% strongly agreed with that statement. Only 5.7% disagreed or strongly disagreed on the importance of understanding a foreign culture. Similarly 77.9% (mean of 4.0) agreed that *learning about foreign cultures gives me a greater insight into human relations both home and abroad.*

Students seem uncertain about their knowledge of foreign cultures and are more positive about that knowledge than one might anticipate. Students had a mean of 3.0, neutral, on whether *my knowledge about this country or world region and its people was very limited before taking this course.* Only 29.9% of the students agreed with this statement, while 32.6% of

36

the respondents disagreed or strongly disagreed with the statement. These results could be skewed because of the number of second semester or second year and even third year foreign language courses where students would have already had knowledge about the cultures in question. Non-foreign language courses did indeed have a higher mean of 3.49, suggesting that more students believed they had only limited knowledge of the content.

Students responded that in the courses in question they did learn a significant amount of information about the country or culture or world region. With a mean of 3.6, the results found that 60.6 % of the students agreed or strongly agreed that they learned a significant amount about the global consciousness content. Only 13.5% disagreed or strongly disagreed with the statement that they had learned a significant amount. Copies of the questionnaire report results have been returned to the faculty with copies of the surveys and a copy of this report. Fifteen courses had means below 3.5, which should be considered a matter of modest concern. Two courses had means below 3.0 which should be a matter of grave concerns.

Students also indicated that the courses in general met the criteria for global consciousness in that *A large portion of this course was devoted to information about the culture(s) of (country or world region—Asia, Africa, Latin America, Europe...)* Future versions of this question should more closely follow the wording of the general education outcomes and criteria since the word *culture* is ambiguous and may exclude valid factors. Again with a mean of 3.6, students agreed or strongly agreed by 65.1 % that the courses met the criteria. Only 15.6% of the students disagreed or strongly disagreed that a large portion was devoted to information about the culture. It is hard to determine how students read phrases like "large portion" or "culture." Out of 34 sections, only 4 sections had a mean below 3.0.

Students continue to have a positive response to Ferris faculty and the courses they teach, even in the area of general education. 68.3% of the respondents agreed or strongly agreed that *I would recommend that students take a course that increase their understanding of other regions and cultures of the world.* Only 14.5 % of the respondents disagreed or strongly disagreed with the statement. No section had a mean below 3.0.

The results of the survey of faculty conducted by the UNGEC in Spring 08 concerning general education should be considered as problematic. Though the survey was e-mailed to faculty and when there was very little response Dean's and Department Heads made a second attempt to get faculty to respond, there were only 93 valid responses. Of the responses, 38 were from the College of Arts and Sciences and 37 were from the College of Technology. Since these represent long established different positions on general education, the sampling may skew the results. A more complete response from the other Colleges would be helpful for a more representative sample. In some instances, the responses showed a lack of familiarity with the facts. For example, 40% disagreed that there was regular assessment of general education outcomes, even though a nationally normed test of general education has been administered every other year since 1996, regular assessment of writing is conducted annually, and assessment of other general education outcomes occurs frequently. There might, however, be some confusion about the meaning of assessment in this context that could have yielded these results. Similarly 25.5% of the respondents disagreed with the assertion that Colleges other than Arts and Sciences are represented on the University General Education Committee, even though Arts and Sciences has only one representative, excluding the chair. There are representatives from the Librarian/Counselor Unit, as well as Education and Human Services, Technology, Business, and Allied Health Sciences.

Most faculty believe that they are familiar with the general education requirements. There are some confusion, however, about transfer requirements. The MACRAO stamp applies even if students have not received an Associate Degree; however, most faculty had no opinion on this question. With a MACRAO stamp, students are required to meet only an upper level writing requirement. Again most had no opinion and only 33% correctly agreed that only the upper level writing requirement need be satisfied. Students who enter with a B.A. or a B.S. are not required to take any general education at Ferris. Surprisingly 24% of the sample seemed to believe that students who entered Ferris with a B.A. or a B.S. still had to take general education courses, a concern that also appears in the written response. **Clearly faculty advisors need a better understanding of the transfer policies concerning general education.**

Most faculty agree with the current general education outcomes, with the most disagreement centered on the REG requirement. A consistent approximately 11% disagree with cultural enrichment, social awareness, and global consciousness as outcomes. While most faculty consider themselves familiar with the general education requirements, approximately 26% are not familiar with Ferris' stated philosophy concerning general education or the general education criteria. There are concerns about how successfully these requirements are being met, concerns not fully consistent with the results from NSSE data, alumni surveys, or employer surveys. The greatest concern was with written communication, with approximately 52% of the respondents believing that Ferris graduates cannot write effectively; 32% do not think they have the necessary math skills for their careers; 27% do not think graduates have the interpersonal skills necessary to be effective; and 32% do not believe they have the speaking skills necessary to be successful. This is reinforced in the additional comments which strongly indicated a concern about students who have inadequate writing skills. Clearly, this concern should be addressed; it should be addressed by meetings with representatives of many different programs and a task force from the Department of Languages and Literature to identify the areas of concerns, measure the scope of the concerns, and solve the problem. Since there has been ongoing assessment of the writing skills of students that tends to demonstrate that students meet

the expectation for the courses, more extensive campus communication about the expectations for students and their abilities is warranted. A similar challenge to be addressed is the perception by approximately 30% of the faculty that students are not able to read the material for their courses, data partially supported by NSSE data and the survey of B.S. and B.A. seniors. The Reading General Education group has not been active for a number of years. It may be fruitful to re-vitalizing that sub-group and have them explore how concerns about reading might be best addressed.

Many programs in Technology and Allied Health Sciences involve tight schedules and lab hours. Students in these programs often also work. As a result, it is important that general education offerings be situated to meet these needs. **Most faculty indicated that they were able to successfully schedule students for general education courses; still between 11% and 20% of the faculty indicated difficulty scheduling students into a general education area, with the greatest difficulty occurring in the area of Natural Sciences.** It would be helpful if those who were having difficulty would have an individual they could contact so there could be a record of the particular challenges in scheduling, and where there is a pattern of problems that might be solved, a solution put in place.

There are a number of concerns about general education processes. Currently courses receive general education status by demonstrating that they meet the general education criteria through a review first by a sub-committee specializing in the outcomes status and then with a review by the university general education committee. In fact, 43% of the respondents believe that this process is not fair. It may be the case that sub-committees are inclined to deny courses outside of Arts and Sciences general education status even though they meet the general education criteria. Some form of appeals process may be warranted. One individual in the additional comments indicated a concern that waivers were too dependent on the personnel involved rather than an established policy. While there will always be individual judgment necessary to evaluate complex individual circumstances, it would be useful to more clearly articulate the policy on waivers and share those criteria with the campus community.

There is strong support for the review of the general education outcomes and the credit allocation for general education. Some actions fall within the scope of the existing structures, such as clarifying further the expectations for computer competency. Any more extensive review exceeds the charge of this program review committee, given the stated policy on major general education review. There is fairly strong support for some kind of technological knowledge (71%), with less support for a wellness requirement and a practical skills requirement (approximately 50%). In the additional comments, a number expressed concern that general education is concentrated in Arts and Sciences. While there are three cultural enrichment courses offered in the College of Technology and many economic courses in the College of Business meeting the social awareness requirements, and College of Business courses that meet the global consciousness course, as well as WIC courses in a number of Colleges, the majority of general education courses are offered by the College of Arts and Sciences. This is in part historical since the College of Arts and Sciences, at that time the College of General Education, was formed specifically to provide the general education courses. Some have appropriately indicated that courses that are specific to programs such as upper level science or literature courses should not count as general education and that in fact general education courses should not in principle count towards a major. Others suggested that students in majors in Arts and Sciences should have to take courses in other Colleges. Some believe that general education should be distributed across all Colleges. Still others feel that general education courses should be more restricted and more specific, perhaps focused on classical works and foreign languages.

Clearly there is a need for a careful review of general education outcomes and the allocation of general education credits. **The Higher Learning Commission provides a fair degree of leeway in how any university constructs its general education requirements. It does require that any general education program is based on a clear, articulated philosophy consistent with the mission of the institution. The requirements should be organized around clear, measurable outcomes. There must be a clear way to demonstrate how those outcomes will be achieved by the curriculum. There must be consistent assessment of how well students are meeting those outcomes. The review of Ferris' general education program shows that it is fairly consistent with the requirements at many other institutions, including the credit requirement and allocation. Ferris' requirement are also fairly consistent with MACRAO. We are not required to have a requirement consistent with other Universities; however, transferability is always a concern of any consideration of general education.**

Gen Ed-Faculty Survey
Frequencies
Prepared by: Institutional Research & Testing, 02/08
Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1a Know what gen ed requirements are	95	0	3.47	4.00	.727
q1b Read the available assessment data on gen ed at FSU	94	1	2.37	2.00	.961
q1c Grads have the computer skills to meet requirements	95	0	3.03	3.00	.881
q1d Students not able to successfully read the material I assigned in my courses	94	1	2.47	2.00	1.034
q1e By graduation, most FSU students are able to write effectively	94	1	2.49	2.00	.970
q1f FSU grads have math skills necessary for their careers	94	1	2.89	3.00	.956
q1g Univ educ should provide students w/ broader understanding of their culture	94	1	3.31	3.00	.790
q1h Not impt for students to have experiences in cultures outside US & Canada	94	1	2.01	2.00	1.052
q1i As an advisor, my students could effectively schedule writing courses	93	2	3.34	3.00	.915
q1j As an advisor, find appropriate science courses to meet gen ed needs	95	0	3.11	3.00	1.144
q1k As an advisor, my students could effectively schedule cult enrich req	94	1	3.13	3.00	1.008
q1l As an advisor, my students could effectively schedule soc awareness req	94	1	3.07	3.00	1.039
q1m Approve of the change of the Soc Aware req	95	0	3.15	3.00	1.120
q1n Grads have the interpersonal skills necessary to be successful	95	0	2.93	3.00	.878
q1o Grads have the public speaking skills necessary to be successful	94	1	2.85	3.00	.961
q1p Familiar with the philosophy & outcomes for FSU's gen ed program	94	1	2.96	3.00	.938
q1q Familiar w/ criteria that courses must meet to serve a gen ed outcomes area	94	1	2.90	3.00	.905
q1r Gen ed program should be reasonably consistent with other institutions	94	1	3.17	3.00	.863
q1s Gen ed reqs reasonably consistent with other similar institutions	94	1	2.97	3.00	1.112
q2a Communication Competency-Writing	94	1	3.78	4.00	.444
q2b Communication Competency-Speech	94	1	3.67	4.00	.495
q2c Scientific Understanding	93	2	3.53	4.00	.636
q2d Cultural Enrichment	94	1	3.32	3.00	.691
q2e Social Awareness	94	1	3.33	3.00	.767
q2f Lifelong Learning	94	1	3.48	4.00	.744
q2g Global Consciousness	94	1	3.33	3.00	.739
q2h Quantitative Skills	94	1	3.59	4.00	.557
q2i REG: Race, Ethnicity & Gender	93	2	3.04	3.00	.871
q3a A more precise computer competency expectation	94	1	2.91	3.00	.969
q3b Wellness component: Understanding/practical fitness, diet & wellness	94	1	2.67	3.00	.955
q3c Technological competency-knowledge & practical expertise	94	1	3.02	3.00	.984
q3d Life practical skills (budgeting, balancing a checkbook, managing credit)	94	1	2.70	3.00	1.066
q4a Make critical rdg skills part of my course	94	1	3.34	3.00	.899
q4b Graduating students' gen ed knowledge & skills are comparable	94	1	3.36	3.00	1.226
q5a Current AAS requirements appropriate	91	4	3.47	3.00	1.119
q5b Too many gen ed courses are required for the AAS	92	3	2.72	2.00	1.353
q5c Too few gen ed courses are required for the AAS	90	5	2.88	2.00	1.405
q5d AAS grads have necessary writing skills	93	2	3.09	3.00	1.349
q5e AAS grads have necessary interpersonal communication skills	93	2	3.33	3.00	1.254
q5f AAS grads effectively obtain the info needed	93	2	3.46	3.00	1.157
q5g AAS grads have necessary computer skills	93	2	3.43	3.00	1.174
q5h AAS students should not be required to take a cult enrich course	93	2	2.61	2.00	1.391
q5i AAS students benefit from a sci understanding course	93	2	3.61	3.00	.861
q5j AAS students benefit from a social awareness course	93	2	3.39	3.00	1.074
q5k AAS students are not well prepared for a global marketplace	93	2	3.35	3.00	1.308
q5l AAS grads are prepared to live & work in a diverse society	93	2	3.31	3.00	1.285
q6a Approval process by which courses receive gen ed status is fair	94	1	3.06	3.00	1.592
q6b Colleges other than A&S are represented on the University Gen Ed Cmte	94	1	3.44	3.00	1.308
q6c There is regular assessment of gen ed outcomes	94	1	3.06	3.00	1.334
q6d The current outcomes for gen ed should be reviewed	92	3	3.47	3.00	.999
q6e The current credit allocation for gen ed should be reviewed	92	3	3.40	3.00	1.139
q6f MACRAO transcript & AAS: Only upper level writing required	94	1	3.77	4.00	1.290
q6g MACRAO transcript & no AAS: Must complete GE courses didn't transfer	94	1	3.79	4.00	1.226
q6h BA/BS not be required to take any gen ed courses	94	1	3.31	3.00	1.146
q7 College	93	2	3.66	2.00	2.796
q8 Additional comments	95	0			

41

Frequency Table

q1a Know what gen ed requirements are

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	3.2	3.2	3.2
	Disagree	4	4.2	4.2	7.4
	Agree	33	34.7	34.7	42.1
	Strongly Agree	55	57.9	57.9	100.0
	Total	95	100.0	100.0	

q1b Read the available assessment data on gen ed at FSU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	16	16.8	17.0	17.0
	Disagree	41	43.2	43.6	60.6
	Agree	25	26.3	26.6	87.2
	Strongly Agree	10	10.5	10.6	97.9
	No Opinion	2	2.1	2.1	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

q1c Grads have the computer skills to meet requirements

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	4.2	4.2	4.2
	Disagree	16	16.8	16.8	21.1
	Agree	55	57.9	57.9	78.9
	Strongly Agree	13	13.7	13.7	92.6
	No Opinion	7	7.4	7.4	100.0
	Total	95	100.0	100.0	

q1d Students not able to successfully read the material I assigned in my courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	12.6	12.8	12.8
	Disagree	46	48.4	48.9	61.7
	Agree	22	23.2	23.4	85.1
	Strongly Agree	8	8.4	8.5	93.6
	No Opinion	6	6.3	6.4	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

q1e By graduation, most FSU students are able to write effectively

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	13.7	13.8	13.8
	Disagree	36	37.9	38.3	52.1
	Agree	36	37.9	38.3	90.4
	Strongly Agree	4	4.2	4.3	94.7
	No Opinion	5	5.3	5.3	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

q1f FSU grads have math skills necessary for their careers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	5.3	5.3	5.3
	Disagree	25	26.3	26.6	31.9
	Agree	47	49.5	50.0	81.9
	Strongly Agree	9	9.5	9.6	91.5
	No Opinion	8	8.4	8.5	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

q1g Univ education should provide students w/ broader understanding of their culture

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.1	2.1	2.1
	Disagree	11	11.6	11.7	13.8
	Agree	39	41.1	41.5	55.3
	Strongly Agree	40	42.1	42.6	97.9
	No Opinion	2	2.1	2.1	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

q1h Not impt for students to have experiences in cultures other than the US & Canada

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	36	37.9	38.3	38.3
	Disagree	34	35.8	36.2	74.5
	Agree	13	13.7	13.8	88.3
	Strongly Agree	9	9.5	9.6	97.9
	No Opinion	2	2.1	2.1	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

ql1 As an advisor, my students could effectively schedule writing courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.1	1.1	1.1
	Disagree	11	11.6	11.8	12.9
	Agree	50	52.6	53.8	66.7
	Strongly Agree	17	17.9	18.3	84.9
	No Opinion	14	14.7	15.1	100.0
	Total	93	97.9	100.0	
Missing	System	2	2.1		
Total		95	100.0		

qlj As an advisor, find appropriate science courses to meet gen ed needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	9.5	9.5	9.5
	Disagree	17	17.9	17.9	27.4
	Agree	37	38.9	38.9	66.3
	Strongly Agree	19	20.0	20.0	86.3
	No Opinion	13	13.7	13.7	100.0
	Total	95	100.0	100.0	

qlk As an advisor, my students could effectively schedule cult enrich req

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	6.3	6.4	6.4
	Disagree	13	13.7	13.8	20.2
	Agree	49	51.6	52.1	72.3
	Strongly Agree	15	15.8	16.0	88.3
	No Opinion	11	11.6	11.7	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

qll As an advisor, my students could effectively schedule soc awareness req

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	7.4	7.4	7.4
	Disagree	14	14.7	14.9	22.3
	Agree	50	52.6	53.2	75.5
	Strongly Agree	11	11.6	11.7	87.2
	No Opinion	12	12.6	12.8	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

qlm Approve of the change of the Soc Aware req

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	9.5	9.5	9.5
	Disagree	15	15.8	15.8	25.3
	Agree	35	36.8	36.8	62.1
	Strongly Agree	25	26.3	26.3	88.4
	No Opinion	11	11.6	11.6	100.0
	Total	95	100.0	100.0	

qln Grads have the interpersonal skills necessary to be successful

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	3.2	3.2	3.2
	Disagree	23	24.2	24.2	27.4
	Agree	55	57.9	57.9	85.3
	Strongly Agree	6	6.3	6.3	91.6
	No Opinion	8	8.4	8.4	100.0
	Total	95	100.0	100.0	

qlo Grads have the public speaking skills necessary to be successful

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	5.3	5.3	5.3
	Disagree	27	28.4	28.7	34.0
	Agree	48	50.5	51.1	85.1
	Strongly Agree	5	5.3	5.3	90.4
	No Opinion	9	9.5	9.6	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

qlp Familiar with the philosophy & outcomes for FSU's gen ed program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	7.4	7.4	7.4
	Disagree	18	18.9	19.1	26.6
	Agree	45	47.4	47.9	74.5
	Strongly Agree	20	21.1	21.3	95.7
	No Opinion	4	4.2	4.3	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

q1q Familiar with criteria that courses must meet to serve a gen ed outcomes area

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	7.4	7.4	7.4
	Disagree	19	20.0	20.2	27.7
	Agree	47	49.5	50.0	77.7
	Strongly Agree	18	18.9	19.1	96.8
	No Opinion	3	3.2	3.2	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

q1r Gen ed program should be reasonably consistent with other institutions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	3.2	3.2	3.2
	Disagree	13	13.7	13.8	17.0
	Agree	49	51.6	52.1	69.1
	Strongly Agree	23	24.2	24.5	93.6
	No Opinion	6	6.3	6.4	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

q1s Gen ed reqs reasonably consistent with other similar institutions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	7.4	7.4	7.4
	Disagree	24	25.3	25.5	33.0
	Agree	42	44.2	44.7	77.7
	Strongly Agree	7	7.4	7.4	85.1
	No Opinion	14	14.7	14.9	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

q2a Communication Competency-Writing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.1	1.1	1.1
	Agree	19	20.0	20.2	21.3
	Strongly Agree	74	77.9	78.7	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

q2b Communication Competency-Speech

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.1	1.1	1.1
	Agree	29	30.5	30.9	31.9
	Strongly Agree	64	67.4	68.1	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

q2c Scientific Understanding

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.1	2.2	2.2
	Disagree	1	1.1	1.1	3.2
	Agree	36	37.9	38.7	41.9
	Strongly Agree	54	56.8	58.1	100.0
	Total	93	97.9	100.0	
Missing	System	2	2.1		
Total		95	100.0		

q2d Cultural Enrichment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.1	1.1	1.1
	Disagree	9	9.5	9.6	10.6
	Agree	43	45.3	45.7	56.4
	Strongly Agree	41	43.2	43.6	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

q2e Social Awareness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	2.1	2.1	2.1
	Disagree	11	11.6	11.7	13.8
	Agree	35	36.8	37.2	51.1
	Strongly Agree	46	48.4	48.9	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

q2f Lifelong Learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.1	2.1	2.1
	Disagree	5	5.3	5.3	7.4
	Agree	36	37.9	38.3	45.7
	Strongly Agree	48	50.5	51.1	96.8
	No Opinion	3	3.2	3.2	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

q2g Global Consciousness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.1	1.1	1.1
	Disagree	11	11.6	11.7	12.8
	Agree	39	41.1	41.5	54.3
	Strongly Agree	42	44.2	44.7	98.9
	No Opinion	1	1.1	1.1	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

q2h Quantitative Skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	3.2	3.2	3.2
	Agree	33	34.7	35.1	38.3
	Strongly Agree	58	61.1	61.7	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

q2i REG: Race, Ethnicity & Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	6.3	6.5	6.5
	Disagree	14	14.7	15.1	21.5
	Agree	44	46.3	47.3	68.8
	Strongly Agree	28	29.5	30.1	98.9
	No Opinion	1	1.1	1.1	100.0
	Total	93	97.9	100.0	
Missing	System	2	2.1		
Total		95	100.0		

q3a A more precise computer competency expectation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	5.3	5.3	5.3
	Disagree	27	28.4	28.7	34.0
	Agree	39	41.1	41.5	75.5
	Strongly Agree	17	17.9	18.1	93.6
	No Opinion	6	6.3	6.4	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

q3b Wellness component: Understanding/practical exper in fitness, diet & wellness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	9.5	9.6	9.6
	Disagree	33	34.7	35.1	44.7
	Agree	35	36.8	37.2	81.9
	Strongly Agree	14	14.7	14.9	96.8
	No Opinion	3	3.2	3.2	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

q3c Technological competency-knowledge & practical expertise

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	9.5	9.6	9.6
	Disagree	12	12.6	12.8	22.3
	Agree	46	48.4	48.9	71.3
	Strongly Agree	22	23.2	23.4	94.7
	No Opinion	5	5.3	5.3	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

q3d Life practical skills (budgeting, balancing a checkbook, managing credit)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	12.6	12.8	12.8
	Disagree	32	33.7	34.0	46.8
	Agree	25	26.3	26.6	73.4
	Strongly Agree	22	23.2	23.4	96.8
	No Opinion	3	3.2	3.2	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

q4a Make critical rdg skills part of my course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	18	18.9	19.1	19.1
	Agree	35	36.8	37.2	56.4
	Strongly Agree	32	33.7	34.0	90.4
	No Opinion	9	9.5	9.6	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

q4b Graduating students' gen ed knowledge & skills are comparable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	4.2	4.3	4.3
	Disagree	19	20.0	20.2	24.5
	Agree	38	40.0	40.4	64.9
	Strongly Agree	5	5.3	5.3	70.2
	No Opinion	28	29.5	29.8	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

q5a Current AAS requirements appropriate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.1	1.1	1.1
	Disagree	15	15.8	16.5	17.6
	Agree	42	44.2	46.2	63.7
	Strongly Agree	6	6.3	6.6	70.3
	No Opinion	27	28.4	29.7	100.0
	Total	91	95.8	100.0	
Missing	System	4	4.2		
Total		95	100.0		

q5b Too many gen ed courses are required for the AAS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	12.6	13.0	13.0
	Disagree	45	47.4	48.9	62.0
	Agree	11	11.6	12.0	73.9
	Strongly Agree	5	5.3	5.4	79.3
	No Opinion	19	20.0	20.7	100.0
	Total	92	96.8	100.0	
Missing	System	3	3.2		
Total		95	100.0		

q5c Too few gen ed courses are required for the AAS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	11.6	12.2	12.2
	Disagree	39	41.1	43.3	55.6
	Agree	12	12.6	13.3	68.9
	Strongly Agree	6	6.3	6.7	75.6
	No Opinion	22	23.2	24.4	100.0
	Total	90	94.7	100.0	
Missing	System	5	5.3		
Total		95	100.0		

q5d AAS grads have necessary writing skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	7.4	7.5	7.5
	Disagree	32	33.7	34.4	41.9
	Agree	27	28.4	29.0	71.0
	No Opinion	27	28.4	29.0	100.0
	Total	93	97.9	100.0	
Missing	System	2	2.1		
Total		95	100.0		

q5e AAS grads have necessary interpersonal communication skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	3.2	3.2	3.2
	Disagree	23	24.2	24.7	28.0
	Agree	37	38.9	39.8	67.7
	No Opinion	30	31.6	32.3	100.0
	Total	93	97.9	100.0	
Missing	System	2	2.1		
Total		95	100.0		

q5f AAS grads effectively obtain the info needed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.1	2.2	2.2
	Disagree	14	14.7	15.1	17.2
	Agree	46	48.4	49.5	66.7
	Strongly Agree	1	1.1	1.1	67.7
	No Opinion	30	31.6	32.3	100.0
	Total	93	97.9	100.0	
Missing	System	2	2.1		
Total		95	100.0		

q5g AAS grads have necessary computer skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.1	2.2	2.2
	Disagree	18	18.9	19.4	21.5
	Agree	39	41.1	41.9	63.4
	Strongly Agree	6	6.3	6.5	69.9
	No Opinion	28	29.5	30.1	100.0
	Total	93	97.9	100.0	
Missing	System	2	2.1		
Total		95	100.0		

q5h AAS students should not be required to take a cult enrich course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	20	21.1	21.5	21.5
	Disagree	36	37.9	38.7	60.2
	Agree	15	15.8	16.1	76.3
	Strongly Agree	4	4.2	4.3	80.6
	No Opinion	18	18.9	19.4	100.0
	Total	93	97.9	100.0	
Missing	System	2	2.1		
Total		95	100.0		

q5i AAS students benefit from a sci understanding course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	6.3	6.5	6.5
	Agree	41	43.2	44.1	50.5
	Strongly Agree	29	30.5	31.2	81.7
	No Opinion	17	17.9	18.3	100.0
	Total	93	97.9	100.0	
Missing	System	2	2.1		
Total		95	100.0		

q5j AAS students benefit from a social awareness course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	3.2	3.3	3.2
	Disagree	14	14.7	15.1	18.3
	Agree	39	41.1	41.9	60.2
	Strongly Agree	18	18.9	19.4	79.6
	No Opinion	19	20.0	20.4	100.0
	Total	93	97.9	100.0	
Missing	System	2	2.1		
Total		95	100.0		

q5k AAS students are not well prepared for a global marketplace

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	5.3	5.4	5.4
	Disagree	25	26.3	26.9	32.3
	Agree	23	24.2	24.7	57.0
	Strongly Agree	12	12.6	12.9	69.9
	No Opinion	28	29.5	30.1	100.0
	Total	93	97.9	100.0	
Missing	System	2	2.1		
Total		95	100.0		

q5l AAS grads are prepared to live & work in a diverse society

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	5.3	5.4	5.4
	Disagree	23	24.2	24.7	30.1
	Agree	31	32.6	33.3	63.4
	Strongly Agree	6	6.3	6.5	69.9
	No Opinion	28	29.5	30.1	100.0
	Total	93	97.9	100.0	
Missing	System	2	2.1		
Total		95	100.0		

q6a Approval process by which courses receive gen ed status is fair

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	21	22.1	22.3	22.3
	Disagree	19	20.0	20.2	42.6
	Agree	20	21.1	21.3	63.8
	Strongly Agree	1	1.1	1.1	64.9
	No Opinion	33	34.7	35.1	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

q6b Colleges other than A&S are represented on the University Gen Ed Cmte

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	7.4	7.4	7.4
	Disagree	17	17.9	18.1	25.5
	Agree	28	29.5	29.8	55.3
	Strongly Agree	12	12.6	12.8	68.1
	No Opinion	30	31.6	31.9	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

q6c There is regular assessment of gen ed outcomes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	9.5	9.6	9.6
	Disagree	29	30.5	30.9	40.4
	Agree	27	28.4	28.7	69.1
	Strongly Agree	5	5.3	5.3	74.5
	No Opinion	24	25.3	25.5	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

q6d The current outcomes for gen ed should be reviewed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	3.2	3.3	3.3
	Disagree	9	9.5	9.8	13.0
	Agree	38	40.0	41.3	54.3
	Strongly Agree	26	27.4	28.3	82.6
	No Opinion	16	16.8	17.4	100.0
	Total	92	96.8	100.0	
Missing	System	3	3.2		
Total		95	100.0		

q6e The current credit allocation for gen ed should be reviewed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	3.2	3.3	3.3
	Disagree	20	21.1	21.7	25.0
	Agree	25	26.3	27.2	52.2
	Strongly Agree	25	26.3	27.2	79.3
	No Opinion	19	20.0	20.7	100.0
	Total	92	96.8	100.0	
Missing	System	3	3.2		
Total		95	100.0		

q6f Students w/ MACRAO transcript & AAS: Only upper level writing required

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	3.2	3.2	3.2
	Disagree	15	15.8	16.0	19.1
	Agree	28	29.5	29.8	48.9
	Strongly Agree	3	3.2	3.2	52.1
	No Opinion	45	47.4	47.9	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

q6g MACRAO transcript & no AAS: Must complete gen ed courses didn't transfer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	3.2	3.2	3.2
	Disagree	12	12.6	12.8	16.0
	Agree	28	29.5	29.8	45.7
	Strongly Agree	10	10.5	10.6	56.4
	No Opinion	41	43.2	43.6	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

q6h BA/BS not required to take any gen ed courses in the completion of a degree

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	5.3	5.3	5.3
	Disagree	18	18.9	19.1	24.5
	Agree	32	33.7	34.0	58.5
	Strongly Agree	21	22.1	22.3	80.9
	No Opinion	18	18.9	19.1	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
Total		95	100.0		

q7 College

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A&S	38	40.0	40.9	40.9
	AHS	13	13.7	14.0	54.8
	BUS	3	3.2	3.2	58.1
	EHS	2	2.1	2.2	60.2
	TEC	37	38.9	39.8	100.0
	Total	93	97.9	100.0	
Missing	System	2	2.1		
Total		95	100.0		

q8 Additional comments

		Frequency	Percent	Valid Percent	Cumulative Percent
		64	*67.4*	*67.4*	*67.4*
Valid	"Students who come to FSU with a BA or BS ..." depends on whether they are going onto graduate program (in which case Gen Eds from similar FSU BA/BS should NOT be required) or are doing another undergraduate degree, in which they SHOULD be required to do Gen Eds.	*1*	*1.1*	*1.1*	*68.4*
	A General Education Perspective for Public Universities. General education provides a framework for students to initiate or enhance their alertness to the panorama of life both in and about them. Career specific programs provide a framework for students to initiate or enhance their career. Through their career they have the opportunity to sustain or enhance their life. General education, in a group or individual environment, should teach the student(s) the skills necessary for (alphabetical order): • Communication—visual, verbal, and written. • Critical thinking and problem solving. • Learning— study, reading, memory usage, how the mind learns, etc. • Self-care—basic health, personal finance, personal legal, etc. for our type of society. • Self-discipline—learning to assert their willpower over their more base desires. Learning that long term benefits for one's self and-or others may require the sacrifice of one's immediate gratification. • Self-motivation—the passion, inner energy we need to keep on when things oppose or get hard. • General education at a public university must not be used as a vehicle to indoctrinate students. The rampant indoctrination of a very limited array of values is clear evidence that we as the public university community have failed to accomplish the above general education goals. Had we succeeded, our students should be able to make their own decisions based on their values, their life experiences, and the above skills.	*1*	*1.1*	*1.1*	*69.5*
	According to most students, the gen-ed classes are a joke, and a waste of money. According to me the gen-ed process is subjective and slanted towards arts and science division. There is avaialable info that is confusing and contradictory (check the academic affairs policy letter on this topic dated 9-6-05, and try to figure out what is being said!	*1*	*1.1*	*1.1*	*70.5*
	Content should drive the focus--not the faculty. If a subject is considered relevant to GenEd, then it should not matter from which College it is taught. Courses in the major should be excluded from GenEd consideration. e.g., Sr-level psyc classes open only to sr-psyc majors ARE NOT acceptable General Education for that student.	*1*	*1.1*	*1.1*	*71.6*
	Current GenEd requirements are grossly inadequate.	*1*	*1.1*	*1.1*	*72.6*
	Current system is a joke dominated by burned out hippies with political axes to grind. What students really need is a firm foundation in the classics with a foreign language requirement equivalent to successful completion of a 202 level course.	*1*	*1.1*	*1.1*	*73.7*
	Eliminate the requirement that global con courses be contemporary. A course on, say, ancient China, should count for global con	*1*	*1.1*	*1.1*	*74.7*
	Ferris needs to enter the 21st Century regarding Gen Ed and begin to graduate students who are globally conscious, culturally enriched and socially aware.	*1*	*1.1*	*1.1*	*75.8*
	Gen ed is too associated with Arts and Sciences. There are courses in other colleges that don't even apply for gen ed status because they assume they won't get it.	*1*	*1.1*	*1.1*	*76.8*
	GenEd should be just that -- GENERAL -- not forced A&S classes. How is it general for an A&S student to never take a class outside their college and consider their education general? Students should be required to take classes from all colleges.	*1*	*1.1*	*1.1*	*77.9*
	I am a strong supporter of general education but feel that the criteria at Ferris is too restrictive. I do believe that there is a lot of benefit to students to experience a global consciousness and race, gender and ethnicity course, but it often turns them off to the goal when they feel compelled to take a course they are not interested in just to meet a criteria. Instead, let the students take courses in areas that they may have an interest and help develop those interests. Finally, one additional area that is lacking is spatial science. It might be very admirable that students understand how a culture may function, but if they cannot identify space on a map, and when they later vote on issues that have a spatial component, it really doesn't matter if they can't identify place.	*1*	*1.1*	*1.1*	*78.9*

In my case, checks in the "no opinion" column mean "don't know". For example, I haven't seen data on the computer skills that students have when they leave Ferris, I only know what computer class they take. And I don't know what general education requirements are at other schools. In general, I think FSU's general education policy is fine as a guideline. I have two other related issues, however. The first is the tendency of administration to rigidly adhere to the policy, usually citing fear of HLC's reaction if an exception is made. I do not believe that HLC will have an issue is waivers are granted using common sense and the prudent man rule: "What would a prudent man do in this situation?" I deal with a lot of transfer students, many of whom already have nine or more credits of social awareness, cultural enrichment, or both, but lack global, REG or 200 levels. Waivers are usually granted, but sometimes denied, depending on the mood of the decision maker and who the current decision maker is. That leads to my second issue. The person in charge of making general education waiver decisions changes on a regular basis. Each new person has a new perspective on what can be waived and what cannot. This indicates that waivers are not based on policy, but on personal bias. What was waived yesterday is not waived today. What was allowed as adequate graduation requirements yesterday is not accepted today. I believe that waivers would be granted or denied on a consistent basis, and I believe that adhering to consistent practice for waiver will enhance our standing with HLC. From a philosophical perspective, I believe that FSU's general education policy makes perfect sense for a traditional college student. That is, someone who has recently graduated from high school and who presumably has had little exposure to society and the world outside of his/her figurative own back yard. But the same policy applies to non-traditional students: th ose that have been in the workforce for years, who have married and begun to raise a family, those who have served in the military in foreign countries, those who have owned their own business, and those who have been in charge of national accounts. Do we as a university still think a 200 level social awareness or cultural enrichment class will better prepare them for society if they already have a full complement of social awareness or cultural enrichment credits? Especially when that same 200 level class transfers from another institution where it is a 100 level or 300 level class? Will setting in a classroom in Big Rapids for a global consciousness class really prepare them for a global market when they have already served six years on a military base in Germany? I believe the policy makes perfect sense when we have the opportunity to advise students and direct them toward appropriate classes. But when transfer students show up with a mixed bag of general education cl asses, I think we need a policy that allows a bit more wiggle room. Thanks for seeking input, and thanks for reading my comments.	1	1.1	1.1	80.0
It seems clear that the real objective of this survey is to be used to justify a review of gen ed which will in turn; restore the 300 level SA requirement, add additional comm requirements,& add life skills programming.	1	1.1	1.1	81.1
MACRAO credits do not always match up with certification requirements within certain programs. This leads to problems when students transfer into programs.	1	1.1	1.1	82.1
Need additional sections of Physics 130 and 211 offered	1	1.1	1.1	83.2
none	1	1.1	1.1	84.2
Q 3 re technology is unclear. My guess as to the intention would earn a 'strongly agree'. Literacy competency, research competency are areas of general education that are missing from this survey. I'm delighted that this review is taking place. Where/when will the results be available?	1	1.1	1.1	85.3
Q6 is confusing - are you testing our knowledge of the current rules, or asking if we agree with those rules? Some of the statements say "are" as in they are currently happening, not "should be" as in do you believe this should be happening. They were hard to answer.	1	1.1	1.1	86.3
re: computer skills - technology advances fast so students should expect skills will become obsolete and that they will need to acquire new skills often. re: interpersonal skills - for some students, I am often shocked by lack of knowledge & understanding of life outside of west Michigan & they seem uninterested in knowing more. re: critical reading - it depends on the course but at 300 and 400 level, this should have been mastered.	1	1.1	1.1	87.4
Re:Question 3 What is this, a nursery school? Proficiency in what technology? Are we going to teach them to wipe their noses too? There are some things that knowing better won't fix.	1	1.1	1.1	88.4
Some of these questions require a measurement of degree and not agree or disagree. And throwing some of these acronyms at me is plain wrong, from a responsible writing point of view. The fact is that Ferris State Corporation is not a real university and very few faculty know the difference.	1	1.1	1.1	89.5

Teach them how to use the English language!!!!	1	1.1	1.1	90.5
Teaching General Education Courses must not be the purgative of the College of Arts and Sciences only! There are faculty in the other schools who are just as qualified.	1	1.1	1.1	91.6
Technological competency-knowledge & practical expertise with a technology If this only means computer use - I desagree If this is about the many technologies used in our daily life's - I agree	1	1.1	1.1	92.6
The primary concern I have is with the writing abilities of students completing 100, 200, and 300 level English courses. Transcripts reflect A and B grades in these courses, yet quality of writing is barely that of a middle-school student. I strongly feel the ability to communicate effectively in writing should be an expectation of degree completion.	1	1.1	1.1	93.7
The set-up of this survey made completing it hard to follow.	1	1.1	1.1	94.7
The survey needs lines or something...hard to line up the responses with the questions.	1	1.1	1.1	95.8
This is only my second term teaching so my answers may be somewhat lacking from an experience standpoint.	1	1.1	1.1	96.8
What a poorly constructed survey. Many questions are simple yes/no and should have been separated out(ex., first two question in Q1). Some questions are phrased in the positive and some in the negative (ex., questions 3 and 4 in Q1. Plus, questions were jammed together which makes it difficult to track across to the correct answer circles. Good luck figuring out what this data means.	1	1.1	1.1	97.9
Why are some English 250 classes not teaching APA format and choosing to just teach MLA when AP is written as a terminal goal of the class? This is a huge problem with students required to have an APA background.	1	1.1	1.1	98.9
With Michigan's poor economic environment, we should go for practical courses that transulate into jobs for students first. Social Awareness and Cultural Enrichment classes cannot take a priority over useable skills at this time	1	1.1	1.1	100.0
Total	95	100.0	100.0	

Faculty Survey
General Education
Draft 7/4

Based on your experience with Ferris students, please indicate in response to each of the following statements whether you Strongly Agree, Agree, Disagree, Strongly Disagree, or have No Opinion.

1. I know what the general education requirements are for Ferris State University. SA A D SD N
2. I have read the available assessment data on general education at FSU. SA A D SD N
3. Ferris graduates have the computer skills to meet the requirements of their career and life needs SA A D SD N
4. Students were not able to successfully read the material I assigned in my courses. SA A N D SD N
5. By the time they are ready to graduate, most Ferris students are able to write effectively. SA A D SD N
6. Ferris graduates have the math skills necessary for their careers. SA A N D SD N
7. In addition to training students for a career, a university education should provide students with a broader understanding of their culture. SA A D SD N
8. It is not important for students to have educational experience in cultures other than North America SA A D SD N
9. As advisor, I found that my students could effectively schedule the required writing courses. SA A D SD N
10. As an advisor, I could find appropriate science courses to meet my students' general education needs. SA A D SD N
11. As an advisor, I found that my students could effectively schedule course work they needed to satisfy the cultural enrichment requirement. SA A D SD N
12. As an advisor, I found that my students could effectively schedule course work they needed to satisfy the social awareness requirement. SA A D SD N
13. I approve of the change of the Social Awareness Requirement from one course required at a 300 level to one course required at a 200 level. SA A D SD N
14. Ferris graduates have the interpersonal skills necessary to be successful. SA A D SD N
15. Ferris graduates have the public speaking skills necessary to be successful in addressing a group of professionals in their areas. SA A D SD N
16. I am familiar with the philosophy and outcomes for Ferris' general education program. SA A D SD N
17. I am familiar with the course criteria that courses must meet to serve a general education outcomes area. SA A D SD N
18. Ferris State University's general education program should be reasonably consistent with the requirements at other institution. SA A D SD N
19. I think that Ferris State University's general education requirements are reasonably consistent with the requirements at other similar institutions. SA A D SD N

Indicate below whether you strongly agree, agree, disagree, strongly disagree, or have no opinion of each of the following outcomes. The question is not about how many credits are right for a given area but whether Ferris should value the outcome for its graduates.

20. Communication Competency- Writing   SA A D SD N
21. Communication Competency-Speech   SA A D SD N
22. Scientific Understanding SA A D SD N
23. Cultural Enrichment   SA A D SD N
24. Social Awareness   SA A D SD N
25. Lifelong Learning   SA A D SD N
26. Global Consciousness SA A D SD N
27. Quantitative Skills   SA A D SD N
28. REG; Race, Ethnicity, and Gender SA A D SD N

The following areas have been suggested as areas where general education outcomes might be warranted for all graduates. Indicate whether you Strongly Agree, Agree, Disagree, Strongly Disagree, or have no opinion about the addition of each of the areas below.

29. A more precise computer competency expectation SA A D SD N
30. A wellness component that could consist in an understanding and practical experience in fitness, diet, and wellness. SA A D SD N
31. Technological competency – knowledge and practical expertise with a technology SA A D SD N
32. Life practical skills such as budgeting, balancing a checkbook, managing credit SA A D SD N

Additional Questions

33. I consciously make it part of my course to assist students in developing more effective critical reading skills   SA A D SD N
34. Our graduating students' general education knowledge and skills are comparable with those of students at other comprehensive universities. SA A D SD N

Associate Degrees

35. The current requirements for the AAS are appropriate for Ferris students. SA A D SD N
36. Too many general education courses are required for the associate degree. SA A D SD N
37. Too few general education courses are required for the associate degree. SA A D SD N
38. Graduates of AAS programs have the writing skills necessary to be successful in their careers. SA A D SD N
39. Graduates of AAS programs have the interpersonal communication skills necessary to be successful in their careers. SA A D SD N
40. Graduates of AAS programs are able to effectively obtain the information they need for their careers and their lives. SA A D SD N
41. Graduates of AAS programs have the computer skills necessary to be successful in their careers. SA A D SD N
42. Students in AAS programs should not be required to take a cultural enrichment course. SA A D SD N
43. Students in AAS programs benefit from a course that develops scientific understanding. SA A D SD N
44. Students in AAS programs benefit from a social awareness course. SA A D SD N
45. AAS students are not well prepared for a global market-place. SA A D SD N

46. AAS graduates are prepared to live and work in a diverse society. SA A D SD N

Procedures
47. The approval process by which courses receive general education status is fair. SA A D SD N
48. Colleges other than Arts and Sciences are represented on the University General Education Committee. SA A D SD N
49. There is regular assessment of general education outcomes. SA A D SD N
50. The current outcomes for general education should be reviewed. SA A D SD N
51. The current credit allocation for general education should be reviewed. SA A D SD N
52. Students who transfer with a MACRAO stamped transcript with an Associate Degree are only required to meet the upper level writing course for general education SA A D SD N
53. Students who transfer with a MACRAO stamped transcript without an Associate Degree must complete all general education courses not met by a directly transferred course.
54. Students who come to Ferris with a B.A. or a B.S. from another institution will not be required to take any general education courses in the completion of a degree SA A D SD N

Demographics

Please indicate by filling in the appropriate response from 1 to 5 to indicate the College in which you are currently a faculty member. 1. Allied Health Sciences or University College 2. Arts and Sciences or Education 3. Business 4 Technology 5. College of Pharmacy or College of Optometry

General Education Student Survey B.A. and B.S.
Spring 2008

As part of general education program review, a survey was conducted of upper level Ferris State University in the Spring 2008 semester. The survey was conducted in sections of ENGL 311, ENGL 325, and ENGL 321 which provided a reasonable distribution of students from the Colleges of Technology, Business, Allied Health Sciences, Education and Human Services, and Arts and Sciences.

Consistent with the NSSE data and data from other program review documents, students have a positive view of their abilities in relationship to general education skills. While many faculty indicated some concern about the writing abilities of graduates, 78.8 percent of students agree or strongly agree that they have the ability to write effectively. Only 3.7 percent of the students surveyed believe they are not able to write well. Similarly most students are confident of their ability to understand scientific issues, use library databases, learn computer programs, do presentations, work well in a diverse work force, and use math skills to advance. One area of concern is the 33.1 percent of students agree or strongly agree that they avoid reading when it is not required. It isn't clear, however, what they may understand by "reading" in responding to this question. The results of this response, however, are consistent with the NSSE data.

While 19.1 percent of the respondents do not see it as important to get a broader education than major courses, most respondents identified general education courses as being worthwhile. Most students saw general education courses such as lower level writing courses, upper level writing courses, and communication as worthwhile. They also seemed to value scientific understanding, cultural enrichment, and global consciousness courses. The areas with the lowest marked value were social awareness and Race, Ethnicity, and Gender. Further study is necessary to better understand student attitudes about those two areas.

Most students did not have trouble scheduling general education course, though there should be some concern about the 23.3 percent of the students who did feel they had difficulty scheduling. More significantly, 52.9 percent of those surveyed did not understand the reason for general education courses. This is noteworthy since only 20.2 percent of the respondents felt that their general education teachers did not explain what should be gained from their course. Further, only 34.4 percent of those who completed the survey felt that their advisors helped them select general education courses that would suit their interests. This suggests that faculty who teach general education may do more to explain the rationale for general education and their course and advisors should do more to help students select general education courses that they would find valuable. The latter may require more training

General Education - Bachelor's

Frequencies

Prepared by: Institutional Research & Testing, 04/08

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1 Can understand scientific issues	188	1	3.84	4.00	.901
q2 Ability to write effectively	189	0	3.99	4.00	.815
q3 Avoid reading when not required	187	2	2.86	3.00	1.310
q4 Can use library databases	188	1	3.96	4.00	.895
q5 Understood reason for GE courses	189	0	3.30	4.00	1.119
q6 Think cultural works are valuable	189	0	3.63	4.00	1.106
q7 Nervous about learning computer programs	188	1	2.30	2.00	1.165
q8 Most GE tchrs explained what should gain	188	1	3.38	4.00	1.014
q9 Difficulty scheduling GE courses	189	0	2.74	3.00	1.092
q10 Adv explained select GE courses suit interests	189	0	2.99	3.00	1.236
q11 Confident in ability to do presentation	189	0	3.60	4.00	1.014
q12 Don't think have math skills necessary to advance	188	1	2.01	2.00	1.021
q13 Apply soc sci courses to events & life	187	2	3.61	4.00	.838
q14 Work well in diverse workforce	189	0	4.08	4.00	.853
q15 Impt to get broader educ than just major courses	189	0	3.56	4.00	1.208
q16 Lower level writing courses	184	5	3.29	3.00	1.102
q17 Upper level writing courses	186	3	3.51	4.00	1.092
q18 Scientific Understanding courses	186	3	3.36	3.00	1.010
q19 Social Awareness courses	186	3	3.27	3.00	1.093
q20 Cultural Enrichment courses	185	4	3.31	3.00	1.126
q21 Quantitative skills	185	4	3.12	3.00	1.079
q22 Communication skills	185	4	3.42	4.00	1.144
q23 Race, Ethnicity, Gender	186	3	3.17	3.00	1.230
q24 Global Consciousness	179	10	3.22	3.00	1.113

Frequency Table

q1 Can understand scientific issues

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	2.1	2.1	2.1
	Disagree	9	4.8	4.8	6.9
	Neutral/No Opinion	43	22.8	22.9	29.8
	Agree	90	47.6	47.9	77.7
	Strongly Agree	42	22.2	22.3	100.0
	Total	188	99.5	100.0	
Missing	System	1	.5		
Total		189	100.0		

q2 Ability to write effectively

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	1.6	1.6	1.6
	Disagree	4	2.1	2.1	3.7
	Neutral/No Opinion	33	17.5	17.5	21.2
	Agree	100	52.9	52.9	74.1
	Strongly Agree	49	25.9	25.9	100.0
	Total	189	100.0	100.0	

q3 Avoid reading when not required

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	38	20.1	20.3	20.3
	Disagree	37	19.6	19.8	40.1
	Neutral/No Opinion	50	26.5	26.7	66.8
	Agree	38	20.1	20.3	87.2
	Strongly Agree	24	12.7	12.8	100.0
	Total	187	98.9	100.0	
Missing	System	2	1.1		
Total		189	100.0		

q4 Can use library databases

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	1.6	1.6	1.6
	Disagree	9	4.8	4.8	6.4
	Neutral/No Opinion	34	18.0	18.1	24.5
	Agree	89	47.1	47.3	71.8
	Strongly Agree	53	28.0	28.2	100.0
	Total	188	99.5	100.0	
Missing	System	1	.5		
Total		189	100.0		

q5 Understood reason for GE courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	6.3	6.3	6.3
	Disagree	41	21.7	21.7	28.0
	Neutral/No Opinion	36	19.0	19.0	47.1
	Agree	79	41.8	41.8	88.9
	Strongly Agree	21	11.1	11.1	100.0
	Total	189	100.0	100.0	

q6 Think cultural works are valuable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	5.3	5.3	5.3
	Disagree	17	9.0	9.0	14.3
	Neutral/No Opinion	51	27.0	27.0	41.3
	Agree	65	34.4	34.4	75.7
	Strongly Agree	46	24.3	24.3	100.0
	Total	189	100.0	100.0	

q7 Nervous about learning computer programs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	53	28.0	28.2	28.2
	Disagree	69	36.5	36.7	64.9
	Neutral/No Opinion	32	16.9	17.0	81.9
	Agree	24	12.7	12.8	94.7
	Strongly Agree	10	5.3	5.3	100.0
	Total	188	99.5	100.0	
Missing	System	1	.5		
Total		189	100.0		

q8 Most GE tchrs explained what should gain

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	4.8	4.8	4.8
	Disagree	29	15.3	15.4	20.2
	Neutral/No Opinion	50	26.5	26.6	46.8
	Agree	82	43.4	43.6	90.4
	Strongly Agree	18	9.5	9.6	100.0
	Total	188	99.5	100.0	
Missing	System	1	.5		
Total		189	100.0		

q9 Difficulty scheduling GE courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	22	11.6	11.6	11.6
	Disagree	63	33.3	33.3	45.0
	Neutral/No Opinion	60	31.7	31.7	76.7
	Agree	30	15.9	15.9	92.6
	Strongly Agree	14	7.4	7.4	100.0
	Total	189	100.0	100.0	

q10 Adv explained select GE courses suit interests

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	30	15.9	15.9	15.9
	Disagree	35	18.5	18.5	34.4
	Neutral/No Opinion	49	25.9	25.9	60.3
	Agree	56	29.6	29.6	89.9
	Strongly Agree	19	10.1	10.1	100.0
	Total	189	100.0	100.0	

q11 Confident in ability to do presentation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	4.2	4.2	4.2
	Disagree	18	9.5	9.5	13.8
	Neutral/No Opinion	48	25.4	25.4	39.3
	Agree	83	43.9	43.9	83.1
	Strongly Agree	32	16.9	16.9	100.0
	Total	189	100.0	100.0	

q12 Don't think have math skills necessary to advance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	68	36.0	36.2	36.2
	Disagree	74	39.2	39.4	75.5
	Neutral/No Opinion	29	15.3	15.4	91.0
	Agree	11	5.8	5.9	96.8
	Strongly Agree	6	3.2	3.2	100.0
	Total	188	99.5	100.0	
Missing	System	1	.5		
Total		189	100.0		

q13 Apply soc sci courses to events & life

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	3.2	3.2	3.2
	Disagree	8	4.2	4.3	7.5
	Neutral/No Opinion	56	29.6	29.9	37.4
	Agree	100	52.9	53.5	90.9
	Strongly Agree	17	9.0	9.1	100.0
	Total	187	98.9	100.0	
Missing	System	2	1.1		
Total		189	100.0		

q14 Work well in diverse workforce

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	2.6	2.6	2.6
	Disagree	3	1.6	1.6	4.2
	Neutral/No Opinion	22	11.6	11.6	15.9
	Agree	100	52.9	52.9	68.8
	Strongly Agree	59	31.2	31.2	100.0
	Total	189	100.0	100.0	

q15 Impt to get broader educ than just major courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	16	8.5	8.5	8.5
	Disagree	20	10.6	10.6	19.0
	Neutral/No Opinion	41	21.7	21.7	40.7
	Agree	66	34.9	34.9	75.7
	Strongly Agree	46	24.3	24.3	100.0
	Total	189	100.0	100.0	

q16 Lower level writing courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No contribution	18	9.5	9.8	9.8
	2	16	8.5	8.7	18.5
	3	66	34.9	35.9	54.3
	4	62	32.8	33.7	88.0
	Very worthwhile	22	11.6	12.0	100.0
	Total	184	97.4	100.0	
Missing	System	5	2.6		
Total		189	100.0		

q17 Upper level writing courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No contribution	12	6.3	6.5	6.5
	2	18	9.5	9.7	16.1
	3	53	28.0	28.5	44.6
	4	70	37.0	37.6	82.3
	Very worthwhile	33	17.5	17.7	100.0
	Total	186	98.4	100.0	
Missing	System	3	1.6		
Total		189	100.0		

q18 Scientific Understanding courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No contribution	10	5.3	5.4	5.4
	2	19	10.1	10.2	15.6
	3	75	39.7	40.3	55.9
	4	58	30.7	31.2	87.1
	Very worthwhile	24	12.7	12.9	100.0
	Total	186	98.4	100.0	
Missing	System	3	1.6		
Total		189	100.0		

q19 Social Awareness courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No contribution	10	5.3	5.4	5.4
	2	38	20.1	20.4	25.8
	3	53	28.0	28.5	54.3
	4	61	32.3	32.8	87.1
	Very worthwhile	24	12.7	12.9	100.0
	Total	186	98.4	100.0	
Missing	System	3	1.6		
Total		189	100.0		

q20 Cultural Enrichment courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No contribution	15	7.9	8.1	8.1
	2	23	12.2	12.4	20.5
	3	66	34.9	35.7	56.2
	4	52	27.5	28.1	84.3
	Very worthwhile	29	15.3	15.7	100.0
	Total	185	97.9	100.0	
Missing	System	4	2.1		
Total		189	100.0		

q21 Quantitative skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No contribution	18	9.5	9.7	9.7
	2	24	12.7	13.0	22.7
	3	79	41.8	42.7	65.4
	4	45	23.8	24.3	89.7
	Very worthwhile	19	10.1	10.3	100.0
	Total	185	97.9	100.0	
Missing	System	4	2.1		
Total		189	100.0		

q22 Communication skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No contribution	17	9.0	9.2	9.2
	2	18	9.5	9.7	18.9
	3	50	26.5	27.0	45.9
	4	71	37.6	38.4	84.3
	Very worthwhile	29	15.3	15.7	100.0
	Total	185	97.9	100.0	
Missing	System	4	2.1		
Total		189	100.0		

q23 Race, Ethnicity, Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No contribution	26	13.8	14.0	14.0
	2	23	12.2	12.4	26.3
	3	57	30.2	30.6	57.0
	4	54	28.6	29.0	86.0
	Very worthwhile	26	13.8	14.0	100.0
	Total	186	98.4	100.0	
Missing	System	3	1.6		
Total		189	100.0		

q24 Global Consciousness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No contribution	18	9.5	10.1	10.1
	2	23	12.2	12.8	22.9
	3	58	30.7	32.4	55.3
	4	62	32.8	34.6	89.9
	Very worthwhile	18	9.5	10.1	100.0
	Total	179	94.7	100.0	
Missing	System	10	5.3		
Total		189	100.0		

FERRIS STATE UNIVERSITY

General Education - Bachelor's

We are asking students in Bachelor degree programs for their opinions regarding various aspects of Ferris State's General Education classes. Please take a few minutes to fill out this short survey. Thank you for your feedback.

Q1 Please indicate your level of agreement with each of the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I can understand scientific issues when they are discussed on the news or in relation to my personal or professional life.	○	○	○	○	○
2. I have the ability to write effectively to meet the expectations of employers.	○	○	○	○	○
3. I avoid reading when the reading is not required.	○	○	○	○	○
4. I can use library databases to find the information I need.	○	○	○	○	○
5. I understood the reason for the required gen ed courses.	○	○	○	○	○
6. I think cultural works such as art, music, or literature are a valuable part of my life experience.	○	○	○	○	○
7. I am nervous about learning new computer programs.	○	○	○	○	○
8. Most of my gen ed teachers explained what I was supposed to gain from their courses.	○	○	○	○	○
9. I had a difficult time scheduling the gen ed courses I needed because there were too few electives available when I was free.	○	○	○	○	○
10. My advisers explained how I could select gen ed courses that suited my career & personal interests.	○	○	○	○	○
11. I am confident in my ability to make a professional presentation to a group of twenty people.	○	○	○	○	○
12. I do not think I have the math skills necessary to advance in my career.	○	○	○	○	○
13. I can apply the concepts & information I learned in my social sciences courses to understanding events in other areas of my life.	○	○	○	○	○
14. I can work well as part of a diverse work force.	○	○	○	○	○
15. I think it was important for me to get a broader education than just courses in my career area.	○	○	○	○	○

Q2 Please rate the following areas of the gen ed curriculum in its contribution to your education from 1 to 5, where 1 represents no contribution and 5 represents it was very worthwhile.

	1	2	3	4	5
16. Lower level writing courses (ENGL150, ENGL250 or 211)	C	C	C	C	C
17. Upper level writing courses (ENGL321, 311, or 325)	C	C	C	C	C
18. Scientific Understanding courses	C	C	C	C	C
19. Social Awareness courses	C	C	C	C	C
20. Cultural Enrichment courses	C	C	C	C	C
21. Quantitative skills (MATH115 or MATH117)	C	C	C	C	C
22. Communication skills (COMM105 or COMM121)	C	C	C	C	C
23. Race, Ethnicity, and Gender	C	C	C	C	C
24. Global Consciousness	C	C	C	C	C

Q3 Please use this space for additional comments.

Thank you for your time and feedback.

General Education

APRC 2008

Section 2 of 3

I think advisors should make sure that they tell students that they have to take 40 credits of 300+ level classes because lots of students don't realize that they are below the 40 credit mark until it's too late and they don't graduate.

I would have enjoyed an Anthropology minor.

Overall, good gen ed program except cultural, social, race & global consciousness often blend together and leaving out one or the other that it actually addresses screws over some kids.

I think there should be more of a basic math required for some of the majors. Not many professions are gonna need you to explain "X". There should be a math class that teaches more of the basics-that incorporates filing abilities.

#6: I don't think others should be forced to take classes in art, etc. though. As an advertising major, science classes are bogus.

General Education Survey: Associates In Applied Science

In April 2008, surveys for Associate students were distributed to the Colleges of Technology, Allied Health Sciences, Business, Education and Human Services, and Arts and Sciences to be administered in final year courses in two year degree programs. Of the surveys distributed, 161 were returned. The results were not inconsistent with the results obtained at the end of four year programs.

Most students were very confident in their general abilities to understand science, write for their employers, use library databases, learn new computer programs, use quantitative skills, make presentations, and apply social science knowledge. Student confidence, especially in writing skills, is greater than that reflected in faculty surveys. Much research on education and other areas of knowledge tend to show that students with weaker skills are more likely to have excessive sense of their capabilities while students with better skills often underestimate their abilities. Given this, student self assessment of their abilities, while valuable, should not be treated as a direct measure of their real abilities.

Students in associate degree programs take significantly fewer general education than students in B.S./B.A. programs. They also see general education as less valuable, with more than 20% of students finding general education courses as making very little or no contribution. Students were most likely to see quantitative skills courses as making a significant contribution (50%), followed by writing (40%). Strangely only 23% of the students did not think it important to get an education broader than their career area.

Only 29% of the respondents indicated difficulty scheduling general education courses. It is good that 51% of the respondents thought that their advisors helped them select general education that would be valuable for them; however, this is an area that could be improved. Similarly only 54% of respondents thought their general education faculty explained the reason for their course, another area for improvement.

Because alumni and employers have less incentive to complete and return a survey exclusively on general education, the following data were compiled from randomly selected Program Review Reports from within the last three years. In general, the data show that employers are generally satisfied with the general education knowledge skills of students and value communication and quantitative skills. Alumni who responded had responses consistent with the NSSE data. They judged themselves as well prepared. Since most of the questions framed general education in terms of its relevance to employment, not the exclusive goal of Ferris' general education program, this data cannot be generalized to other roles for general education.

Employer Satisfaction with Preparation
Out of a 5 point scale where 5 is highest

General Education Area	Construction Management	Facilities Management Section 2-14	Recreational, Leadership, and Management (3-2)
Written Communication	3.8	4.0	3.5
Oral Presentation	3.0	3.83	4.0
Mathematical skills		4.20	
Computer Software	4.5		4.0
Critical Thinking		4.17	
Use Information		4.33	
Project Management	4.7		
Environmental issues		4.0	
Ethical action		4.5	
Team member		4.33	
Works with diversity		4.5	

Employer Surveys that rank Priorities

General Business Two Year Degree on a 5 point scale (Section 3-1).

Skills	Mean on 5 point scale
Oral	4.67
Verbal	4.67
Team	4.67
Writing	4.50
Interpersonal	5.5
Computer	4.33
Decision Making	4.17
Analyzing	3.83
Social	3.67
Quantitative	3.4
Leadership	3.17
Cultural	3.0

| Scientific | 2.5 |
| Financial | 2.33 |

BS Product Design Engineering Technology

Communication received the highest priority by employers (?R ˊ

Music Industry Man~ӷ......ιι on a 5 point scale (p. 21)

Area	Mean out of a 5 point scale
Communication Interpersonal	5.0
Communication Written	4.4
Business Ethics	4.4
Economics (social awareness area)	2.5
Musical Knowledge (cultural enrichment)	3.8

From the samples, both oral and written communication are ranked as important, as are team work, computer skills, and critical thinking. Areas such as economics (a social science requirement for Business), cultural awareness and scientific understanding are ranked lower, not surprisingly since these areas are not required as a job related skill. **In general Ferris graduates are scored high by employers in their proficiency in general skills areas. Writing competency scores vary across programs which may be a function of differing expectations of employers or variation in the experiences of different groups. It might be useful if programs who have employer means below 4.0 contact the Department Languages and Literature to more carefully determine the source of the problem and possible solutions.** For example, Construction Management satisfies the upper level writing requirement with WIC. Better connections between WIC faculty and faculty in the Department of Languages and Literature may or may not be helpful in rising writing performance.

Alumni Satisfaction with Preparation

General Education Area	Construction Management	Facilities Management Section 2-14	HVACR (page 3) Second mean importance to job
Written Communication	4.0	4.0	3.93 / 4.52
Oral Presentation	4.0	4.09	4.0/ 4.89
Mathematical skills		3.74	4.15/4.22
Computer Software	4.5		4.0
Critical Thinking		4.18	
Use Information		4.24	
Project Management	4.0		
Environmental issues		3.69	
Ethical action		4.35	
Team member		4.52	
Works with diversity		4.24	
Physics	3.0		

BS Advertising on a three part scale here represented as percentages (II-A-3).

Skill Area	Excellent	Neutral	Poor
Written Communication	62.5%	37.5%	
Oral Communication	62.5%	37.5%	
Presentation Skills	75%	25%	
Research and Library Skills	62.5%	25%	12.%%
Computer Skills	37.5%	37.5%	25%
Ethical Behavior	50%	25%	25%
Creative Problem Solving	50%	12.5%	37.5%
Critical Thinking	50%		50%

Recreation Leadership and Management (2-11) Educational experience contribution to growth.

Skill Area	Very Much	Somewhat	Very Little	None
Using the internet	26%	38%	26%	9%
Writing effectively	50%	32%	18%	
Speaking effectively	56%	35%	6%	3%
Understanding written information	35%	47%	18%	
Working independently	53%	35%	12%	
Learning on your own	47%	47%	6%	
Using the library	41%	35%	21%	3%
Working cooperatively	85%	12%	3%	
Organizing time	44%	41%	16%	
Planning and carrying out projects	56%	44%		
Applying mathematics in daily activities	12%	47%	38%	3%
Defining and solving problems	56%	35%	9%	
Understanding different cultures	35%	56%	9%	
Working with a variety of people	74%	26%		
Using computers and technology	35%	41%	18%	6%

Manufacturing Engineering Technology perceived relevance to work.

	Highly Relevant	Relevant	Somewhat Relevant	Not Relevant
Technical Reports and Presentatons	25%	75%		
Communication	100%			
Math level	25%	75%		

Similar to employers, graduates in general identify the relevance of communication, math, information literacy, and critical thinking skills. In the context of employment, they do not see the relevance of scientific understanding, social awareness, or cultural enrichment, but these general education areas are not defined in the general education curriculum as employment skills. It should be some concern that a number of advertising graduates felt that their preparation was poor in computer skills, ethical behavior, creative problem solving, and critical thinking. Similarly more than twenty-five percent of the RLM students did not feel the program, with some confusion between the contributions of the program and general education, made much contribution in using the internet, using the library, and applying mathematics in daily activities. Again this is an area that merits further investigation since it is not consistent with NSSE data and may either be a function of the wording of the questions which asked about the contribution of the program or something distinctive about their educational experience.

Ferris State University through Student Services routinely collects data on student engagement using the nationally normed NSSE instrument in a survey of first year students and seniors. The data in this report is based on surveys conducted in 2006. The report based on the survey effectively compares Ferris State University students' responses with selected peers and Carnegie schools in general and NSSE data as a whole. In general, Ferris State University students' assessment of their general education gains are consistent with those from other institutions. The following pages include the detailed compilation of survey results from the NSSE appropriate to general education. Those responses specific to different general education outcomes will be also presented with other assessment data in specific sections for each outcome. To effectively set the pages in sections on specific outcomes, Ferris students will only be compared with students from select peer institutions. For the complete report, readers are referred to the following complete compilation

General Education as a Whole

Ferris Seniors are consistent in considering the institution as contributing quite a bit and very much (77%) with the acquiring of a broad general education with students from selected peers (83%.). Still Ferris First Year students (28%) and Seniors (23%) are more likely that First Year students (23%) and Seniors (21%) at other institutions to see Ferris as contributing very little or only some in acquiring a broad general education. Ferris results are even greater in its difference from the total NSSE average for First Year Students (20%) and Seniors (17%).

		First Year Students			Seniors		
		Ferris FY		Select Peers	Ferris SN		Select Peers
Acquiring a broad general education	Very little	16	5%	76	3%	12	4%	98	3%	3%
	Some	81	23%	587	20%	62	19%	608	18%	14%
	Quite a bit	173	47%	1399	47%	144	45%	1461	42%	39%
	Very much	98	26%	901	30%	105	31%	1206	38%	44%
	Total	368	100%	2963	####	323	100%	3373	####	####

The data does demonstrate that most students do see Ferris as contributing to their broad general education. The greater than the mean of those who do not see Ferris as making much of a contribution could either be a result of their perception of the impact of general education curriculum or a reflection of a less positive attitude toward general education confirmed by other data and mentioned in multiple North Central reports based on site visits. The data suggests that an effort needs to be made to increase the explanation of the role and value of general education and how general education courses meet general education objectives. An effort in the College of Arts and Sciences to increase the inclusion of general education outcomes on general education courses and a more explicit discussion of the value of the course in achieving general education goals may play a positive role. Similarly course assessment of the impact of the course on achieving general education outcomes may further enhance student appreciation of the institutional impact on general education.

Coordinated Report of the NSSE 2006 Data

Below is the NSSE data analyzed into general education areas.

Reading

		First Year								Seniors							
		Ferris FY		selected peers		Carnegie p.		NSSE 2006		**Ferris SN**		selected peers		Carnegie p.		NSSE 2006	
f.	Come to class without completing readings or assignments																
	Never	100	21%	583	20%	4,309	25%	28,787	22%	77	22%	524	15%	3,222	21%	23,562	18%
	Sometimes	261	59%	1905	57%	11,309	59%	78,116	59%	203	55%	2164	58%	10,236	60%	77,094	59%
	Often	59	14%	573	16%	2,257	12%	16,558	14%	62	17%	676	18%	2,322	13%	18,753	16%
	Very often	26	6%	252	7%	923	5%	6,957	6%	22	6%	345	9%	1,052	6%	8,625	7%
	Total	446	100%	3313	####	18,798	####	130,418	####	364	100%	3709	####	16,832	####	128,034	####
3a.	Number of assigned textbooks, books, or book-length packs of course readings																
	None	3	1%	19	1%	77	1%	643	1%	5	1%	53	2%	192	1%	1,356	1%
	Between 1-4	113	28%	475	20%	3,086	22%	20,584	20%	97	30%	944	27%	3,958	27%	29,720	26%
	Between 5-10	210	53%	1333	43%	7,264	42%	49,230	43%	153	44%	1397	39%	6,348	39%	46,870	39%
	Between 11-20	54	13%	903	26%	4,946	25%	34,196	25%	48	13%	672	20%	3,480	19%	27,209	21%
	More than 20	22	5%	346	10%	2,199	11%	16,464	11%	38	11%	446	13%	2,276	13%	17,820	13%
	Total	402	100%	3076	####	17,572	####	121,117	####	341	100%	3512	####	16,254	####	122,975	####
b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment																
	None	113	30%	827	28%	4,172	24%	29,026	25%	64	18%	783	23%	3,204	20%	23,910	20%
	Between 1-4	207	50%	1642	51%	9,835	56%	67,846	55%	184	54%	1841	51%	8,870	54%	66,870	54%
	Between 5-10	53	13%	398	13%	2,257	13%	15,859	13%	51	15%	526	15%	2,592	16%	19,760	16%
	Between 11-20	14	3%	116	4%	722	4%	4,476	4%	17	5%	189	6%	851	5%	6,508	5%
	More than 20	15	4%	93	3%	593	3%	3,943	3%	26	8%	172	5%	739	5%	5,952	5%
	Total	402	100%	3076	####	17,579	####	121,150	####	342	100%	3511	####	16,256	####	123,000	####

p. Discussed ideas from your readings or classes with faculty members outside of class

Never			1470	47%	7,335	41%	50,471	43%			1226	34%	4,110	26%	32,341	28%
Sometimes			1203	37%	7,260	40%	49,778	39%			1556	43%	7,697	46%	56,921	45%
Often			332	11%	2,370	13%	16,688	13%			532	15%	2,948	18%	22,669	17%
Very often			129	4%	982	6%	7,017	5%			271	8%	1,702	10%	12,888	9%
Total	414	100%	3134	####	17,947	####	123,954	####	352	100%	3585	####	16,457	####	124,819	####

Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

Never	31	8%	208	7%	1,123	7%	7,638	7%	18	5%	172	5%	553	4%	4,510	4%
Sometimes	172	43%	1230	40%	6,736	37%	45,288	38%	113	33%	1272	37%	5,247	33%	39,651	33%
Often	137	33%	1083	35%	6,318	36%	43,927	35%	136	37%	1327	36%	6,398	39%	47,350	38%
Very often	68	16%	578	19%	3,554	20%	25,423	20%	79	24%	780	23%	4,169	25%	32,396	25%
Total	408	100%	3099	####	17,731	####	122,276	####	346	100%	3551	####	16,367	####	123,907	####

80

Writing

		First Year Students								Seniors							
		Ferris FY		Select Peers		Carnegie P.		NSSE 2006		Ferris SN		Select Peers		Carnegie P.		NSSE 2006	
Prepared two or more drafts of a paper or assignment before turning it in	Never	56	12%	563	16%	2,422	12%	17,230	13%	42	11%	725	18%	2,704	15%	20,767	16%
	Sometimes	137	31%	1105	32%	6,067	32%	41,902	31%	135	38%	1487	40%	6,507	37%	49,260	38%
	Often	146	33%	1027	32%	6,193	33%	42,111	32%	104	29%	922	26%	4,502	28%	34,002	27%
	Very often	109	24%	620	20%	4,128	24%	29,287	23%	83	22%	578	17%	3,140	20%	24,114	19%
	Total	448	100%	3315	####	18,810	####	130,530	####	364	100%	3712	####	16,853	####	128,143	####
Worked on a paper or project that required integrating ideas or information from various sources	Never	11	3%	80	3%	353	2%	2,736	3%	4	1%	42	1%	123	1%	1,208	1%
	Sometimes	118	27%	809	24%	3,990	22%	28,086	22%	47	14%	562	15%	1,920	12%	15,435	13%
	Often	204	46%	1509	45%	8,660	45%	58,778	44%	160	44%	1537	41%	6,640	39%	49,954	40%
	Very often	115	25%	916	28%	5,804	31%	40,922	31%	153	40%	1574	43%	8,162	48%	61,525	46%
	Total	448	100%	3314	####	18,807	####	130,522	####	364	100%	3715	####	16,845	####	128,122	####
Number of written papers or reports of 20 pages or more	None	336	83%	2464	80%	14,485	79%	100,716	82%	163	48%	1774	51%	7,678	49%	57,336	48%
	Between 1-4	48	12%	499	15%	2,382	14%	15,762	13%	137	40%	1487	42%	7,338	43%	55,298	43%
	Between 5-10	7	2%	67	3%	394	4%	2,549	3%	26	8%	172	5%	880	6%	7,267	6%
	Between 11-20	5	1%	24	1%	167	1%	1,148	1%	10	3%	33	1%	182	1%	1,666	1%
	More than 20	5	1%	22	1%	148	1%	955	1%	6	2%	49	1%	178	1%	1,435	1%
	Total	401	100%	3076	####	17,576	####	121,130	####	342	100%	3515	####	16,256	####	123,002	####
Number of written papers or reports between 5 and 19 pages	None	92	23%	346	14%	1,950	13%	14,147	14%	35	11%	275	8%	1,198	8%	9,367	9%
	Between 1-4	217	54%	1650	53%	9,397	53%	62,697	53%	161	47%	1539	43%	6,826	45%	51,405	44%
	Between 5-10	73	19%	842	26%	4,747	26%	33,363	25%	99	28%	1122	32%	5,473	32%	41,227	32%
	Between 11-20	18	5%	196	6%	1,192	6%	9,030	7%	33	9%	425	13%	1,985	11%	15,264	11%
	More than 20	1	0%	43	2%	289	2%	1,907	1%	14	4%	153	4%	772	4%	5,731	4%
	Total	401	100%	3077	####	17,575	####	121,144	####	342	100%	3514	####	16,254	####	122,994	####

Writing Continued

		First Year								Seniors							
		Ferris FY		Select Peers		Carnegie P.		NSSE 2006		Ferris SN		Select Peers		Carnegie P.		NSSE 2006	
Number of written papers or reports of fewer than 5 pages	None	13	3%	55	2%	394	3%	2,991	3%	15	5%	137	4%	827	6%	7,210	7%
	Between 1-4	132	32%	853	31%	4,807	31%	33,721	31%	111	32%	1086	32%	5,004	34%	39,767	34%
	Between 5-10	134	34%	1075	35%	6,133	34%	42,259	34%	101	29%	1005	28%	4,645	28%	34,832	28%
	Between 11-20	83	21%	713	22%	4,081	21%	27,082	21%	65	19%	655	18%	3,203	18%	22,623	17%
	More than 20	40	11%	381	11%	2,160	11%	15,084	11%	50	15%	631	17%	2,574	15%	18,555	14%
	Total	402	100%	3077	####	17,575	####	121,137	####	342	100%	3514	####	16,253	####	122,987	####

Measure of Institutional Effectiveness (How much the students see the university as contributing)

		First Year								Seniors							
Writing clearly and effectively	Very little	25	7%	208	8%	746	5%	5,545	6%	16	6%	200	6%	579	4%	4,729	4%
	Some	98	26%	842	27%	3,739	22%	26,011	23%	74	22%	846	22%	3,038	20%	22,881	20%
	Quite a bit	162	44%	1162	39%	7,048	42%	47,589	41%	132	41%	1365	41%	6,042	38%	45,822	39%
	Very much	84	22%	753	26%	5,208	31%	36,259	30%	101	31%	962	31%	6,134	38%	45,643	36%
	Total	369	100%	2965	####	16,741	####	115,404	####	323	100%	3373	####	15,793	####	119,075	####

Speech
Measure of Institutional Effectiveness

		First Year								Seniors							
Speaking clearly and effectively	Very little	31	8%	345	12%	1,339	8%	10,150	10%	21	6%	245	7%	693	5%	6,329	6%
	Some	115	31%	987	32%	4,730	28%	33,476	29%	81	26%	1021	28%	3,560	23%	27,184	24%
	Quite a bit	146	40%	1047	36%	6,553	39%	43,484	37%	120	37%	1278	39%	6,034	38%	45,071	38%
	Very much	77	21%	586	21%	4,116	26%	28,278	24%	101	30%	829	26%	5,505	34%	40,488	32%
	Total	369	100%	2965	####	16,738	####	115,388	####	323	100%	3373	####	15,792	####	119,072	####

		First Year								Seniors							
Made a class presentation	Never	47	11%	435	15%	2,134	12%	17,349	16%	12	4%	160	4%	535	4%	5,022	
	Sometimes	228	51%	1961	56%	10,261	51%	71,243	53%	99	27%	1381	37%	5,139	31%	41,271	
	Often	134	30%	745	23%	5,038	28%	32,657	24%	139	38%	1366	37%	6,756	39%	49,207	
	Very often	38	8%	176	6%	1,380	8%	9,319	7%	114	30%	808	22%	4,417	26%	32,658	
	Total	447	100%	3317	####	18,813	####	130,568	####	364	100%	3715	####	16,847	####	128,158	

82

Cultural Enrichment

		First Year								Seniors							
		Ferris FY		Selected P.		Carnegie P.		NSSE 2006		Ferris FY		Selected P.		Carnegie P.		NSSE 2006	
Attended an art exhibit, gallery, play, dance, or other theater performance	Never	99	27%	644	28%	4,064	28%	27,766	27%	99	30%	1068	32%	4,638	32%	35,049	31%
	Sometimes	177	44%	1586	47%	8,017	44%	55,760	45%	163	48%	1703	47%	7,455	45%	55,943	45%
	Often	85	21%	540	15%	3,422	18%	23,341	18%	48	14%	466	14%	2,462	14%	19,266	14%
	Very often	35	8%	288	9%	1,930	10%	13,314	10%	29	8%	250	7%	1,599	9%	12,003	9%
	Total	396	100%	3058	####	17,433	####	120,181	####	339	100%	3487	####	16,154	####	122,261	####
Foreign language coursework	Have not decided	83	21%	505	18%	3,105	20%	20,601	19%	51	15%	227	7%	1,150	9%	9,092	8%
	Do not plan to do	127	35%	916	31%	4,643	28%	30,870	28%	166	51%	1616	47%	6,572	43%	49,767	42%
	Plan to do	124	31%	819	28%	5,523	32%	36,883	31%	29	10%	217	6%	1,128	8%	8,949	8%
	Done	53	13%	789	23%	3,911	20%	30,078	22%	88	24%	1391	39%	7,184	40%	53,394	41%
	Total	387	100%	3029	####	17,182	####	118,432	####	334	100%	3451	####	16,034	####	121,202	####

Institutional Effectiveness

		First Year								Seniors							
		Ferris FY		Selected P.		Carnegie P.		NSSE 2006		Ferris FY		Selected P.		Carnegie P.		NSSE 2006	
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	Very little	34	10%	232	13%	1,394	12%	9,530	11%	47	17%	390	13%	1,929	15%	15,373	15%
	Some	110	30%	912	32%	4,232	27%	29,419	28%	112	35%	1201	37%	4,955	33%	37,157	33%
	Quite a bit	152	40%	1188	36%	6,851	37%	45,882	37%	118	35%	1280	35%	5,934	35%	43,078	35%
	Very much	82	20%	658	19%	4,407	24%	31,711	24%	49	13%	533	15%	3,060	18%	24,170	18%
	Total	378	100%	2990	####	16,884	####	116,542	####	326	100%	3404	####	15,878	####	119,778	####
Understanding yourself	Very little	58	15%	433	16%	1,864	12%	12,766	12%	49	16%	531	16%	1,611	11%	13,299	13%
	Some	118	32%	873	29%	4,740	28%	32,113	28%	100	33%	929	28%	3,862	25%	29,164	25%
	Quite a bit	126	35%	1042	35%	6,076	35%	41,569	35%	100	30%	1083	31%	5,352	33%	39,676	33%
	Very much	66	18%	583	21%	3,928	25%	27,936	24%	70	21%	808	25%	4,908	31%	36,336	29%
	Total	368	100%	2931	####	16,608	####	114,384	####	319	100%	3351	####	15,733	####	118,475	####
Developing a personal code of values and ethics	Very little	73	20%	520	19%	2,342	15%	16,174	16%	56	19%	641	19%	2,165	15%	17,340	16%
	Some	127	34%	1000	33%	5,078	31%	34,507	31%	116	37%	1055	31%	4,398	28%	32,600	28%
	Quite a bit	107	29%	895	30%	5,566	33%	37,672	32%	95	28%	1018	30%	4,932	31%	36,066	29%
	Very much	61	16%	517	17%	3,615	21%	26,000	21%	52	16%	637	20%	4,241	26%	32,455	26%
	Total	368	100%	2932	####	16,601	####	114,353	####	319	100%	3351	####	15,736	####	118,461	####

83

Race Ethnicity and Gender

		First Years								Seniors							
		Ferris FY		Selected P.		Carnegie P.		NSSE 2006		Ferris FY		Select P.		Carnegie P.		NSSE 2006	
Had serious conversations with students of a different race or ethnicity than your own	Never	71	18%	489	15%	3,264	20%	19,628	17%	56	16%	444	12%	2,230	14%	15,489	13%
	Sometimes	175	43%	1064	33%	6,369	34%	42,391	34%	131	38%	1270	34%	6,211	37%	44,883	35%
	Often	95	23%	818	27%	4,391	25%	31,583	26%	105	31%	972	28%	4,308	27%	33,150	27%
	Very often	66	16%	731	24%	3,703	20%	28,655	23%	54	15%	867	26%	3,605	22%	30,324	25%
	Total	407	100%	3102	####	17,727	####	122,257	####	346	100%	3553	####	16,354	####	123,846	####
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	Never	53	13%	319	12%	1,915	14%	12,608	12%	26	8%	304	9%	1,475	11%	11,082	10%
	Sometimes	152	37%	1046	33%	6,168	34%	40,692	34%	139	40%	1271	35%	5,868	36%	43,260	35%
	Often	117	29%	907	29%	5,274	29%	36,095	29%	105	31%	1073	30%	4,984	30%	37,269	30%
	Very often	85	21%	830	26%	4,380	23%	32,878	26%	76	21%	904	26%	4,027	23%	32,243	26%
	Total	407	100%	3102	####	17,737	####	122,273	####	346	100%	3552	####	16,354	####	123,854	####

Institutional Effectiveness

		First Years								Seniors							
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	Very little	63	17%	382	15%	2,324	15%	15,750	15%	73	22%	711	19%	2,870	19%	22,926	20%
	Some	158	42%	950	34%	5,594	33%	38,605	34%	120	37%	1264	36%	5,937	37%	43,537	36%
	Quite a bit	102	27%	972	30%	5,445	32%	37,256	32%	94	29%	927	29%	4,433	28%	33,074	27%
	Very much	55	14%	686	21%	3,529	21%	24,939	20%	40	12%	501	16%	2,642	17%	20,236	16%
	Total	378	100%	2990	####	16,892	####	116,550	####	327	100%	3403	####	15,882	####	119,773	####

Computer Literacy

		Ferris FY		Select Peers		Carnegie Peers		NSSE 2006		Ferris SN		Select Peers		Carnegie P.		NSSE 2006	
		First Year Students								**Seniors**							
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	Never	72	17%	428	16%	2,851	18%	18,827	16%	34	10%	384	11%	1,891	12%	13,935	11%
	Sometimes	145	35%	925	29%	5,855	32%	38,258	30%	104	30%	1026	29%	4,669	28%	34,325	27%
	Often	102	25%	917	28%	4,941	27%	34,245	27%	106	30%	962	26%	4,465	27%	33,497	27%
	Very often	95	22%	863	26%	4,307	23%	32,652	27%	108	31%	1215	34%	5,433	33%	43,080	35%
	Total	414	100%	3133	####	17,954	####	123,982	####	352	100%	3587	####	16,458	####	124,837	####
Used e-mail to communicate with an instructor	Never	23	5%	59	4%	339	4%	2,365	3%	5	2%	24	1%	127	1%	945	1%
	Sometimes	164	41%	821	29%	4,270	27%	28,958	26%	72	20%	563	17%	2,624	18%	18,617	17%
	Often	120	28%	1183	35%	6,801	36%	45,951	36%	133	39%	1147	32%	5,314	33%	39,337	32%
	Very often	106	25%	1073	32%	6,541	32%	46,707	34%	142	39%	1852	50%	8,392	48%	65,948	50%
	Total	413	100%	3136	####	17,951	####	123,981	####	352	100%	3586	####	16,457	####	124,847	####

Institutional Effectiveness

		Ferris FY		Select Peers		Carnegie Peers		NSSE 2006		Ferris SN		Select Peers		Carnegie P.		NSSE 2006	
Using computing and information technology	Very little	20	5%	160	6%	992	6%	7,007	6%	14	5%	118	4%	573	4%	4,377	4%
	Some	81	22%	648	24%	3,924	23%	26,309	22%	45	15%	563	17%	2,701	17%	20,523	17%
	Quite a bit	150	41%	1059	35%	6,484	37%	42,998	37%	112	34%	1162	35%	5,569	35%	41,198	34%
	Very much	118	32%	1097	34%	5,339	34%	39,077	35%	152	46%	1529	44%	6,947	45%	52,974	45%
	Total	369	100%	2964	####	16,739	####	115,391	####	323	100%	3372	####	15,790	####	119,072	####
Using computers in academic work	Very little	11	3%	74	4%	363	2%	2,424	2%	6	2%	53	2%	255	2%	1,986	2%
	Some	65	17%	333	13%	2,306	14%	15,076	13%	29	8%	281	9%	1,424	9%	10,814	9%
	Quite a bit	147	39%	959	34%	6,226	36%	40,333	34%	96	31%	944	29%	4,710	30%	34,723	29%
	Very much	155	40%	1626	50%	8,004	47%	58,760	50%	196	59%	2129	61%	9,499	59%	72,324	60%
	Total	378	100%	2992	####	16,899	####	116,593	####	327	100%	3407	####	15,888	####	119,847	####

Global Consciousness

First Year Students / Seniors

		Ferris FY		Select Peers		Carnegie P.		NSSE 2006		Ferris SN		Select Peers		Carnegie P.		NSSE 2006	
Foreign language coursework	Have not decided	83	21%	505	18%	3,105	20%	20,601	19%	51	15%	227	7%	1,150	9%	9,092	8%
	Do not plan to do	127	35%	916	31%	4,643	28%	30,870	28%	166	51%	1616	47%	6,572	43%	49,767	42%
	Plan to do	124	31%	819	28%	5,523	32%	36,883	31%	29	10%	217	6%	1,128	8%	8,949	8%
	Done	53	13%	789	23%	3,911	20%	30,078	22%	88	24%	1391	39%	7,184	40%	53,394	41%
	Total	387	100%	3029	####	17,182	####	118,432	####	334	100%	3451	####	16,034	####	121,202	####
Study abroad	Have not decided	131	34%	950	32%	5,058	31%	33,934	30%	54	16%	384	12%	1,646	12%	13,682	13%
	Do not plan to do	164	44%	888	32%	4,461	29%	30,295	29%	223	68%	2420	70%	10,396	66%	77,456	65%
	Plan to do	83	20%	1135	35%	7,320	38%	51,529	39%	33	10%	238	7%	1,136	8%	8,762	8%
	Done	9	2%	55	2%	336	3%	2,651	3%	24	6%	411	11%	2,852	14%	21,251	15%
	Total	387	100%	3028	####	17,175	####	118,409	####	334	100%	3453	####	16,030	####	121,151	####

Quantitative Skills
Institutional Effectiveness

		Ferris FY		Select Peers		Carnegie P.		NSSE 2006		Ferris SN		Select Peers		Carnegie P.		NSSE 2006	
Analyzing quantitative problems	Very little	17	4%	213	9%	1,112	6%	7,604	7%	14	5%	218	7%	859	6%	6,300	5%
	Some	119	32%	828	32%	4,662	28%	30,796	27%	78	23%	777	23%	3,711	23%	27,259	23%
	Quite a bit	136	37%	1124	35%	6,796	40%	45,803	39%	123	39%	1234	37%	5,742	36%	43,234	37%
	Very much	97	26%	793	25%	4,156	26%	31,085	27%	108	33%	1138	33%	5,475	35%	42,186	35%
	Total	369	100%	2958	####	16,726	####	115,288	####	323	100%	3367	####	15,787	####	118,979	####

Life Long Learning
Collaboration

		First Year Students								Seniors							
		Ferris FY		Select Peers		Carnegie P.		NSSE 2006		Ferris SN		Select Peers		Carnegie P.		NSSE 2006	
Worked with other students on projects **during class**	Never	28	6%	384	11%	2,058	11%	15,876	12%	13	4%	383	10%	1,415	8%	13,047	11%
	Sometimes	186	42%	1420	45%	8,801	45%	61,141	46%	117	32%	1512	41%	7,364	42%	56,001	43%
	Often	181	40%	1098	33%	6,100	33%	40,818	32%	138	38%	1187	33%	5,434	33%	39,608	31%
	Very often	53	12%	410	12%	1,841	12%	12,637	10%	96	27%	626	17%	2,630	17%	19,428	15%
	Total	448	100%	3312	####	18,800	####	130,472	####	364	100%	3708	####	16,843	####	128,084	####
Worked with classmates **outside of class** to prepare class assignments	Never	49	11%	395	17%	2,112	13%	15,731	15%	16	5%	202	7%	998	7%	7,895	7%
	Sometimes	197	44%	1282	42%	8,532	45%	58,254	45%	104	30%	1147	35%	5,794	35%	43,714	35%
	Often	149	34%	1081	28%	6,017	31%	40,674	29%	145	40%	1233	33%	6,042	35%	44,777	34%
	Very often	53	12%	556	13%	2,152	11%	15,881	11%	99	25%	1133	26%	4,010	23%	31,728	24%
	Total	448	100%	3314	####	18,813	####	130,540	####	364	100%	3715	####	16,844	####	128,114	####

Institutional Effectiveness

		First Year Students								Seniors							
Working effectively with others	Very little	15	4%	161	7%	788	5%	5,905	6%	11	4%	113	4%	400	3%	3,781	4%
	Some	102	28%	708	25%	3,987	24%	28,140	26%	63	20%	631	20%	2,706	18%	21,065	19%
	Quite a bit	142	38%	1152	39%	6,770	40%	45,539	39%	121	37%	1345	39%	5,785	36%	43,515	36%
	Very much	110	30%	944	29%	5,194	31%	35,807	30%	128	39%	1281	37%	6,903	43%	50,705	40%
	Total	369	100%	2965	####	16,739	####	115,391	####	323	100%	3370	####	15,794	####	119,066	####

Political Engagement
Institutional Effectiveness

		First Year Students								**Seniors**							
		Ferris FY		Select Peers		Carnegie P.		NSSE 2006		Ferris SN		Select Peers		Carnegie P.		NSSE 2006	
Voting in local, state, or national elections	Very little	210	56%	1447	46%	7,519	43%	51,142	43%	156	48%	1352	40%	5,496	36%	41,736	36%
	Some	91	25%	863	30%	5,159	31%	34,964	30%	106	34%	1112	32%	5,039	31%	38,018	32%
	Quite a bit	41	11%	416	15%	2,563	16%	18,277	17%	35	10%	535	16%	3,113	19%	22,771	19%
	Very much	26	7%	205	9%	1,355	10%	9,953	10%	22	7%	349	12%	2,083	14%	15,915	13%
	Total	368	100%	2931	####	16,596	####	114,336	####	319	100%	3348	####	15,731	####	118,440	####
Participated in a community-based project (e.g. service learning) as part of a regular course	Never	261	63%	2202	72%	11,072	65%	77,205	65%	196	58%	2096	60%	7,974	51%	63,634	54%
	Sometimes	103	25%	623	19%	4,699	24%	31,162	23%	102	27%	965	25%	5,318	31%	38,335	29%
	Often	34	8%	218	7%	1,534	8%	10,935	8%	38	11%	334	9%	2,025	12%	14,473	11%
	Very often	15	4%	91	2%	636	3%	4,604	3%	16	5%	189	5%	1,136	7%	8,342	6%
	Total	413	100%	3134	####	17,941	####	123,906	####	352	100%	3584	####	16,453	####	124,784	####
Community service or volunteer work	Have not decided	64	17%	470	17%	2,551	17%	16,510	16%	33	10%	317	10%	1,403	10%	10,700	10%
	Do not plan to do	53	16%	262	11%	1,097	8%	7,615	8%	52	17%	558	18%	2,471	17%	19,143	18%
	Plan to do	112	28%	1221	38%	6,751	39%	46,706	39%	41	14%	450	14%	1,952	14%	15,052	14%
	Done	158	39%	1073	34%	6,774	36%	47,529	37%	206	59%	2125	58%	10,210	59%	76,267	59%
	Total	387	100%	3026	####	17,173	####	118,360	####	332	100%	3450	####	16,036	####	121,162	####

Independent Learning

		First Year Students								Seniors							
Learning effectively on your own	Very little	26	7%	179	7%	1,005	6%	6,640	7%	25	9%	231	7%	813	6%	6,602	6%
	Some	105	29%	828	28%	4,547	27%	30,140	26%	85	27%	781	24%	3,136	20%	23,621	21%
	Quite a bit	175	48%	1279	43%	7,286	43%	49,815	43%	127	40%	1369	40%	6,572	41%	48,334	40%
	Very much	62	16%	648	23%	3,767	24%	27,792	24%	82	24%	968	29%	5,212	33%	39,936	33%
	Total	368	100%	2934	####	16,605	####	114,387	####	319	100%	3349	####	15,733	####	118,493	####

Critical Thinking

		Ferris FY		Select Peers		Carnegie P.		NSSE 2006		Ferris SN		Select Peers		Carnegie P.		NSSE 2006	
		First Year Students								**Seniors**							
Put together ideas or concepts from different courses when completing assignments or during class discussions	Never	30	7%	191	7%	1,134	8%	7,648	7%	13	4%	95	3%	411	3%	3,169	3%
	Sometimes	178	44%	1324	43%	7,519	42%	51,356	42%	101	30%	1003	29%	4,456	28%	33,854	28%
	Often	164	39%	1207	37%	7,028	38%	48,023	38%	158	45%	1642	45%	7,425	45%	55,421	44%
	Very often	42	10%	415	13%	2,270	12%	16,934	13%	80	22%	846	23%	4,165	25%	32,367	25%
	Total	414	100%	3137	####	17,951	####	123,961	####	352	100%	3586	####	16,457	####	124,811	####
Coursework emphasizes: Memorizing facts, ideas, or methods from your courses and readings	Very little	14	3%	143	4%	995	6%	7,202	6%	18	6%	298	9%	1,509	9%	11,577	
	Some	100	25%	864	28%	4,842	27%	33,887	27%	94	28%	1081	31%	5,163	31%	39,329	
	Quite a bit	171	43%	1217	39%	7,184	40%	49,182	41%	142	42%	1291	37%	5,943	36%	44,962	
	Very much	118	28%	855	29%	4,585	27%	31,103	26%	90	23%	863	24%	3,677	23%	27,425	
	Total	403	100%	3079	####	17,606	####	121,374	####	344	100%	3533	####	16,292	####	123,293	
Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory	Very little	15	4%	89	4%	387	2%	2,588	2%	5	1%	66	2%	225	2%	1,674	2%
	Some	115	28%	631	22%	3,655	22%	23,464	21%	56	17%	592	17%	2,376	15%	17,701	15%
	Quite a bit	182	46%	1389	44%	8,150	45%	54,911	45%	172	51%	1561	44%	7,184	45%	53,252	43%
	Very much	91	22%	971	30%	5,397	30%	40,347	32%	111	31%	1309	38%	6,503	39%	50,614	40%
	Total	403	100%	3080	####	17,589	####	121,310	####	344	100%	3528	####	16,288	####	123,241	####
Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	Very little	24	6%	153	5%	859	5%	5,629	5%	11	4%	145	4%	534	4%	4,000	4%
	Some	138	35%	996	32%	5,196	30%	34,856	30%	102	31%	922	25%	3,650	23%	27,517	23%
	Quite a bit	160	39%	1196	38%	7,567	43%	51,065	41%	149	44%	1463	41%	6,675	41%	50,479	41%
	Very much	81	19%	732	25%	3,965	22%	29,693	23%	82	22%	998	30%	5,420	33%	41,214	32%
	Total	403	100%	3077	####	17,587	####	121,243	####	344	100%	3528	####	16,279	####	123,210	####
Coursework emphasizes: Making judgments about the value of information, arguments, or methods	Very little	29	7%	191	7%	1,023	6%	6,676	6%	17	5%	198	6%	743	5%	6,000	5%
	Some	124	31%	957	32%	5,123	30%	34,378	29%	85	26%	945	26%	3,990	24%	29,439	25%
	Quite a bit	168	42%	1280	40%	7,482	42%	51,031	42%	142	41%	1389	39%	6,498	40%	49,461	40%
	Very much	81	20%	648	21%	3,957	22%	29,199	23%	100	28%	992	29%	5,054	31%	38,309	30%
	Total	402	100%	3076	####	17,585	####	121,284	####	344	100%	3524	####	16,285	####	123,209	####
Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	Very little	16	4%	113	4%	710	4%	4,660	4%	6	2%	126	4%	411	3%	3,379	3%
	Some	99	24%	714	25%	4,208	25%	28,109	24%	63	19%	667	19%	2,781	17%	21,017	18%
	Quite a bit	169	43%	1203	38%	7,330	41%	49,471	41%	142	43%	1296	36%	6,115	38%	46,037	37%
	Very much	119	29%	1049	32%	5,336	29%	39,050	31%	132	36%	1437	41%	6,981	42%	52,802	42%
	Total	403	100%	3079	####	17,584	####	121,290	####	343	100%	3526	####	16,288	####	123,235	####

89

Critical Thinking Continued

Institutional Effectiveness

		Ferris FY		Select Peers		Carnegie P.		NSSE 2006		Ferris SN		Select Peers		Carnegie P.		NSSE 2006	
		First Year Students								**Seniors**							
Thinking critically and analytically	Very little	10	3%	80	3%	397	2%	2,672	3%	10	3%	76	2%	239	2%	1,953	2%
	Some	80	21%	545	21%	2,715	17%	17,882	17%	59	18%	491	14%	1,745	12%	13,141	12%
	Quite a bit	150	41%	1259	42%	7,274	43%	48,524	42%	115	38%	1345	39%	5,803	37%	43,464	38%
	Very much	129	35%	1079	35%	6,355	37%	46,323	38%	139	41%	1459	44%	8,011	50%	60,525	49%
	Total	369	100%	2963	####	16,741	####	115,401	####	323	100%	3371	####	15,798	####	119,083	####
Examined the strengths and weaknesses of your own views on a topic or issue	Never	51	13%	354	13%	1,686	11%	11,000	10%	32	9%	328	9%	1,151	8%	8,667	8%
	Sometimes	181	46%	1278	41%	6,854	39%	46,367	39%	140	41%	1350	38%	5,624	35%	42,762	36%
	Often	131	33%	1001	32%	5,865	33%	41,468	34%	116	35%	1177	34%	5,939	36%	45,076	36%
	Very often	33	8%	423	13%	3,025	17%	21,269	17%	51	15%	631	19%	3,435	20%	25,704	20%
	Total	396	100%	3056	####	17,430	####	120,104	####	339	100%	3486	####	16,149	####	122,209	####
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	Never	33	9%	208	8%	953	6%	6,511	6%	23	7%	202	6%	662	5%	5,129	5%
	Sometimes	157	41%	1156	37%	6,030	35%	41,026	35%	111	32%	1181	33%	4,937	31%	37,797	31%
	Often	150	37%	1128	36%	6,610	37%	46,338	38%	137	41%	1309	37%	6,570	40%	48,979	40%
	Very often	56	14%	564	18%	3,834	22%	26,256	21%	68	19%	793	24%	3,986	24%	30,311	24%
	Total	396	100%	3056	####	17,427	####	120,131	####	339	100%	3485	####	16,155	####	122,216	####
Learned something that changed the way you understand an issue or concept	Never	21	6%	143	6%	689	5%	4,297	4%	8	3%	124	4%	422	3%	3,038	3%
	Sometimes	158	40%	1087	36%	5,843	34%	39,843	34%	117	34%	1215	35%	5,138	33%	38,041	32%
	Often	148	37%	1230	39%	6,937	39%	47,496	39%	147	44%	1415	40%	6,566	40%	49,739	40%
	Very often	69	17%	598	19%	3,953	22%	28,490	23%	67	19%	732	21%	4,028	24%	31,398	25%
	Total	396	100%	3058	####	17,422	####	120,126	####	339	100%	3486	####	16,154	####	122,216	####

General Education as a Whole

Acquiring a broad general education																	
Very little	16	5%	76	3%	430	3%	2,848	3%	12	4%	98	3%	339	3%	2,756	3%
Some	81	23%	587	20%	2,692	17%	18,330	17%	62	19%	608	18%	1,998	14%	15,979	14%
Quite a bit	173	47%	1399	47%	7,503	45%	51,349	45%	144	45%	1461	42%	6,167	39%	45,373	39%
Very much	98	26%	901	30%	6,119	35%	42,896	35%	105	31%	1206	38%	7,289	45%	54,985	44%
Total	368	100%	2963	####	16,744	####	115,423	####	323	100%	3373	####	15,793	####	119,093	####

91

National Survey of Student Engagement (NSSE)
Chi-Square Analysis of Frequency Distributions
Statistically Significant (p<0.05) Differences

Category	Survey Item	Freshman Reference Group Difference	Senior Reference Group Difference	FSU Outcomes
Reading	Number of assigned textbooks, books, or book-length packs of course readings.	Peers, Carnegie, NSSE		FR less assigned readings.
Writing	Number of written papers or reports **between 5 and 19 pages.**	Peers, Carnegie		FR less papers between 5-19 pages. .
Cultural Enrichment/ Global Consciousness	Foreign language coursework.		Carnegie, NSSE	SN less foreign language.
Cultural Enrichment Institutional Effectiveness	Understanding Yourself		Carnegie	SN less understanding of oneself.
" "	Developing a personal code of values and ethics.		Carnegie	SN less development.
Computer Literacy	Used e-mail to communicate with an instructor.	Peers, Carnegie, NSSE		FR less emailing to instructors.
Global Consciousness	Study Abroad	Peers, Carnegie, NSSE		FR less study abroad.
Life Long Learning Collaboration	Worked with other students on projects during class.		Peers, Carnegie, NSSE	SN more collaboration.
Political Engagement Institutional Effectiveness	Voting in local, state, or national elections.		Carnegie, NSSE	SN less voting.
" "	Community service or volunteer work.	Carnegie, NSSE		FR less community service.

Report Summary

For the first time since the Academic Profiles was administered in 1996, Ferris Graduating Seniors closely approximated the total score of comparable comprehensive institutions and exceeded the sub-scores for seniors in mathematics and natural sciences. Students show consistent improvement in total score and sub-scores for all general education outcomes across all four years. It is important to note that while entering freshmen at Ferris score significantly lower than average score of entering freshmen at comparable institutions, our students still make greater gains than average, a measure of the effectiveness of our general education program.

The Academic Profile Test.
The Academic Profile test was developed by the Educational Testing Service for outcomes assessment of general education in colleges and universities. The questions on the test are concerned with issues, themes and ideas from the humanities, social sciences, natural sciences and mathematics. The test also measures "a student's ability to read carefully, to make judgments about the clarity, correctness, or organization of the materials as pieces of writing, and to think critically about the issues and arguments presented....The Academic Profile focuses on the academic *skills developed* through general education courses rather than on *knowledge acquired* about the subject taught in these courses....The academic skills...measured by the test were those identified in the Association of American Colleges 1985 report *Integrity in the College Curriculum.*"[1]

Ferris State University chose to use the Academic Profile Test as one assessment of our general education curriculum outcomes. Using Academic Profile provides a measure which can be compared with those of comparable colleges and universities nationally.

Ferris Students who take the Academic Profile Test.
Ferris State University administered the Academic Profile in 1996, 1998, 2000, 2002,205. The tests are administered to students in English 150, a general education course in which most students enroll during the freshman year, and other 100-level courses in the humanities, such as Humanities 100. Tests are also administered to students in 300-level general education courses, such as English composition, Eastern Religions and Literature courses. The Academic Profile offers two versions of its test, long and short. The University General Education Committee selected the short version of the test for general education outcomes assessment. The short Academic Profile Test requires at least 50 minutes to administer and complete.

Test Categories
The Ferris outcomes assessment categories show a high degree of correlation with the categories of the Academic Profile Test, allowing for an accurate interpretation of outcome data. The Ferris State University General Education Assessment Outcomes Committees are Communication, Critical Thinking & Lifelong Learning, Cultural Enrichment, Global Consciousness, Mathematics, Race/Ethnicity and/or Gender, Reading, Scientific Understanding, Social Awareness, and Writing. The

---

[1] The Academic Profile User's Guide, The College Board and Educational Testing Service, 1998

Academic Profile Test assesses the following categories: Critical Thinking, Humanities, Mathematics, Natural Sciences, Reading, Social Sciences, and Writing.

How the test was administered.

During Fall (04) and the beginning of Winter (05) semester, faculty who teach English 150 or Humanities 100 and 300-level writing courses were requested to volunteer for Academic Profiles testing. Faculty members were very cooperative in including their students in this assessment. A positive faculty attitude and the value placed on assessment by faculty are major factors in ensuring a positive student attitude, according to ETS.[2] This is very important in determining students' motivation and attitude about taking this challenging test, which surely affects the results. In 2005, Ferris tested 471 lower classmen consisting of 243 entering freshman, 99 freshman, and 129 sophomores as well as 334 upper classmen including 202 juniors and 132 seniors. The 2002 testing group Ferris tested 400 freshmen and 407 upperclassmen. The 2000 Ferris testing group included 580 freshmen and 429 upperclassmen and in 1996 355 freshmen and 236 seniors. Testing was coordinated by Susan Booker Morris, General Education Coordinator, and Robert von der Osten and was administered by Ms. Tina Smith and Ms. Debra Vance.

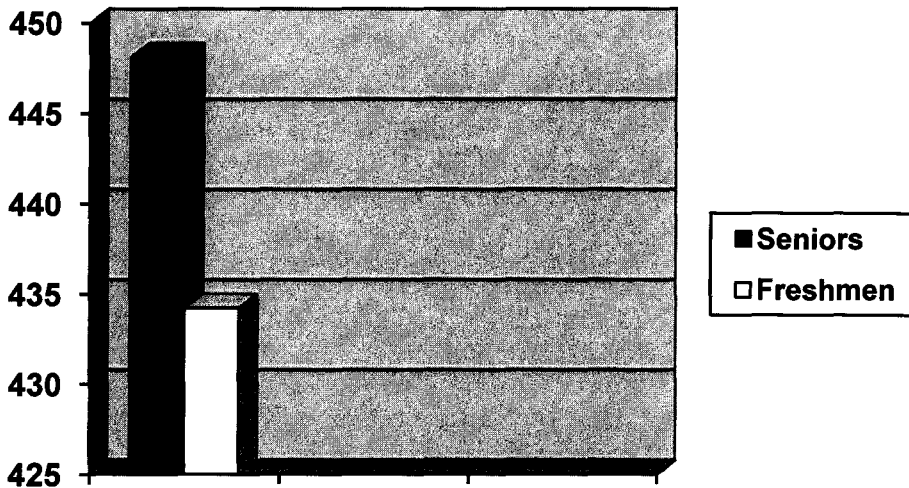[2] The Academic Profile Comparative Data Guide, Educational Testing Service, 2000.

Academic Profile Overall Results
Ferris State University, 2004-5

FIGURE 1: Overall Results

FRESHMEN 2005 (243 students)	POSSIBLE RANGE	MEAN SCORE	25TH %	50TH %	75TH %
TOTAL SCORE	400 TO 500	**434.21**	423	433	**444**
CRITICAL THINKING	100 TO 130	**107.93**	104	108	**111**
READING	100 TO 130	**115.2**	111	114	**120**
WRITING	100 TO 130	**111.91**	109	112	**115**
MATHEMATICS	100 TO 130	**112.38**	109	113	**115**
HUMANITIES	100 TO 130	**111.75**	107	110	**114**
SOCIAL SCIENCES	100 TO 130	**110.51**	107	110	**115**
NATURAL SCIENCES	100 TO 130	**112.6**	109	113	**116**

SENIORS 2005 (132 students)	POSSIBLE RANGE	MEAN SCORE	25TH %	50TH %	75TH %
TOTAL SCORE	400 TO 500	**448.10**	433	446	462
CRITICAL THINKING	100 TO 130	**111.76**	107	111	115
READING	100 TO 130	**119.64**	114	120	125
WRITING	100 TO 130	**114.41**	111	114	118
MATHEMATICS	100 TO 130	**115.85**	110	115	122
HUMANITIES	100 TO 130	**114.88**	110	114	122
SOCIAL SCIENCES	100 TO 130	**114.35**	110	115	121
NATURAL SCIENCES	100 TO 130	**116.75**	111	118	122

Overall Mean Scores, 2005

Ferris' Academic Profile comparative group.
Academic Profile data are reported for five particular groups of institutions:
Research/Doctorate Universities
Comprehensive Colleges and Universities
Liberal Arts Colleges
Associate-of-Arts Colleges
Specialized Institutions

Ferris is included in the Comprehensive Colleges and Universities category, even though the university offers a considerable number of associate degree programs and two professional medical degrees. The Academic Profile Comprehensive Colleges and Universities group fits within the Carnegie Classification category "Master's (Comprehensive) Colleges and Universities....The institutions offer baccalaureate programs and, in many cases, graduate education through the master's degree. More than half of their baccalaureate degrees are offered in two or more occupational or professional areas, such as engineering or business administration."[3] The Academic Profile Comparative Data Guide includes test results for 34,563 upperclassmen and 26,511 freshmen at Comprehensive Colleges and Universities.

---

[3] A Classification of Institutions of Higher Education, The Carnegie foundation for the Advancement of Teaching, 1994 edition

Figure 2: Mean score in 75ᵗʰ percentile nationally
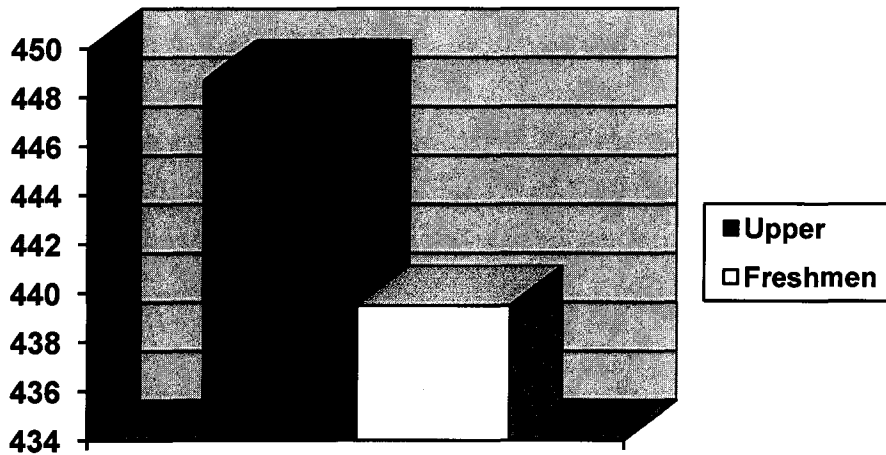
As in earlier test reports, Ferris students continue to show improvement from freshmen to upperclassmen in general education.

A comparison of mean scores for 1996, 2000, 2002, and 2005 shows that Ferris upperclassmen score better than freshmen in general education subjects. In fact, the improvement in the most recent test is greater than the improvement reported for 1996. The improvements in mean scores of upperclassmen over freshmen in 2005, 2002, 2000 and 1996 are as follows:

2005	13.89
2002	11.47
2000	12.3
1996	12.0

The results are detailed in Figure 3. However, 2005 data shifts to measure incoming freshman against seniors rather than averaging the first two and last two year cohorts; the data for 2000, available in an earlier report, has been deleted to make space for the 2005 data. A more detailed analysis of performance across all four years follows this illustration.
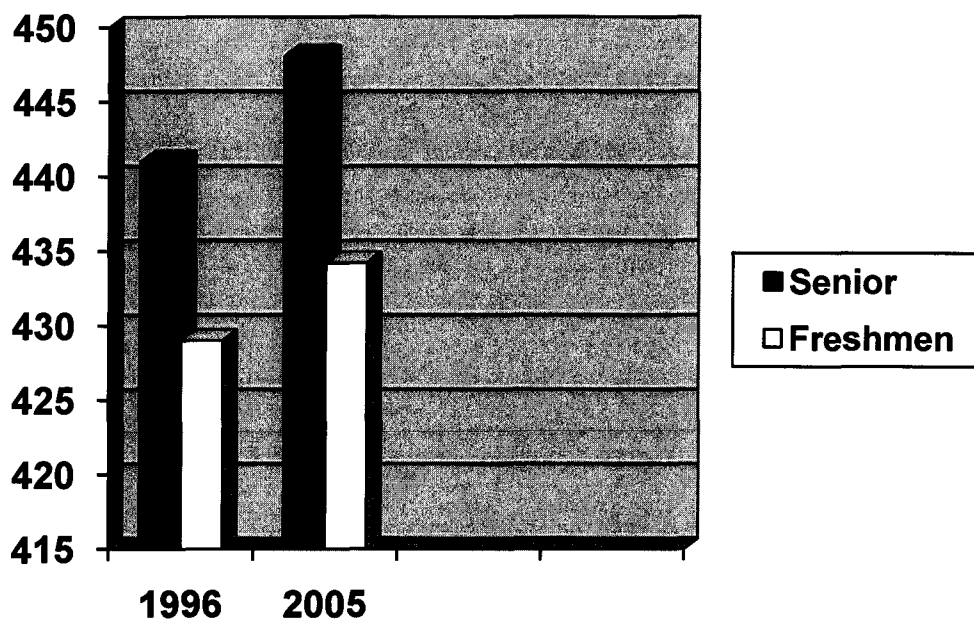
Academic Profile Scores
2005, 2002, & 1996

Figure 3

	2005 Freshmen	2005 Seniors	2002 Freshmen	2002 Upper Classmen	1996 Freshmen	1996 Upper Classmen
Number of Students Tested	243	132	400	407	355	236
Total Mean Score	434.21	448.10	435.08	446.55	429	441
Humanities	111.75	114.88	112.39	114.67	109	113
Social Sciences	110.51	114.35	111.17	113.84	109	113
Natural Sciences	112.60	116.17	112.63	114.89	111	116
College Reading	115..20	119.64	115.78	118.68	112	117
College Writing	111.91	114.41	112.14	114.83	110	114
Critical Thinking	107.93	111.76	108.40	111.02	107	110
Mathematics	112.38	116.71	112.18	115.28	110	114

Ferris 2005 freshmen scored higher than the 1996 freshmen, yet the 2005 seniors still scored higher than the 1996 and even the 2002 upperclassmen.
Significantly, not only did the seniors show more improvement over the freshmen in 2005 than they did in 1996, but also the 2005 freshmen started out scoring in sub-group scores higher than the freshmen in 1996. Yet, the 2005 seniors still gained significantly over the 2005 freshmen, and at a higher level of achievement than the 1996 upperclassmen. See Figure 4.

Figure 4: Mean score comparison of Ferris 1996 and Ferris 2005 Freshmen and Seniors.

Comparisons of academic skills and proficiencies subscores show an increase in senior student performance.

In addition to overall mean scores, the Academic Profile tests and reports mean scores on specific categories, reported as "skills subscores" (Critical thinking, Reading, Writing and Mathematics) and "context-based subscores" (Humanities, Social Sciences and Natural Sciences). It is important to note that there were significant gains in reading, natural science, social sciences, and math over 2002 data. See the graph in Figure 5.

Figure 5: Comparison of Seniors to Freshmen, by category, 2005
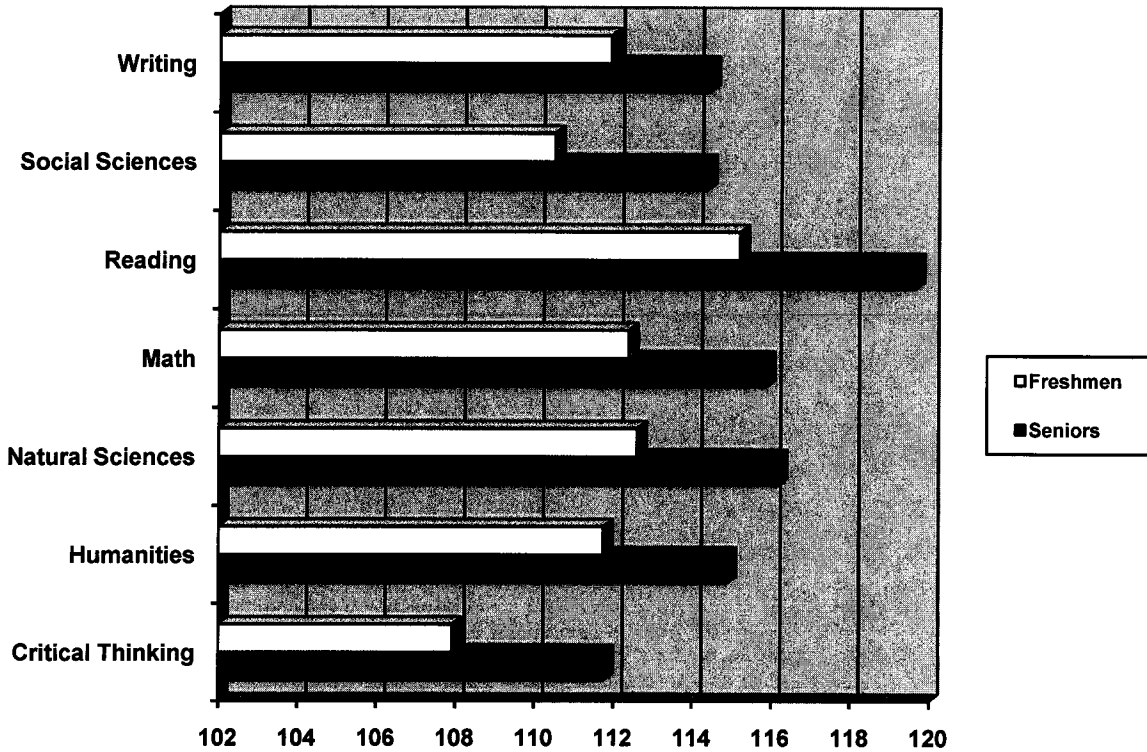
A comparison by student year shows steady improvement over four years at Ferris State University.

Figure 6: Comparison by Year

	Entering Freshmen	Freshmen	Sophomore	Juniors	Seniors
Number	243	99	129	202	132
Total	434.21	437.81	442.56	444.44	448.10
Critical Thinking	107.93	109.74	109.75	110.45	111.76
Reading	115.20	114.82	118.02	118.08	119.64
Writing	111.91	112.72	113.14	113.96	114.41
Math	112.38	113.52	115.04	115.20	115.85
Humanities	111.75	112.33	113.78	114.19	114.88
Social Studies	110.51	111.38	112.95	112.79	114.35
Natural Sciences	112.60	112.95	114.19	114.84	116.17

It is worth noting that all areas show improvement over four years. In some areas such as reading and natural sciences there is a marked improvement between junior and senior years, perhaps in the case of science indicating that science courses have been deferred until later years.

100

Ferris seniors have a higher overall level of proficiency than Ferris freshmen in Critical Thinking, Writing, Reading and Mathematics.

The Academic Profile Score Report includes an analysis of scores that provides information about the proficiency level of the students taking the test. However, what constitutes proficiency is not clear. Students' scores are measured according to a level of proficiency in the following areas: Critical Thinking, Reading, Writing and Mathematics. In explanation of the analysis, the ETS states:

> The skills measured by the Academic Profile are grouped into proficiency levels---three proficiency levels for writing, three for mathematics, and three for the combined set of skills involved in reading and critical thinking. The tables... indicate the estimated percentages of students who are proficient, marginal and not proficient at each proficiency level in reading and critical thinking, in writing and mathematics. A student classified as marginal is one whose test results do not provide enough evidence to classify the student either as proficient or as not proficient.[4]

Results are detailed in the following tables (Figure 7).

Figure 7: Ferris freshmen and senior students compared by Level of Proficiency

Ferris: Freshmen *Skill Dimension and Level*	*Proficient (percentage)*	*Marginal (percentage)*	*Not Proficient (percentage)*
Critical Thinking	0	5	95
Reading 2	17	17	66
Reading 1	46	30	24
Writing 3	4	13	84
Writing 2	6	25	69
Writing 1	40	44	16
Math 3	3	12	84
Math 2	20	29	51
Math 1	47	30	22

---

[4] The Academic Profile Score Report and Interpretive Guide, 2003

101

Ferris: Seniors Skill Dimension and Level	Proficient (percentage)	Marginal (percentage)	Not Proficient (percentage)
Critical Thinking	7	15	80
Reading 2	39	22	39
Reading 1	68	25	7
Writing 3	10	23	67
Writing 2	14	44	42
Writing 1	64	27	9
Math 3	12	26	62
Math 2	42	22	36
Math 1	66	20	14

A comparison with 2002 shows an increase in the percentage proficient and in the level of proficiency.

Ferris Students' Academic Profile scores in 2002-3 fit well within the national sample of Comprehensive Colleges and Universities.
Although the national proficiency levels tend to be higher than those at Ferris (especially in Critical Thinking, Reading and Writing), Ferris students begin at a much lower level of proficiency than the national level. The increase in the Ferris students' level is therefore comparable. As entry requirements slowly increase at Ferris, as planned, this discrepancy should decrease, although it warrants close attention.
(see Comparative Data Guide at www.ets.org/hea/acpro and Figure 8, below)

Figure 8: Ferris Freshman and Seniors compared to national sample of comprehensive Colleges and Universities

	Ferris F	National F	Ferris S	National S
Total Score	434.21	439.48	448.10	448.70
Critical Thinking	107.93	109.43	111.76	112.16
Reading	115.20	116.86	119.64	119.88
Writing	111.91	113.49	114.41	115.42
Mathematics	112.38	112.86	115.85	114.60
Humanities	111.75	113.32	114.88	115.78
Social Sciences	110.51	111.94	114.35	114.60
Natural Sciences	112.60	113.69	116.17	116.04

This is extremely significant data. For the first time, Ferris graduating seniors have a total score nearly equivalent to comparable institutions, and even out score the national scores in mathematics and

natural sciences. This is despite the fact that entering students score lower than the national norm. Ferris students make greater gains than the national norm.

Figure 9: Comparison of Ferris and National Proficiency Levels

National: Freshmen Skill Dimension and Level	Proficient (percentage)	Marginal (percentage)	Not Proficient (percentage)
Critical Thinking	2	9	89
Reading 2	24	21	54
Reading 1	57	25	18
Writing 3	6	22	72
Writing 2	13	36	51
Writing 1	58	29	13
Math 3	4	13	82
Math 2	22	30	48
Math 1	50	31	19

National: Seniors Skill Dimension and Level	Proficient (percentage)	Marginal (percentage)	Not Proficient (percentage)
Critical Thinking	5	16	78
Reading 2	40	22	38
Reading 1	73	17	10
Writing 3	10	32	58
Writing 2	22	41	37
Writing 1	73	20	7
Math 3	7	18	75
Math 2	31	30	40
Math 1	59	27	14

Ferris: Freshmen Skill Dimension	Proficient (percentage)	Marginal (percentage)	Not Proficient (percentage)

Skill Dimension and Level			
Critical Thinking	0	5	95
Reading 2	17	17	66
Reading 1	46	30	24
Writing 3	4	13	84
Writing 2	6	25	69
Writing 1	40	44	16
Math 3	3	12	84
Math 2	20	29	51
Math 1	47	30	22

Ferris: Seniors	*Proficient (percentage)*	*Marginal (percentage)*	*Not Proficient (percentage)*
Skill Dimension and Level			
Critical Thinking	7	15	80
Reading 2	39	22	39
Reading 1	68	25	7
Writing 3	10	23	67
Writing 2	14	44	42
Writing 1	64	27	9
Math 3	12	26	62
Math 2	42	22	36
Math 1	66	20	14

General Education Outcomes Assessment Committees will consider the data from Academic Profile tests, along with other assessment instruments which they have developed, in seeking to improve our efforts in general education.

These data will be analyzed by the ten general education outcomes assessment committees[5] to assure that the general education skills and proficiencies of Ferris students are adequately measured and successes and weaknesses in general education identified. Some assessment committees have also developed other instruments to assist in the task of continually analyzing the desired outcomes in each of the general education areas and attempting to determine whether Ferris is successful in achieving them. Each committee is to report its findings to the University General Education Committee, via the General Education Coordinator, and is requested to report its findings to the faculty who teach in the specific general education areas through whatever means it deems reasonable.

---

[5] Ferris State University General Education Assessment Committee areas: Communication, Critical Thinking and Lifelong Learning, Cultural Enrichment, Global Consciousness, Mathematics, Race/Ethnicity and/or Gender, Reading, Scientific Understanding, Social Awareness, Writing. The members of the committees include elected and volunteer representatives from throughout the university community.

Communication Competency

WRITING

General Education Outcomes and Criteria

AWARENESS AND KNOWLEDGE OF AUDIENCE

College graduates should be able to analyze and define the needs of their intended audience; specifically, they should be able to:

- address audiences whose backgrounds in the topic vary widely.address audiences whose cultural and communication norms may differ from those of the writer.define their anticipated multiple audiences.clearly understand their audiences' values, attitudes, goals and needsconsider how an audience will use the document.choose words that their audience will understand.understand the relationship between the audience and themselves.

- understand the relationship between the audience and the subject material.

PURPOSE FOR WRITING

College graduates should be able to analyze and define the purpose of their writing; specifically, they should be able to:

- be aware of the multiple purposes and goals they are acting on when they write.state their purpose(s) to their audiences.use vocabulary appropriate to their subject and purpose.arrange words within sentences to fit the intended purpose(s) and audience(s).

- use an appropriate tone of voice.

PROBLEM SOLVING AND RESEARCHING

College graduates should be able to analyze the writing situation, identify needed information, and locate the appropriate information for their writing; specifically, they should be able to:

- analyze their own experience to provide ideas for their writingcreate ideas for their writing.analyze the context of the writing problem.retrieve material from various sources.analyze themoral or ethical implications of their subject.recognize primary and secondary sources of information available in their field and know how to read them.assess and evaluate informationuse secondary sources available within their discipline appropriately.analyze and interpret primary data in an appropriate form

- document primary and secondary sources appropriately.

ORGANIZING

College graduates should be able to analyze the writing situation and choose appropriate methods of organizing effectively; specifically, they should be able to:

- recognize appropriate organization for their ideas and the audience.demonstrate their method of organization to their audience(s) by using informative headings.provide a context for the document in the introduction.set up sign posts usch as tables of contents, indexes, and side tabs.

- maintain connections that link key points within their document.

EDITING

College graduates should be able to produce effective written commmunication demonstrating appropriate use of language, sentence structure, grammar, and mechanics; specifically, they should be able to:

- avoid common grammatical errors of standard written English.quote accurately.consider audience and purpose to shape their voice, choose a voice to write in, and choose language, sentence structure, and content to create that voice. vary sentence length and style for rhetorical purposes.use active or passive voice where appropriate.use language their audience understands.define or explain technical terms.use concise language.use correct grammar, syntax (word order), punctuation, and spelling.use correct reference form.use visual aids, tables, and graphs appropriately.

- use the specific language conventions of their academic discipline or professional area.

COLLABORATING

College graduates should be able to work effectively with others to produce and/or revise written materials; specifically, they should be able to:

- collaborate with others during reading and writing in a given situation.critique others' drafts.use peer review to revise own writing.write documents for someone else's signature.

- revise and edit others' writing when appropriate.

WRITTEN PRODUCTS

College graduates should be able to adapt to the workplace and produce a variety of written documents as required; specifically, they should be able to write (with a minimum amount of training in the workplace context):

- memoranda.letters.step-by-step instructions.journal articles.abstracts.policy statements.evaluations.formal reports.summaries of meetings.scripts for speeches/presentations.

- pre-printed forms that require written responses.

Assessment

Writing at Ferris State University is the most vigorously assessed area of general education. In addition to Academic Profile and NSSE data, the Department of Languages and Literature as well as the general education writing committee undertake yearly assessment studies where writing samples have been collected in rotation from each of the levels of writing courses and rated to yield specific recommendations. **Most of the studies have found students meeting the expected means for the designated outcomes for the course that are intended to realize the general education communication outcomes.** The rating process itself as well as the department's participation in collecting either portfolio or pre and post writing samples helps to insure that those teaching writing courses are aiming at the same outcomes and norms. Rating sessions, for example, involve norming sample works according to a shared rubric tied to course outcomes. Those involved in these norming sessions use this opportunity to discuss the evaluation of works and reach a greater degree of consensus.

Consistent across disciplines, employers and alumni identify writing as a very important skill for their careers. The evaluation by employers of the skill level of student writing competency vary across programs which may be a function of differing expectations of employers or variation in the experiences of different groups. It might be useful if programs who have employer means below 4.0 contact the Department Languages and Literature to more carefully determine the source of the problem and possible solutions.

Academic Profiles

The Academic Profiles evaluates student ability to perform multiple choice corrections in grammars, punctuation, diction, and style. This is not consistent with the standard writing courses emphasis on proofreading skills within the context of the student work. Research tends to show that there is no simple correlation between the two skill sets. **The data from 2004-5 show that Ferris Freshmen enter with scores 1.58 lower than National Freshmen while Ferris Seniors exit with scores 1.01 lower than National Seniors. Ferris students make slightly better gains than the National norm**; however, ETS does not provide sufficient data to determine if this increased gain is significant. Similarly, it is worth noting that Ferris Seniors score slightly lower than National Seniors; however, it is not clear whether that lower score is significant. Still, it shows that the writing program at Ferris is at least as effective if not more effective than the national norm of writing instructions in meeting the grammar, punctuation, diction, and style outcomes measured by the Academic Profiles.

Ferris 2004-05 Academic Profiles Writing Scores

	Ferris F	National F	Ferris S	National S
Writing	111.91	113.49	114.41	115.42

NSSE Data

The data show that most students (72%) see Ferris as contributing quite a bit or very much to their writing clearly and effectively. A significant majority of students prepare two or more drafts of papers and have worked on papers that require them to integrate information from sources.

)

Student Learning in English 150:
A Report on an Assessment Project of the Department of Languages and Literature at Ferris
State University

Fall 2007

Prepared by the Composition Committee of the Department of Languages and Literature

Debbie Courtright-Nash, Chair
Dan Ding
Douglas Haneline
Chris Vonder Haar
Robert vonderOsten
Genevieve West, Department Head

)

)

Introduction

English I (ENGL150) has been taught under various names and numbers at Ferris State University for more than a century. On the quarter system, the lower-division writing requirement was fulfilled with three three-quarter credit courses—ENGL 111, 112, and 113. For fifteen years, since semester conversion, students fulfill the requirement with two three-semester credit courses—ENGL 150 and either ENGL 211 or 250. To enter ENGL 150, students need a 14 ACT or a 370 SAT, in the absence of which they must take ENGL 074. Students in all undergraduate programs take ENGL 150, thus forty or more sections are offered per semester.

The catalog description of ENGL 150 is as follows:
> Organize and develop papers for diverse audiences and purposes; including how to focus on a topic, develop ideas, gather support, and draft and revise papers effectively. Fundamental language skills and introduction to library research and argumentation.

Since 2003, the Department's Composition Committee, whose main charge is the oversight and assessment of writing and composition courses, has been steadily assessing ENGL-prefix writing courses, as follows: ENGL 250 was assessed in 2003-04; 300-level writing courses in 2004-05; and ENGL 211in 2005-06. In 2006-07, the primary purpose of the Composition Committee study is to be able to clearly articulate what students learn in the ENGL 150 and how to improve the course.

Answering these questions is important for several reasons:

1. While the committee has not been interested in rating individual instructors, it has been deeply concerned about gauging student learning and documenting student gains in order to understand the impact of our courses on our students.
2. The committee has been cognizant of university assessment goals and has sought multiple forms of assessment in order to approach the issue of student learning from various perspectives.
3. ENGL 150 is one of the courses that satisfy the General Education lower-division writing requirement.
4. Even though up to a fourth of recent entering students bypass ENGL 150 through dual enrollment or credit transfer, it is still the most frequently taken course offered by Languages and Literature, and in fact the most frequently taken course at Ferris State University.

Methods

Pre- and Post-Course Assessment Approach

Based on a successful ENGL 211 assessment, the committee implemented a similar method of a double-blind study in which pre- and post-course assessments for ENGL 150 would be read and rated. In addition, this assessment method also provided the following:

1. Comparative data by student as well as in the aggregate.
2. A focus on progress on specific learning outcomes.
3. Greater rater consistency in evaluating the student performances.

Developing and Field-Testing an Assessment Instrument and Rubric

In Winter 2006, the Composition Committee, in consultation with several current-term ENGL 150 instructors, developed a writing prompt adapted to the stated outcomes for the course and field-tested it in several ENGL 150 sections. After reviewing the student writing samples, the committee revised the document as needed. Next, the committee developed a rubric which would relate to the specific skills and outcomes for English 150. (See English 150 Outcomes, Appendix A)

The Prompt: As a writing assignment, the prompt consisted of an experience-based writing assignment, a specified audience, and a reminder to carefully check grammar and spelling. (See the attached sample of the prompt in Appendix B).

The Rubric: The rating scale ranged from a 1-5: 5=high and 1=low. Six main categories were assessed:
1) Task
2) Audience
3) Organization
4) Development
5) Style
6) Proofreading
(See the attached sample of the rubric in Appendix C)

After developing the prompt and the rubric, the Committee undertook the full pre- and post-course assessment during Fall 2006.

Data Collection

Pre-Course Data: Writing sessions were conducted during the first two weeks of Fall 2006. Data was collected from fourteen instructors with 24 sections of ENGL 150, with a total of almost 500 students participating. Each sample was given an identifying number so that students remained anonymous. The sections included those taught by both regular faculty and adjuncts.

Post-Course Data: With the same 24 sections of ENGL 150, a post-course assessment was conducted during the last two weeks of Fall 2006. Samples were given random identifying numbers to be matched later with pre-assessment samples.

Final Data: Pre- and post-course writing samples, totaling 300 and representing the work of 150 students, were randomly selected as data for rating and analysis.

Rating Team and Rating Session

A single rating session was held on a Saturday morning in Spring 2007. The rating team consisted of fifteen members: six from the Composition Committee, one from the General Education Writing Committee, two regular faculty, four adjuncts, and the Department Heads of Humanities and Languages and Literature. Prior to the actual rating of the samples, the raters conducted a normalizing session in which samples were read and rated, and then scores were compared and discussed. The 150 pairs of writing samples (pre- and post-) were read and rated in a double-blind study using the ENGL 150 rubric designed for this assessment. Because of the large student population, some ENGL 150 instructors served as part of the rating team.

Review and Analysis of Data or
Results and Discussion

After the scores were compiled and transferred to an Excel file for more searching statistical analysis, the committee analyzed the data during the latter part of Spring 2007. Ferris State University's Institutional Research performed the statistical analysis of the raw rating data for the study of student achievement of English 150 learning outcomes. Data collected by the study and the statistical analysis of that data are available in Appendix D of this report. For all of the following study, the N (or number of paired samples) is 150.

The Mean and Standard Deviation of the Results

Figure 1: The Means of All Post-Tests Show Some Gains

Item	Mean	Gain in Post	Standard Deviation
Pretest Task	5.25		1.734
Posttest Task	5.91	.66	1.875
Pretest Audience	5.03		1.539
Posttest Audience	5.33	.30	1.582
Pretest Organization	5.36		1.611
Posttest Organization	5.85	.49	1.549
Pretest Development	5.43		1.503
Posttest Development	5.49	.06	1.384
Pretest Style	5.17		1.282
Posttest Style	5.53	.36	1.345
Pretest Proofreading	5.25		1.618
Posttest Proofreading	5.92	.67	1.608
Pretest Total	31.48		7.027
Posttest Total	33.84	2.36	7.050

In Figure 1, one column indicates the difference between the pretest and posttest mean.[6] For each category that was assessed, there was some gain in the mean. However, in many cases, such as for the categories of Audience and Development, the gains were very small.

The scores on Task showed the greatest standard variation[7]; the scores on style showed the least variations. The statistics do not distinguish whether the variation was a result of the student work or the rating by the raters.

---

[6] Means provides an average of the scores on each item of the pretest and posttest as well as the average of the final scores. Since the scale for each item was from 1 to 5 and the scores of two raters were combined, the lowest score on any item would be a 2 and the highest a 10. If a score by an individual of 3 on a question, for example, were to be considered the expected satisfactory outcome, then 6 would indicate a combined rating score that is satisfactory. No pre or post test score has a means of 6 or above. This indicates that the average of the scores by the raters of the ENGL 150 samples was slightly below the desired mean. Means are extremely sensitive to extreme scores. If four students had a 50 and one student a 100, the mean score would be a 60. However, with the larger sample size and with the smaller scale, the impact of any one score should be less significant.

[7] Standard Deviation measures the average difference from the mean. Larger standard variations mean greater variation from the means by the sample scores; a smaller standard variation means more scores are closer to the mean.

The Measure of the Significant Difference of the Results

Figure 2: Most Areas Show Significant Change

The Outcome Measured	The Mean Difference	Standard Deviation	Significance (2 –tailed)
Pretest Task-Posttest Task	-.667	2.145	.000
Pre Audience- Post Audience	-.293	2.058	.083
Pre Organization-Post Organization	-.487	1.996	.003
Pre Development- Post Development	-.067	1.860	.661
Pre Style-Post Style	-.360	1.586	.006
Pre Proofreading- Post Proofreading	-.673	1.841	.000
Pre Total- Post Total	-2.360	8.456	.001

As seen in Figure 2, all outcomes measured, except the scores for audience and development, showed a significant difference.[8] This indicates that although the mean scores for audience and development did show some improvement, the change wasn't sufficient, given the standard deviation, to be statistically credited to something other than chance.

The Percentage of Score Changes

Within the pairs of scores, some students improved a lot and some students actually had a lower score on their post-test than they did on their pre-test. There could have been many causes of those changes. The following table shows the percentage of scores with a specific change for each outcome. The gains again take into account the result of two raters so that a student who had scores of 2 and 3 on the pre-test (5) and 3 and 4 on the post-test (7) would have a net gain of 2 even though each rater only went up one score. Similarly raters could cancel each other out.

Figure 3: gains and losses from Pre to Post

	-5	-4	-3	-2	-1	0	1	2	3	4	5	6
Task	0	2.0	2.7	13.3	12.0	18.7	17.3	14.0	10.0	5.3	3.3	1.3
Audience	0	3.3	6.0	6.7	22.7	18.0	14.0	13.3	10.7	2.7	2.7	0
Organization	.7	1.3	8.0	6.0	14.7	15.3	21.3	16.7	11.3	4.0	.7	0
Development	1.3	2.0	5.3	9.3	18.0	22.0	22.0	12.0	6.0	.7	.7	.7
Style	0	.7	4.0	7.3	16.0	23.3	25.3	16.7	4.0	2.7	0	0

---

[8] Changes in scores can be a result of chance or the result of the actual treatment. When there is a large standard deviation (variation in scores) and small changes in the means, the change could very likely be a result of chance. When there is a smaller standard deviation and a larger change in the means, the change is more likely to be a result of treatment. Statisticians use a t-test as a measure of whether not the difference in scores was chance. The larger the number of significance the more likely any change was chance; the smaller the number the more likely that the change was a result of treatment. Any significance number larger than .05 is seen as not statistically significant; any significance number smaller than .05 is seen as statistically significant. A statistically significant result means that the change is likely to not be a result of chance.

Proofreading   0   0   3.3   8.7   14.7 22.0 18.0 19.3 6.0   6.0   1.3   .7

As seen in Figure 3, no students got significantly worse in their proofreading (-5,-4) and only 26.7 % scored worse on proofreading in the post-test than the pre-test. Some students clearly showed significant gains (4,5,6) with 8% having 4 or above positive change in their scores. In fact, 51.3 % of the scores showed improvement. For development, the area with the lowest change in mean, 3.3% scored much lower on post-test than on pre-test. In all, 35.9% of the samples had lower scores in development on the post-test than on the pre-test. Only 42.1% of the samples had higher scores on the post-test.

There may be many explanations for those samples that showed declines in scores, including the impact of how the participants viewed the assessment activities, and the result of participants trying other than standard models.

Conclusions

Overall, the assessment study of English 150 indicates some improvement in three areas: organization, style, and proofreading. The two areas showing little or no improvement are audience and development.

Areas of Little/No Student Improvement

When we looked at the areas that did not improve for students, we questioned what might account for this. Students did not improve in development and audience, which may be explained in part by the above factors. In retrospect, we find that some of the conditions of the assessment itself may explain student lack of improvement:

1. Prompt
   - a scenario beyond the range of student experiences(foreign country, study abroad experience, writing for a foreign newspaper, etc.)
   - audience and task lacking clarity

2. Conditions of the assessment delivery
   - variations in instructor delivery of prompt/assessment, (e.g., instructions, incentives, time, etc.)
   - handwritten essay
   - lack of "embedded assessment" during the course

The post-test was administered during the final two weeks of the semester when students may have perceived it as an "add-on" activity without any incentive, for example, a grade. Nonetheless, given some shortcomings of the assessment prompt and variations in instructor delivery, we note the ability of students to recognize rhetorical features and improve in several areas of the writing process: organization, proofreading, and style.

Areas of Student Improvement

Student learning in English 150 for this group of students resulted in some improvement in the assessment categories of organization, style, and proofreading. What might account for the greatest improvement category—proofreading—is the nature of the editing task, especially as students may find proofreading as the most manageable task, a "black and white" activity where their writing is

either correct or incorrect. As such, proofreading may be the easiest of writing tasks for them and therefore explain the improvement in the post-test scores.

It is possible that the students remembered the pre-test task and topic which could have assisted them in the post-test writing with improvement in some areas.

Actions:

One main concern we raised about the data was that the mean was not 6 or higher on a 7-point scale. Students fell on the lower end of performance, and the reasons are unclear. One potential reason may be a variation in interpretation of the outcomes for English 150. Also, the fact that since the incoming mean was low, the value added did not raise the mean beyond 6. We would like to investigate these reasons.

The English 150 Assessment Study has prompted the Committee to raise the following questions:

1. What issues and questions need to be raised and discussed about the teaching of and the student learning in the English 150 course?
2. How do the practices in English 150 match up with the stated outcomes for English 150? Are the practices displaced from the outcomes?
3.
4.

We recommend the following actions:
1. Initiate a broader discussion of English 150 outcomes: department and university (e.g., with General Education Composition Assessment Committee)
2. Conduct a follow-up English composition sequence study: focus groups with interviews.
3.
4.

Appendices

Appendix A. English 150 Outcomes

)   **English 150**   **Writing Assessment Prompt**   **Name:**

Writing Assignment:
On these sheets of paper, write an essay in response to the situation described below. Check your work carefully for grammar and spelling errors before handing it in.

Writing Situation:
You have been an exchange student in an English-speaking country for approximately eight weeks. You attend school in a foreign city, and the population is relatively well-educated. Many of the people in the city know about the United States in general, but they don't really know about life in an American community. You have been asked by the local newspaper to write an article of about 500 words that specifically describes your community so that your readers can better understand America.

Also use this correspondence to announce a meeting that all employees must attend so you can all discuss the proposed policy and gather feedback and further suggestions before the policy is finalized and put in the handbook.

)

)

Appendix C

Rater_____   **Essay_____**

Scoring: High = 5; Low = 1

1. Task
The essay responds appropriately and consistently to the prompt.

       1   2   3   4   5

2. Audience
The student understands the audience's values, attitudes, and information needs.
The student chooses words that the audience will understand.
The student uses an appropriate tone of voice.

       1   2   3   4   5

3. Organization
The essay has a clear thesis.
Each paragraph has a focus.
The essay has a unified organization with an effective introduction, transitions, and conclusion.

       1   2   3   4   5

4. Development
For support, the student uses relevant details, examples, reasoning, and evidence.
The student draws inferences and makes analogies which show insight into the topic.

       1   2   3   4   5

5. Style
The student uses appropriate variety in sentence structure, paragraphing, and word choice.
The student achieves clarity throughout.

       1   2   3   4   5

6. Proofreading
The essay is free from errors in grammar, mechanics, spelling, and punctuation.

       1   2   3   4   5

       5 = zero to 1 error
       4 = 2 to 4 errors
       3 = 5 to 7 errors
       2 = 8 to 10 errors
       1 = 11 or more errors

Total_____

Appendix D

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest Task	5.25	150	1.734	.142
	Posttest Task	5.91	150	1.875	.153
Pair 2	Pretest Audience	5.03	150	1.539	.126
	Posttest Audience	5.33	150	1.582	.129
Pair 3	Pretest Organization	5.36	150	1.611	.132
	Posttest Organization	5.85	150	1.549	.126
Pair 4	Pretest Development	5.43	150	1.503	.123
	Posttest Development	5.49	150	1.384	.113
Pair 5	Pretest Style	5.17	150	1.282	.105
	Posttest Style	5.53	150	1.345	.110
Pair 6	Pretest Proofreading	5.25	150	1.618	.132
	Posttest Proofreading	5.92	150	1.608	.131
Pair 7	Pretest Total	31.48	150	7.027	.574
	Posttest Total	33.84	150	7.050	.576

Paired Sample T-Test: Pre and Post

Paired Samples Statistics

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest Task & Posttest Task	150	.296	.000
Pair 2	Pretest Audience & Posttest Audience	150	.131	.111
Pair 3	Pretest Organization & Posttest Organization	150	.203	.013
Pair 4	Pretest Development & Posttest Development	150	.172	.035
Pair 5	Pretest Style & Posttest Style	150	.272	.001
Pair 6	Pretest Proofreading & Posttest Proofreading	150	.348	.000
Pair 7	Pretest Total & Posttest Total	150	.278	.001

Paired Samples Test

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference — Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest Task - Posttest Task	-.667	2.145	.175	-1.013	-.321	-3.807	149	.000
Pair 2	Pretest Audience - Posttest Audience	-.293	2.058	.168	-.625	.039	-1.746	149	.083
Pair 3	Pretest Organization - Posttest Organization	-.487	1.996	.163	-.809	-.165	-2.987	149	.003
Pair 4	Pretest Development - Posttest Development	-.067	1.860	.152	-.367	.233	-.439	149	.661
Pair 5	Pretest Style - Posttest Style	-.360	1.586	.129	-.616	-.104	-2.781	149	.006
Pair 6	Pretest Proofreading - Posttest Proofreading	-.673	1.841	.150	-.970	-.376	-4.479	149	.000
Pair 7	Pretest Total - Posttest Total	-2.360	8.456	.690	-3.724	-.996	-3.418	149	.001

119

One-sample T-Test: Score Changes

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Total Score Change	150	2.36	8.456	.690
Task Score Change	150	.67	2.145	.175
Audience Score Change	150	.29	2.058	.168
Organization Score Change	150	.49	1.996	.163
Development Score Change	150	.07	1.860	.152
Style Score Change	150	.36	1.586	.129
Proofreading Score Change	150	.67	1.841	.150

One-Sample Test

	Test Value = 0					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Total Score Change	3.418	149	.001	2.360	1.00	3.72
Task Score Change	3.807	149	.000	.667	.32	1.01
Audience Score Change	1.746	149	.083	.293	-.04	.63
Organization Score Change	2.987	149	.003	.487	.16	.81
Development Score Change	.439	149	.661	.067	-.23	.37
Style Score Change	2.781	149	.006	.360	.10	.62
Proofreading Score Change	4.479	149	.000	.673	.38	.97

DRAFT 2 **   DRAFT 2 **   DRAFT 2

ENGL 250:
A Report on Portfolio Assessment

**Summary: After an extensive portfolio review, the Composition Committee
finds that ENGL 250 students continue to meet the outcomes as stated by the
department. The Committee recommends no changes to the outcomes, but
does recommend ongoing departmental discussion of the areas that continue
to challenge students in ENGL 250: audience awareness, incorporation of
primary and secondary sources, documentation, organization, and mechanical
correctness.**

**Prepared by the Composition Committee of the Department of Languages
and Literature
Kevin Miller, Chair
Matt Nikkari
Genevieve West
Erin Weber
Reinhold Hill
Ruth Mirtz
Roxanne Cullen, Department Head**

April, 2004

121

Report on ENGL 250 Portfolio Assessment
April, 2004

Procedure and Scope:

In the spring of 2003, the Composition Committee of the Department of Languages and Literature asked teachers of ENGL 250 to collect and submit a random sampling of portfolios from their students, containing all the final draft writing of each student (essays and papers). Eleven instructors submitted portfolios from 124 students. Roxanne Cullen supervised the anonymous labeling and filing of the portfolios. The committee then conducted an inventory of the writing included in the portfolios, in order to assess whether students were meeting the published outcomes. The committee investigated further the quality of student writing, dividing several areas of concern among members who looked more closely at the portfolios in order to answer more specific questions about what students in ENGL 250 are attempting or able by the end of the semester to do successfully. The Committee also wrote and distributed a survey to gather opinions and information about the goals and outcomes of ENGL 250 among its instructors.

The number of portfolios and the mixed collections of materials in the portfolios made the committee unable to assess directly some areas of ENGL 250 outcomes, particularly outcomes that did not have written evidence connected to final drafts, such as peer and teacher review and in-class collaboration and practice with specific topics on the list of outcomes. However, the committee feels that a typical range of papers and sufficient numbers of student papers were available to make the general recommendations contained in the report.

Conclusions: After a lengthy and detailed assessment of ENGL 250, the Composition Committee finds the outcomes for ENGL 250 are evidenced in the portfolios and that the department is successfully meeting the outcomes as listed. At least 95% of the outcomes are attempted by students and most students are successfully meeting the outcomes. Thus, we find that ENGL 250 is indeed taught by a majority of instructors as a course in advanced composing strategies using sources and documentation, an introduction to argumentation, and continuing instruction in mechanics, clarity, and organization. Most students develop their own topics and structures, read and synthesize multiple sources of information while examining their own positions and assumptions, and practice making reasonable argument with supporting evidence. They continue to advance in their work on mechanical correctness at the same time that they attempt more complex, sophisticated structures in sentences, paragraphs, and essays. The outcomes less often evidenced in the portfolios include the use of primary sources, formal outlines, and visuals within texts. The committee concludes from discussion with instructors that these areas are not primary outcomes, and that most instructors are making strategic decisions to emphasize other outcomes with more disciplinary cross-over. Given the high correlation of teachers' comments about the course outcomes in the instructor survey with the student outcomes found evidenced in the portfolio review, the committee does not recommend changing the outcomes at this time.

Recommendations: The Composition Committee makes the following recommendations after studying and discussing the conclusions of the portfolio review:

1. The committee should work toward defining 100-, 200-, and 300-level outcomes in general, in order to clarify expectations across the writing curriculum.

2. The committee, with the assistance of the ENGL 250 instructors, should prepare documents that guide instructors in meeting the outcomes and pushing for more innovative uses of materials and assignments. These documents should be on file, available electronically and in print, for all instructors.

3. The committee should work to make instructors more aware of ways to include all the outcomes and to improve their confidence in areas such as the use of primary sources and visuals, the use of specific audiences for texts, continued work on mechanical correctness, especially with the incorporation of secondary texts and documentation.

* * * *

Outcomes Inventory
--Ruth Mirtz

The following is an inventory of the portfolios collected for the ENGL 250 review. Each column represents 5-10 portfolios examined from a single section of ENGL 250 taught in the fall of 2003. A crosshatch (#) means evidence was seen that students attempted or were successful at this skill/outcome.

Published ENGL250 Outcomes	11	10	9	8	7	6	5	4	3	2	1
Analyze and define the purpose of their writing	#	#	#	#	#	#	#	#	#	#	#
Understand the context for academic research writing	#	#	#	#	#	#	#	#	#	#	#
Inform a reader about a chosen topic using a synthesis of supporting material	#	#	#	#	#	#	#	#	#	#	#
Argue a position or make an evaluation with supporting reasons and evidence	#	#	#	#	#	#	#	#	#	#	#
Locate information appropriate to their writing	#	#	#	#	#	#	#	#	#	#	#
Document that information	#	#	#	#	#	#	#	#	#	#	#
Generate a focused and workable research thesis	#	#	#	#	#	#	#	#	#	#	#
Retrieve information from various sources including library	#	#	#	#	#	#	#	#	#	#	#
Recognize primary and secondary sources and use both correctly	#	#	#1	#	#1	#	#1	#	#1	#	#
Evaluate information found in sources	#	#		#		#			#	#	
Identify and evaluate arguments and positions of others	#	#	#	#	#	#	#	#	#	#	#
Analyze and define needs of intended audience	#	#	#	#	#	#	#	#	#	#	#
Adapt their writing to readers' level of knowledge on topic	#	#	#	#	#	#	#	#	#	#	#
Adapt their writing to reader's values, attitudes, and needs	#	#	#	#	#	#	#	#	#	#	#
Use vocabulary and tone appropriate for their readers	#	#	#	#	#	#	#	#	#	#	#
Analyze writing task and choose appropriate methods of organization	#	#	#	#	#	#	#	#	#	#	#
Produce an outline for an extended document			#				#			#	
Demonstrate appropriate and effective organization for an extended document	#	#	#	#	#	#	#	#	#	#	#
Provide appropriate contexts for material from sources	#	#	#	#	#	#	#	#	#	#	#
Insert visuals where appropriate					#		#				#
Avoid common grammatical errors of standard English	#	#	#	#	#	#	#	#	#	#	#
Quote accurately	#	#	#	#	#	#	#	#	#	#	#
Vary sentence length and style for rhetorical purposes	#	#	#	#	#	#	#	#	#	#	#
Use concise language	#	#	#	#	#	#	#	#	#	#	#
Use correct grammar, syntax, punctuation and spelling	#	#	#	#	#	#	#	#	#	#	#
Maintain a consistent point of view	#	#	#	#	#	#	#	#	#	#	#
Collaborate with instructor and others 3	n/a										
Critique others' drafts 3	n/a										
Use peer review to revise their own writing 3	n/a										
Total number of polished "unified-prose" pages (majority of which are documented)	21	28	15	13	15	15	13	25	30^2	20	15

Note 1: These portfolios showed evidence that students had used secondary sources but not primary sources.

Note 2: These portfolios included papers that were collaboratively written.

Note 3: The portfolios as collected did not require evidence of peer or instuctor review and collaboration, so those outcomes could not be fairly surveyed. Many of the portfolios did, however, include peer response sheets and copious instructor comments.

Inventory Conclusions: The inventory shows a remarkable consistency in most areas of the ENGL 250 outcomes (22 out of 29 outcomes). Most students are writing extended texts, practicing argument and research skills and strategies, and paying attention to the quality of their writing. Most students are polishing between 15-25 pages of documented writing and most of that documented writing includes multiple drafts and other supporting writing assignments.

The four areas where there are some gaps in the inventory concern primary sources, the evaluation of sources, outlines, and visuals. Primary source material has not traditionally been considered objective and reliable enough for college work and it's likely that some instructors are not comfortable assigning papers which include primary source materials. Some work with primary sources may not have been evident in the papers included in the portfolios as well, so that more students are working with primary sources than the inventory indicates. The use of outlines, however, is a contested matter with English instructors. Most instructors do not require the use of formal outlines as part of a final project, using outlines instead as an invention or revising technique. Again, the portfolios as collected may not have included outlines that were written in courses. With the evaluation of sources, also, it's most likely that those outcomes were handled with discussion, lectures, and in-class practice, which cannot be identified through the portfolio inventory.

The use of visuals is also a contested area among English instructors. With the ease of downloading JPEG files into a document, some kinds of visuals in documents don't represent any particular educational use. Other instructors see the inclusion of visuals as less important than direct writing skills and strategies and yet more time-consuming in terms of visual literacy and computer software issues, and thus choose not to focus on it. Yet other instructors probably see it as a topic for advanced composition (ENGL 321 and 325).

The inventory also brought to light some matters not on the list of outcomes. Most students are using advanced library and database searching skills, writing innovative and interesting papers that require combining their own thoughts with those of experts, and doing a great deal of critical reading of sources.

Editing
--Genevieve West

Given the inconsistency in the way the portfolios were put together it is impossible to reach a consensus about how much editing students are doing and how much marking of surface level errors faculty are doing in ENGL 250.

One set of portfolios, perhaps the most disappointing, contained drafts and graded student papers. Surface-level errors persisted from draft to draft, suggesting little work on editing, and at no point did the instructor respond to or mark ANY issues in the students' writings.

Three of the eleven portfolios contained no drafting, so it was impossible to determine if the students made any progress in editing their own work. One of these sets was also copied before grading, so there was no indication of how or if the instructor responded to surface-level issues.

Nine portfolios (including two of those without drafts) indicate instructors marked (at least some) surface-level errors. In two cases there were extensive corrections.

Six of the sets showed moderate editing, most likely by students, during the drafting process. There may be other changes, such as in spelling, which took place electronically, and therefore are difficult to track between drafts.

One set showed minimal editing in the drafting process.

A number of common errors persisted in the students' papers, suggesting many of our students struggle with similar issues: shifts in number, formatting of the works cited page, contents of MLA parenthetical citations, punctuation of compound sentences and compound elements, correct use of demonstrative pronouns, correct (and complete) documentation of electronic sources (particularly those found in databases), and the consistent use of signal phrases to introduce quotations.

Problems with using MLA format often persist within a given set or portfolios, suggesting that not all faculty are teaching the most current MLA format.

One set of papers contained no works cited pages, but the papers included parenthetical citations, raising concerns about whether students were taught to use a works cited page.

Awareness and Knowledge of Audience
--Erin Weber

The key outcome related to audience is that that "students should be able to analyze and define the needs of their intended audience" in the areas of subject area, values/attitudes/needs, questions/objections, and vocabulary/tone. The mastery of audience analysis is key for our students to effectively write in their professions. Such outcomes should not be removed from ENGL 250. However, with that said, it is difficult to equitably determine how much audience analysis is addressed in ENGL 250. Overall, the assignments included in the portfolio are consistent with a second-level English course—research-based papers. The majority of the research-based papers showed no evidence of a specific purpose or audience other than an implied academic audience (namely the instructor). The same is true of the supplementary assignments like one-page reaction papers or literature reviews.

Specifically, two of the 11 sets of portfolios included review sheets or rubrics (student and instructor) with specific items. Neither set included any mention of audience awareness. One set of portfolios included outlines for the research-based assignment, and on those outlines, there were short audience descriptions (usually a short sentence or two).

Adapt their writing to their readers' level of knowledge on the topic / Adapt their writing to their readers' values, attitudes, and needs

Because audience analysis is not stressed, based on the evidence in the portfolios, it is not possible to accurately determine if ENGL 250 students can adapt their knowledge of a specific topic to that of their readers. What they can do is write a multi-page research paper on a given topic within an instructor's specifications.

Anticipate and answer readers' questions and/or objections

This area seems to be addressed within the boundaries of the research assignments. While a specific audience may not be identified, the students seem to structure their projects in a traditional, academic format which does allow discussion of questions or objections. However, the portfolios showed no evidence of a variety of assignments to challenge the ENGL 250 students in this area. With a lack of audience awareness, it is difficult to identify and address specific questions and objections.

Use vocabulary and tone appropriate for their readers

The students can use appropriate vocabulary for their level of education and maturity. Once more, the nature of assignments in ENGL 250 do not focus on a specific audience and purpose where conscious decisions about vocabulary and tone are needed.

Final Thoughts

While the research-based assignment is necessary for ENGL 250, more definition of purpose and audience may be helpful for our students. Even in those courses where the instructor provides the general topic, students could easily adapt a personal perspective to the situations by defining their intended audience and purpose. More discussion of audience needs to happen in ENGL 250 in order to properly prepare our students for a 300-level writing course and writing they will perform in the workplace. The majority of our students do not choose a life of writing for an academic audience. Rather, they will be writing for supervisors, customers, and peers. The assignments need to have some purposeful direction to prepare these students to successfully communicate in the workplace.

**Evidence of Peer Review, Editing, Collaborative Work
--Matt Nikkari**

Of the nine groups represented (one was missing), only three clearly used peer collaboration of some kind, and one suggests that it might do so. This does not signify that the seven sample sets which did not obviously include peer work lacked this as a course component. Indeed, collaboration might even play an important part in those courses. Then again, it might not.

Peer review, draft editing, critiquing are not visible enough to say with any certainty that they are relevant in six out of nine samples examined. Collaboration "with instructor and others" is also somewhat ambiguous, except that most of the samples suggest that multiple drafting and revision are integral course components in all of the samples. However, the degree to which this is the case, the mechanics involved in managing them, and other matters that would clarify the extent and type of student-instructor collaboration are not clearly present in the samples reviewed. This

is, most likely, something beyond the scope of the investigation--certainly it was something not clearly laid out as a factor that the contributing instructors were required or requested to provide.

Perhaps the task of ascertaining whether or not collaborative work is a significant part of a particular 250 section could be made easier in the future by asking for a copy of the instructor's syllabus, in-class worksheets, assignment handouts, etc. This would also facilitate investigations in to the other matters that the committee is doing.

Also, the committee could easily construct a checksheet highlighting those items that it intends to look for, filled out by each instructor, to clarify things--too often, the contents of the folders provided do not cover enough to give a clear indication of what goes on in class.

Organizing
--Reinhold Hill

It is clear from reviewing the portfolios submitted for the English 250 assessment that most papers in English 250 are written for an implied academic audience. Audience is rarely directly addressed, and what one finds when looking at the organizational structure of most English 250 papers is that they follow traditional academic forms. That is, most of the papers open with a general statement, followed by some examples or elaborations. The first paragraph ends with a narrowing focus, what many teachers would call the thesis statement. The body of the paper is composed of paragraphs that are built upon topic sentences, and the papers conclude with restatements of the major points and a reassertion of the central focus.

Produce an outline for an extended document

Of the eleven sets of papers I examined, only four had any evidence of outlines. Two sets of papers had formal outlines, one set used informal outlines, and one set had some outlines, but there was no evidence in this set that it was standard practice. If one of our course objectives is going to remain that students be able to produce an outline for an extended document, then more of the instructors in the department will need to incorporate the outline into their courses. I think the question that needs to be asked first, however, is, "What is the goal of producing an outline?" If the goal is to teach organizational structures, then there may be many ways to accomplish this goal without the use of outlines.

Demonstrate appropriate and effective organization for an extended document

Most of the papers had clear organizational structures, as touched upon above. There were two sets, however, where the organizational structure was not immediately apparent. In at least one set of papers, the papers seemed to flow around ideas that were not related to each other, at least to the mind of this reader.

Provide appropriate contexts for material from sources

The weakest organizational feature in most of the papers was the use of sources. Many papers showed little mastery with the integration of sources into the argument. The sources were not

often introduced, and when they were introduced, they were not often commented upon after their use. There seems to be a tacit acceptance that English 250 students are novices when it comes to the use of sources, and often papers are driven by the sources used rather than by the students' own ideas.

Insert visuals where appropriate

Only two sets of papers indicated that visuals were being addressed in English 250. This may be an area the department decides to focus upon. The two sets that did incorporate visuals used them appropriately, and the visuals contributed to understanding the concepts being explored. In both cases, the visuals were charts or statistical tables that expanded upon the textual information.

Conclusion

The department, as a whole, seems to provide students with some instruction in organizing academic writing. There may be other circumstances and audiences we could address in our focus upon organization. Nonetheless, the majority of the papers indicated that students were aware of organization as a writing concern. Two areas that we might want to expand upon are the contextual use of source information and the use of visuals. The first concern may simply be difficult to address in English 250. It is the first course at Ferris where most students are exposed to the use of sources, so they are treading on unfamiliar ground.

Revision
--Kevin Miller

Given the length and scope of the final papers that each set of student work evinced, it is difficult to imagine that revision is not integrated in all of the English 250 courses. Even in instances where the collected work presented only finished writing, the teachers' comments made it apparent that the students used revision to further strengthen the final papers they eventually turned in for a grade. Nonetheless, if we apply the strictest criteria in reviewing the submitted folders only three do not demonstrate extant evidence of revision. For the purposes of this report we are defining revision as the students' use of various techniques or drafts to modify the content of a given writing assignment over time.

The portfolios demonstrated three dominant strands of revision methodology: self-directed, peer-directed, and teacher-directed revision. In two of the collections, several of the portfolios by individual students evinced drafts that appear to have been generated by the students' own volition rather than an outside trigger such as a particular stage in an assignment's sequence. These "deep revisers" then appear to have integrated revision as a necessary component to their composing process. It is not evident from the folders whether this approach grows out these students' experiences with other Ferris classes such as English 150 or if the approach is specifically enacted by their English 250 course requirements.

In at least six of the eleven folders there were obvious signs that the classes were using peer-directed feedback to trigger additional revision-oriented writings. Five of these six collections demonstrated strong use of peer workshops to help the student writers reconsider their work. Additionally in four of the six classes the instructor had provided the students with a handout to help structure and direct the peer reviews. It is reasonable to assume that the use of peer-review whether by full workshop method or more moderate means is present in a greater number of English 250 classes than was indicated by the data that were collected, but even with the limitations of the study's collection procedures, peer-directed revision is common to our English 250 classes and the way we institute revision.

Nearly all of the folders showed evidence of teacher-directed feedback that asked the students to think about how the content of their papers might be revised. In four of the folders there was evidence to indicate that the student had met with the teacher individually in conference to work explicitly on revising a paper on which the student was working. All but two of the collected sections demonstrated teacher commentary that suggested possible modifications to the paper even when further revision work was not allowed or expected because they were final comments on final papers. The teacher-directed commentary was among the most varied in terms of the kind of revision that was called for. The typical "big picture" or meta-commentary was present in most of the teachers' comments, pushing students to significantly rethink major sections or approaches to the subject about which they were writing. However, a greater range of local area comments were present in the teacher-directed feedback, commentary that pushed students to present more evidence on a particular point or to consider revising a stylistic element.

Revision is deeply embedded in the way that the department's instructors teach writing in English 250. While specific approaches to presenting revision vary, the current 250 outcomes do not reflect our apparent commitment to revision work. Also, while revision is implied in the current outcomes under the section "Awareness and Knowledge of Audience" it is mentioned only in the section on collaboration. Its presence there is warranted and supported by the data the collected; however, the department should consider making a more declarative statement regarding the role of revision in English 250.

Instructor Survey
--Hill, West, Miller, Mirtz

Faculty members who regularly teach ENGL 250 were surveyed in the spring of 2004. 21 surveys were returned. Some questions were left blank, however, so not all answer total 21. The design of the survey is such that low numbers on specific items mean instructors see those outcomes as things students have already mastered and thus not expected to be a focus of the course, rather than as items of which students have less mastery.

Overall, the results show considerable agreement among ENGL 250 instructors. In the first section, instructors for the most agree that student enter ENGL 250 with most of the skills considered outcomes for ENGL 150: able to draft, revise, and review with peers organized, coherent paragraphs and essays. Instructors feel students know how to support their ideas, summarize ideas, and proofread their own work. Instructors feel students do not know how to paraphrase and synthesize ideas from multiple sources, how to read those sources carefully and critically, use various research tools such as databases, how to argue logically and critically, or use documentation formats.

In the second section, instructors indicated that they felt students could perform adequately all the skills listed on the survey. The only area with less than 75% agreement from instructors was the item "know how to use bibliographies."

In the third section of the survey, instructors agreed that students make the greatest gains in the areas most emphasized in the outcomes for ENGL 250: researching, writing extended papers, standards for academic writing, critical and careful reading, conducting library research, documenting research, and supporting ideas.

In the fourth section, instructors agreed less about areas in which students make smallest gains, and a few instructors find students not making progress in several areas. However, these areas stood out for instructors: articulating complex ideas and perspectives, discovering problems in their drafts on their own, considering a specific audience, reflecting thoughtfully on their own texts, conducting primary research, and developing different argument strategies.

Overall, if there is any outcome that instructors as a group seem to believe students are not meeting, it would be argumentation. However, the committee recognizes that ENGL 250 only provides an introduction to argumentation and that the traditional age level of students in ENGL 250 means students don't always have the maturity and experience that would help them make strong complex arguments about difficult issues.

The final section was designed to see if instructors feel the outcomes for ENGL 250 are appropriate for the our students and for the curriculum. Most items were ranked #1 ("very important for ENGL 250") or #2 ("slightly less important"). The items that instructors gave mixed rankings were "composing with computers," "uses of and strategies for personal writing," "stylistics," and "instruction in editing." Personal writing and editing are, of course, focuses in ENGL 150. Instructors possibly see composing with computers as an ENGL 150 outcome or as not within the curriculum of writing courses. Stylistics may seem like an outcome more appropriate for 300-level writing courses, but may also reflect concerns this portfolio review has raised about the role of audience in composing processes in ENGL 250.

What do you think students are equipped to do upon entering ENGL 250?

Writing organized, coherent paragraphs	20
Write organized, coherent essays/papers	16
Adapt their writing process knowledge to new writing tasks	12
Proofread for mechanical errors	16
Produce thoughtful rough drafts	17
Respond helpfully to peers' writing	14
Read critically and accurately	9
Invention (brainstorming, freewriting, generating new material)	19
Revision (rewriting at both global and local levels)	16
Wordprocess effectively and professionally	16
Narrow and focus a topic	14
Synthesize ideas from more than one text	5
Use the library catalog to locate books and periodicals	6
Use databases to find sources	7
Know how to use bibliographies	2
Support their ideas	17
Argue logically	7
Think critically and analytically	7
Use sources to support their ideas	7
Document their uses of sources	5
Paraphrase	10
Summarize	14
Use quotation marks properly	9
Use MLA citation format	5
Use APA citation format	2
Use Chicago citation format	0
Use another documentation format	0
Other:	0

What do you think students can do at the end of ENGL 250?

Writing organized, coherent paragraphs	20
Write organized, coherent essays/papers	20
Adapt their writing process knowledge to new writing tasks	19
Proofread for mechanical errors	19
Produce thoughtful rough drafts	19
Respond helpfully to peers' writing	16
Read critically and accurately	18
Invention (brainstorming, freewriting, generating new material)	20
Revision (rewriting at both global and local levels)	17
Wordprocess effectively and professionally	17
Narrow and focus a topic	20
Synthesize ideas from more than one text	19
Use the library catalog to locate books and periodicals	17
Use databases to find sources	19
Know how to use bibliographies	13

Support their ideas	20
Argue logically	17
Think critically and analytically	15
Use sources to support their ideas	20
Document their uses of sources	19
Paraphrase	18
Summarize	18
Use quotation marks properly	20
Use MLA citation format	18
Use APA citation format	1
Use Chicago citation format	0
Use another documentation format	0
Other: produce and use graphic presentations of information	

In what areas do students make the greatest gains in ENGL 250?

Revising effectively	6
Organizing	7
Considering a specific audience	2
Editing for mechanics	6
Researching	16
Getting thoughts on paper (fluency)	3
Articulating complex ideas and perspectives in writing	6
Giving and receiving (using) peer and teacher feedback	6
Discovering problems in their drafts on their own	4
Writing extended papers (longer than 3 pages)	16
Standards for academic writing	12
Critical and careful reading	10
Reflecting thoughtfully on their own texts	4
Increased confidence in some aspects of their writing	11
Using the computer in ways that aid their writing	5
Conducting primary research	8
Conducting library research	17
Documenting research	18
Supporting ideas	15
Synthesizing information from sources	11
Arguing logically	9
Developing different argument strategies	7
Other:	0

In what areas do students make the least progress in ENGL 250?

Revising effectively	7
Organizing	4
Considering a specific audience	8
Editing for mechanics	7
Researching	1
Getting thoughts on paper (fluency)	2

Articulating complex ideas and perspectives in writing	9
Giving and receiving (using) peer and teacher feedback	6
Discovering problems in their drafts on their own	13
Writing extended papers (longer than 3 pages)	1
Standards for academic writing	4
Critical and careful reading	7
Reflecting thoughtfully on their own texts	8
Increased confidence in some aspects of their writing	2
Using the computer in ways that aid their writing	3
Conducting primary research	8
Conducting library research	2
Documenting research	1
Supporting ideas	3
Synthesizing information from sources	3
Arguing logically	5
Developing different argument strategies	8
Other:	0

Give each of the following a rating in terms of how essential they are for ENGL 250.
1=very important to the goals of ENGL 250
2=slightly less important
3=not as important as other elements
4=should be excluded from 250 (possibly more relevant to 150 or 300-level)

	1	2	3	4
writing process knowledge (drafting and revising techniques)	12	4	2	3
rhetorical knowledge (audience, purpose, genre)	11	7	3	0
organizational and coherency knowledge and techniques	13	6	1	1
composing with computers (using technology effectively as a writer)	3	7	7	4
research processes for print sources (library use, databases, journals)	18	2	1	0
research processes for primary sources (interviews, surveys, observations)	7	7	4	2
information from multiple sources	18	3	0	0
paraphrasing and summarizing	18	3	0	0
quoting from sources	19	1	1	0
documentation (MLA, APA)	19	1	1	0
instruction in editing (grammar, punctuation, spelling)	10	4	5	2
argument strategies (beyond audience awareness)	13	8	0	0
qualities of excellent academic prose	6	11	2	2
plagiarism (standards for academic honesty)	18	2	0	0
critical reading strategies for their own work	13	5	2	0
critical reading strategies for professional essays and assigned reading	13	4	2	0

uses of and strategies for personal writing	2	2	8	6
stylistics (use style appropriate to audience)	6	11	4	0
Other: producing and using graphs				

Student Learning in English 211:
A Report on an Assessment Project of the Department of Languages and Literature at Ferris State University

November 30, 2006

Prepared by the Composition Committee of the Department of Languages and Literature

Debbie Courtright-Nash
Dan Ding
Reinhold Hill, Department Head
John Jablonski
Matt Nikkari
Caroline Stern
Chris Vonder Haar
Robert vonderOsten
Douglas Haneline, Chair

Introduction

ENGL 211, Industrial and Career Writing, has been offered at Ferris State University under the same number for many years. When the University was on the quarter system, ENGL 211 was a three quarter-credit course; at semester conversion in 1993, it became a three semester-credit course. The course was created to fulfill the General Education post-ENGL 150 writing requirement needs of students in A.A.S. programs (mostly in the Colleges of Business and Technology), and although the cluster of programs requiring it changes from time to time, enrollment in ENGL 211 typically requires the offering of six to eight sections per semester.

The catalog description of ENGL 211 is as follows:

> English 211 is a basic course designed to prepare the student to write successfully on the job as an employee or a first-line supervisor. It includes basic forms of business and technological writing to assist the student in developing sound communication practices.

Its only prerequisite is ENGL 150.

Since 2003, the Department's Composition Committee, whose main charge is the oversight and assessment of writing and composition courses, has been steadily assessing ENGL-prefix writing courses. In 2003-04 ENGL 250 was assessed; in 2004-05 the 300-level writing courses were assessed; in 2005-06 it was the turn of ENGL 211. The Composition Committee wanted to learn the answer to these questions—**what do students learn in ENGL 211, and how can the course be improved?**

Getting at the answer to these questions is important for several reasons:

5. While the committee has not been interested in rating individual instructors, it has been deeply concerned about gauging student learning and documenting student gains in order to understand the impact of our courses on our students.
6. The committee has been cognizant of university assessment goals and has sought multiple forms of assessment in order to approach the issue of student learning from various perspectives.
7. English 211 is one of the courses that satisfy the General Education lower division writing requirement.

The primary purpose of any such study is to be able to clearly articulate what students learn in the courses they are taking and how to improve the course.

Methods

Pre- and Post-Course Assessment Approach

The committee decided to implement a different choice in undertaking the English 211 assessment. Unlike previous writing course assessment methods that relied on a single writing sample from participants, this one would include both pre- and post-course assessments. This would allow pairs of writing samples to be read and rated in a classic double-blind study.

In addition, this assessment method also provided the following:

4. Comparative data by student as well as in the aggregate.
5. A focus on progress on specific learning outcomes.
6. Greater rater consistency in evaluating the student performances.

Developing an Assessment Instrument and Rubric

In October 2005, the Composition Committee consulted with two current-term ENGL 211 instructors (Stern, Kantar) for help in designing an appropriate writing prompt. After receiving their stated outcomes for ENGL 211 and a suggested framework for a prompt, the committee met with these instructors.

The committee revised the document accordingly, developing a prompt which reflected the stated English 211 outcomes Next, the committee discussed development of a rubric which would relate to the specific skills and outcomes for English 211 (i.e., to assess levels of performance in targeted areas, e.g., audience awareness, editing, appropriate format).

The Prompt: As a writing assignment, the prompt consisted of (a) a problem/solution situation set in a business context, (b) a specified audience, and (c) a reminder to carefully check grammar and spelling.

(See the attached sample of the prompt in Appendix A).

The Rubric: This consisted of five main categories to be assessed:
1) Response to prompt
2) Appropriate use of format, layout, design
3) Audience awareness
4) Organizational strategy
5) Proofreading

The rating scale used ranged from a 1-5: 5=high and 1=low.

NOTE: For items 2, 3, 4, and 5, the rubric included subcategories for assessment of related skills.

(See the attached sample of the rubric in Appendix B)

Field Testing the Prompt

In November 2005, two sections of ENGL 211 were selected to field-test the prompt. Subsequently, multiple samples were assessed during a Composition Committee rating session using the designed ENGL 211 rubric. The committee members, in reviewing the pre-course field test samples, discussed whether the prompt was indeed eliciting the kinds of skills and outcomes earlier identified by the ENGL 211 instructors and the committee. The consensus: the prompt was appropriate. Field testing resulted in some modification of the prompt and rubric for the full pre- and post-course assessment to take place at the beginning and end of Winter 2006.

Data Collection

Pre-Course Data: Writing sessions were conducted during the first two weeks of Winter 2006. The study included collecting data from four instructors with eight sections of English 211, with a total of 80 students participating.

Post-Course Data: With same eight sections of ENGL 211, a post-course assessment was conducted during the last two weeks of Winter 2006.

Final Data: Pre- and post-course writing samples, totaling 102 and representing the work of 51 students, were randomly selected as data for rating and analysis.

Rating Team and Rating Session

The rating team consisted of eight members, five from the Composition Committee, two from the General Education Writing Committee, and the Languages and Literature Department Head. Prior to the actual rating of the samples, the raters conducted a normalizing session in which samples were read and rated, and then scores were compared and discussed. The 51 pairs of writing samples (pre- and post-) were read and rated in a double-blind study using the ENGL 211 rubric designed for this assessment. Because of the relatively small student population, ENGL 211 instructors were not part of the rating team.

Results

Results were compiled by comparing the differences in scores overall and in each area. Comparisons were made through data sorting and determining differences and averages.

Overall, out of 51 comparisons of student samples, we found the following:

1. 75% of the students (38) improved in total scores.
2. 10% (5) neither gained nor lost.
3. 15% (8) regressed in total scores.

Areas of Noted Improvement

Gains were made in the following specific areas:

1. Use of appropriate format
2. Organization
3. Presentation of needed information
4. Appropriate use of tone
5. Choice of vocabulary.

Seventy-eight percent of the students (40) made gains of 2 points or more in the **use of appropriate format**, and 45% of the students made gains of 4 points or more in same category. The highest point gain in use of appropriate format was 7 points, made by one student. Forty-nine percent of the students (25) made gains of 2 points or more in the area of organization. The highest point gain in organization was 6 points, made by one student. Only 13% of students (6) lost points in this area, while 23% (12) showed no change in score. Thus, a majority of the students improved in use of appropriate format as applied to internal business memos, and almost half of the students improved in their ability to organize a memo. There is a modest correlation between student scores in organization and use of appropriate format, as seen in the tables. This is the only area in which there appeared to be some correlation between scores.

Thirty-three percent of the students (17) made gains of 2 points or more in **presentation of needed information**. The highest point gain in presentation of needed information was 4 points, made by three

General Education

APRC 2008

Section 3 of 3

students. Twenty-nine percent of the students (15) made gains of 2 points or more in the area of **appropriate use of tone**. The highest point gain in appropriate use of tone was 6 points, made by one student. Twenty-one percent of the students (11) made gains of 2 points or more in the area of **choice of vocabulary**. The highest point gain in choice of vocabulary was 3 points, made by seven students (14%).

Twenty-six students (51%) made gains of more than 20% in **total scores.** For these students, the primary area in which they made gains was in the area of use of correct business format; the second area in which they made gains was in organization; the third area in which they made gains was presentation of necessary information, as seen in Table 1.

Table 1: Comparison of Students Who Made Gains of More Than 20% in Overall Scores

Total Improvement In Score	Difference Correct Format	Difference Organization	Difference Presentation Information	Difference Prompt	Difference Tone	Difference Vocabulary	Difference Proofreading
25	7	6	4	3	5	1	-1
21	4	4	4	3	2	3	1
19	5	5	3	3	2	3	-2
16	3	3	4	1	0	0	3
16	4	4	1	3	1	3	2
16	5	1	1	2	2	1	4
15	3	2	3	2	2	3	2
15	5	2	1	3	2	1	-1
14	2	3	2	4	1	3	-3
14	4	3	3	2	2	1	1
13	0	0	3	-1	0	3	4
13	3	2	2	2	1	1	1
13	3	4	0	1	-1	2	1
13	4	2	1	2	3	2	2
13	4	3	1	2	2	1	0
12	2	1	2	4	1	2	1
12	4	2	2	2	0	1	-1
12	4	3	1	1	1	1	0
12	6	3	1	2	1	1	0
11	3	1	1	2	2	1	1
11	4	2	2	1	2	0	1
10	2	-1	1	2	1	1	3
10	3	5	2	-1	1	0	0
9	5	2	-1	0	-1	2	2
8	2	0	2	1	1	1	-1

Areas for Future Research

Overall, only minor gains were made in **proofreading.** Forty-three percent (22) made gains of 1 point or more in proofreading. The highest point gain was 4 points. However, 41 % (21) of the students lost 1 or more points in the area of proofreading and 17% (9) showed no change at all in proofreading. Thus, the area of proofreading showed the largest amount of regression.

Although 21% of the students (11) made gains of 2 points or more in the area of **choice of vocabulary**, 29% percent of the students (15) showed no change in choice of vocabulary, and 14% (7) showed regression. Thus, vocabulary seems to be the area in which students made the least overall change.

Nine students (17%) showed no improvement or regressed in their **total scores.** For these students, the primary area in which they scored worse was in the ability to answer the prompt correctly; the second area in which they scored worse was proofreading; the third area in which they scored worse was **tone**, as seen in Table 2.

Table 2: Comparison of Students Who Showed No Improvement or Regressed in Total Scores

Total Improvement In Score	Difference Prompt	Difference Proofreading	Difference Tone	Difference Organization	Difference Correct Format	Difference Vocabulary	Difference Presentation Information
0	-1	1	-1	0	0	1	0
0	-1	-2	-3	0	0	2	0
0	3	0	1	-2	2	-2	-1
-3	-2	-1	-1	-1	4	-1	-1
-4	-1	0	-1	0	0	0	-2
-5	-1	-1	-1	-1	1	0	-2
-6	0	-4	0	-1	-2	0	1
-9	-1	-1	-3	-1	-3	0	1
-12	-3	-1	-2	0	-2	-2	-2

Table 3 shows correlations between scores in format and organization.

Table 3: Correlations between Scores in Format and Organization

First Format Score	First Organization Score	Final Format Score	Final Organization Score	Difference Between Organization Scores	Difference Between Format Scores
2	3	9	9	6	7
2	2	7	7	5	5
2	2	7	7	5	5
3	2	6	7	5	3
2	4	6	8	4	4
3	2	6	6	4	3
2	2	5	6	4	3
3	2	6	6	4	3
2	4	7	7	3	5
2	4	6	7	3	4
5	6	9	9	3	4
3	4	7	7	3	4
3	3	7	6	3	4
2	3	4	6	3	2
2	2	8	4	2	6
2	2	7	4	2	5
3	5	8	7	2	5
2	5	7	7	2	5
2	4	7	6	2	5
2	6	6	8	2	4
2	4	6	6	2	4
4	6	7	8	2	3
2	3	5	5	2	3
2	3	5	5	2	3
2	3	4	5	2	2
3	6	9	7	1	6
4	4	8	5	1	4
2	3	6	4	1	4

2	5	4	6	1	2
2	4	4	5	1	2
6	4	7	5	1	1
4	5	4	6	1	0
2	5	7	5	0	5
3	5	7	5	0	4
3	5	6	5	0	3
2	5	4	5	0	2
4	7	6	7	0	2
4	6	6	6	0	2
3	5	5	5	0	2
3	5	5	5	0	2
3	5	3	5	0	0
3	4	3	4	0	0
2	2	2	2	0	0
6	5	4	5	0	-2
4	7	8	6	-1	4
2	5	4	4	-1	2
2	4	3	3	-1	1
8	7	6	6	-1	-2
7	6	4	5	-1	-3
2	6	6	4	-2	4
3	5	3	3	-2	0

Discussion

The implications of the committee's report offer interesting possibilities. The response to the assessment data is one that will require the ENGL 211 faculty and the English faculty as a whole to reflect more fully over a period of time on the findings. To begin this process, during Fall 2006 the Composition Committee discussed what implications the assessment process, rating and findings might offer on guiding instruction for this class.

What Difference Does Using a Computer Make?

One area of discussion focused on the advantages and disadvantages that having a handwritten sample had on shaping the study's results compared to having a sample gathered using word processing. A writing sample produced on a computer would allow students computer supports such as online templates, spelling and grammar checks and page design tools, all of which are part of a technical communicator's "tool kit."

The illegibility of some student's writing made it difficult to read the samples, but the handwritten memos may provide a more honest picture of students' raw ability as writers because they did not have reference tools (e.g., the memo templates in Microsoft Word) to help them craft the writing response. Additionally, students with special needs who rely on computerized composition tools did not have access to those for this sample. However, some might indicate that students in courses where computers were a regular part of their work may have a devalued relationship to a written rough draft and so many have been less careful of spelling and format. Further, some students who are weak at spelling and grammar may have learned to use computer programs to help compensate for that weakness.

But it is also true that the result of having students write without the computer tools was that we received a more accurate picture of the learning that students had internalized and then applied rather than a sample of the learning that was responsive to prompts such as a grammar or spell check.

A question needing further study is to what extent students' knowledge models are dependent on computer supports and to what degree using computer tools is actually a skill set taught in ENGL 211 and not measured by the prompt and rating.

Other Assessment Issues

The Composition Committee did discuss how we might accomplish a more complete assessment of student entry and exit competencies. Because ENGL 211 seeks to teach a variety of business and technical writing formats and this particular assessment vehicle sought to measure students' response to just two of those formats (a letter or memo), in the next cycles of assessment the group may seek to test student knowledge of other formats such as writing specifications, short proposals, collaborative writing projects, oral reports, or even digital communications that employ principles of page design and information hierarchy.

Another question for future investigation comes from the fact that in many of the ENGL 211 classes, memo writing is a skill that is taught early in the class, with more complex formats for writing such as process explanation, specifications, or proposals being taught later in the semester. The fact that students performed well on appropriate use of format may be an indication that most were able to retain learning that took place early in the semester and that the lessons of memo-writing translate to other business and technical documents (e.g., audience awareness, information organization, considerations of legal and ethical implications for writing, and strategic development of ideas).

ENGL 211 Learning and Teaching Issues

One clear implication is that the ENGL 211 current practices are working and therefore the department should focus on what the students, faculty, the teaching supports (e.g., computer labs, textbooks, assignments) are doing well so we might continue to improve on these strengths. The assessment results are an endorsement of current practices that include (*inter alia*) student placement, course coverage/ goals, strategies for teaching, and the expertise of the faculty teaching the class.

By contrast, the areas where the students demonstrated little or no gains, (e.g., analyzing the writing task and proofreading) might be areas that the ENGL 211 faculty should address more directly in the form of talking to students specifically about these skills, practicing the skills throughout the full fifteen weeks of the class, and pointing to the importance of these skills by naming them as part of the grading rubric used in the class.

Having now been made aware of the assessment rubric, the faculty could also work to build a taxonomy that provides descriptors for the various levels of competency. These descriptors will inform not only the rating process, but will help to guide the university in a more complete understanding of the evidences of student learning that go beyond numerical data such as ACT scores or GPA. The descriptors might inform a further study of what constitutes entry and exit level competencies for the class.

Additionally, this data might be used to gain a more complete understanding of how 200-level writing classes prepare students for success in upper-level composition classes. The findings, therefore, could become a type of narrative placement advice.

The broadest conclusions we draw from this study are these: despite a variety of teaching styles and teaching supports, ENGL 211 students improve in their ability to analyze a situation, identify a solution to a problem, and produce a document that addresses it. This improvement occurs across the sections and is produced by the teaching skills of all ENGL 211 faculty. In short, ENGL 211 students learn to write business communications more effectively as a result of taking the course.

Appendices

A. English 211　　　　**Writing Assessment Sample Situation**　　　　**Name:**

Writing assignment:
On these sheets of paper, write a business letter or memo, whichever is most appropriate, for the situation described below. Check your work carefully for grammar and spelling errors before handing it in.

Writing situation:
You are the district manager of a medium-sized business. You recently had an employee approach you and tell you that a few of the workers under your supervision have been passing their employee discounts on to friends and family.

You don't want to take the discounts away because the employees consider them an important benefit. However, the employees who are passing the discount on to non-qualified recipients are creating a problem for your business.

Your discount policy has never been put into writing, but you understand now that you have to draft and publish a policy to put in the employee handbook to clarify exactly how the discount can be used.

Write to your staff and explain the problem with the non-qualified use of the discount. Announce that you are in the process of drafting a discount policy for the employee handbook and briefly summarize some of the strategies you are considering for controlling and limiting the use of the employee discount.

Also use this correspondence to announce a meeting that all employees must attend so you can all discuss the proposed policy and gather feedback and further suggestions before the policy is finalized and put in the handbook.

You may create any reasonable information in order to complete this writing assignment.

Audience: People you supervise such as sales associates, department managers, and part- time help.

B.   ENGL 211 Rating Rubric

Rater___   **Essay____**

Scoring: High = 5; Low = 1

1. The student effectively and appropriately responded to the prompt.

        1   **2**   **3**   **4**   **5**

2. The student uses the appropriate format, layout, and design to effectively and appropriately communicate information.

        1   **2**   **3**   **4**   **5**

     5 = appropriate and attractive format
     4= appropriate format with all required elements
     3= appropriate format with no more than one missing or incorrect element
     2= at least two or three incorrect or missing elements
     1= incorrect format – letter instead of memo

3. The student effectively directs the text to the audience in the case, employing the following:
   - Uses the appropriate vocabulary

        1   **2**   **3**   **4**   **5**

   - Provides necessary and appropriate information

        1   **2**   **3**   **4**   **5**

   - Adopts the tone appropriate to the audience

        1   **2**   **3**   **4**   **5**

4. The student uses the appropriate organizational strategy for the case:
   - Effectively front-loads information
   - Chunks information for easier processing
   - Provides clear transitions

        1   **2**   **3**   **4**   **5**

5. The student effectively proofread the document.

        1   **2**   **3**   **4**   **5**

     5= zero errors
     4 = one error in punctuation, spelling, usage, or grammar
     3 = two or three errors in punctuation, spelling, usage, or grammar
     2 = four to six errors in punctuation, spelling, usage, or grammar

1= more than six errors in punctuation, spelling, usage, or grammar

Total____

Ferris State University Writing Intensive Course (WIC) Requirements

A Writing Intensive Course (WIC) is a non-freshman level (200 or above) course that demands a substantial amount of writing, fulfills the criteria listed below, and partially satisfies the communication competence category of the General Education Requirements. The prerequisite of any WIC will be English 211 or 250.
A department will decide as a whole which courses it wishes to propose as WIC. (Individual sections can not be designated as WIC).

Procedures for obtaining approval for a Writing Intensive Course:

- According to general education guidelines, a department interested in obtaining a WIC designation must submit a proposal to the WIC committee for approval.
- The proposal will be submitted at least a year before the course will be offered in order to provide adequate time for consultation between the proposing department and the WIC committee, time for the WIC committee to consider the course, and time to meet university publication deadlines.
- When a department is interested in proposing a WIC, it will submit a proposal to the WIC committee or the Coordinator of General Education. This proposal must consist of the following:
  - complete description of the course plan and a course syllabus;
  - supporting material including
    - description of potential pedagogical methods to be employed,
    - possible textbooks and materials,
    - the name(s) of faculty member(s) who will teach the course, and
    - the name of one faculty member who will agree to answer questions about the proposal.
- Once a course has received WIC approval, the WIC committee will contact the sponsoring department, the dean's office of the College of Arts and Sciences, and the Records Office in order to ensure the inclusion of the course in WIC listings in university publications.
- If there are any substantive changes to the content of methodology/approach of a WIC, the sponsoring department will contact the WIC committee.

Criteria for a Writing Intensive Course

- Students will write a minimum of 4 edited papers of 3-5 typewritten pages or the equivalent. These assignments, consisting of several different kinds of writing, will constitute a significant portion (1/3 to 1/2) of the final grade for the course; the grade or score on each assignment will reflect effective and correct written expression as well as knowledge of content.
  Writing assignments might include correspondence, memoranda, proposals, progress reports, research reports, work-logs, site descriptions, observations, creative writing, and many other forms of course-related assignments. Informal journal writing is another useful means of developing students' critical thinking skills.
- Students should receive instruction in the following areas:
  - the role of writing in professional/academic settings;
  - strategies for determining the appropriate document type and style;
  - effective writing for different audiences; and
  - organization of papers for various purposes.

- Students will be allowed to evaluate and revise their own writing and receive help in achieving proofreading standards.
- Students will be required to organize, draft, and revise their work prior to submitting the final edited assignment for evaluation.

		All	All lit	Fsu lit	Flint lit	Non-lit	Biol	Hvac	Mfge	Conm	Crim	Tvpr	Isys
1-portion of grade based on writing	0-19%												
	20-39%												
	40-59%	14 **36%**	8 **31%**	5 **23%**	3 **75%**	6 **46%**		2	1	2			1
	60-79%	9 **23%**	4 **15%**	4 **18%**		5 **38%**	1				1	2	1
	80-100%	16 **41%**	14 **54%**	13 **59%**	1 **25%**	2 **16%**					2		
2-# pages of edited writing	5-9	7 **18%**	4 **15%**	4 **18%**		3 **23%**				2		1	
	10-14	9 **23%**	9 **35%**	7 **32%**	2 **50%**								
	15-19	8 **21%**	6 **23%**	6 **23%**		2 **15%**	1					1	
	20-24	10 **26%**	5 **19%**	4 **19%**	1 **25%**	5 **38%**		1	1		2		1
	25+	5 **12%**	2 **8%**	1 **8%**	1 **25%**	3 **23%**		1			1		1
3-# pages of informal writing	0-19	14 **38%**	8 **33%**	6 **30%**	2 **50%**	6 **46%**			1	2	2		1
	20-39	13 **35%**	9 **38%**	7 **35%**	2 **50%**	4 **31%**		1				2	1
	40-59	6 **16%**	4 **17%**	4 **20%**		2 **15%**	1	1					

| | 60-79 | 4 **11 %** | 3 **13 %** | 3 15 % | | 1 **8%** | | | | | 1 | | |
| | 80-100 | | | | | | | | | | | | |

		All	All lit	Fsu lit	Flint lit	Non-lit	Biol	Havc	mfge	Conm	Crim	tvpr	isys
4- percentage of writing allowed/ required to revise	0-19%	18 **46%**	14 **54%**	13 **59%**	1 **25%**	4 **31%**			1	2		1	
	20-39%	4 **10%**	1 **4%**	1 **5%**		3 **23%**					3		
	40-59%	8 **21%**	6 **23%**	4 **18%**	2 **50%**	2 **15%**	1					1	
	60-79%	3 **8%**	3 **12%**	2 **9%**	1 **25%**								
	80-100%	6 **15%**	2 **8%**	2 **9%**		4 **31%**		2					2
5-percent of class on writing in profession or academia	0-19%	25 **64%**	20 **77%**	18 **82%**	2 **50%**	4 **33%**	1	1	1	2			
	20-39%	9 **23%**	6 **23%**	4 **18%**	2 **50%**	3 **25%**		1					2
	40-59%	2 **5%**				2 **17%**					2		
	60-79%												
	80-100%	3 **8%**				3 **25%**					3		
6-percent of class on document type and style	0-19%	28 **72%**	22 **85%**	20 **91%**	2 **50%**	6 **46%**	1	1	1	2	1		
	20-39%	7 **18%**	4 **15%**	2 **9%**	2 **50%**	3 **23%**		1					2
	40-59%	2 **5%**				2 **15%**						2	

	60-79%										
	80-100%	2 **5%**			2 **15%**					2		

		All	All lit	Fsu lit	Flint lit	Non-lit	Biol	Havc	mfge	Conm	Crim	tvpr	isys
7-percent of class on different audiences	0-19%	25 **64%**	21 **81%**	18 **82%**	3 **75%**	4 **31%**	1		1	2			
	20-39%	9 **23%**	5 **19%**	4 **18%**	1 **25%**	4 **31%**		2				1	1
	40-59%	2 **5%**				2 **15%**						1	1
	60-79%	0											
	80-100%	3 **8%**				3 **23%**					3		
8-percent of class on purpose	0-19%	24 **62%**	19 **73%**	17 **77%**	2 **50%**	5 **38%**	1	2		2			
	20-39%	11 **28%**	7 **27%**	5 **23%**	2 **50%**	4 **31%**			1		1	1	1
	40-59%	2 **5%**				2 **15%**						1	1
	60-79%	2 **5%**				2 **15%**					2		
	80-100%												
9-aware of WIC website	yes	12 **44%**	10 **63%**	9 **64%**	1 **50%**	2 **18%**					1	1	
	no	14 **56%**	6 **37%**	5 **36%**	1 **50%**	9 **82%**	1	1	1	1	2	1	2
10-aware of WIC	yes	12 **44%**	10 **63%**	9 **64%**	1 **50%**	2 **18%**						2	

| liaison | no | 15 56 % | 6 37 % | 5 36 % | 1 50 % | 9 82 % | 1 | 1 | 1 | 1 | 3 | | |

Note: items 1-8 are scored by number of classes; items 9 & 10 by number of instructors

Faculty Survey Participants' Responses to "What Support Materials Would You Find Helpful?"

Publicity/Information about WIC

- I was not aware HVAC451 was a WIC class. We have a very specific purpose with the writing portions of the class and we discuss technicalities and audience, but perhaps you could enhance the course. I guess that I need more information on WIC
- What is the advantage of a WIC listing?

Grading/Assignment Design/Techniques

- Perhaps because I am in a science discipline, it took a few years for me to discover the use of a rubric in grading. It might be helpful to provide tips on good ways to grade papers.
- WIC checksheets for various types of technical writing (e.g., tech. Reports, progress reports, transmittal letters, etc.)
- I am most interested in material that requires students to work in groups and that is reality based.
- Proofreading and revising seem to be the most difficult concepts to get students to accept
- The typical practices, ideas, and best assignments kind of workshop would be a boon to folks like me.
- A roundtable discussion focused on the different courses
- Examples of types of assignments
- Forums that would allow faculty to talk to each other.
- Because the material is so field-specific, support materials would/do need to come from within the field (i.e., c.j., isys); I'm not sure the WIC committee needs to provide more support.

Coordination

- Coordination with the Writing Center in a way that promotes the WC as a source for writing about literature, not just composition. Writing Center workshops early in the semester on mechanics and MLA citation
- More time should be spent overtly coordinating classes of the same designation.

HVAC499: we produce a technical report that is 35 pages in length and is judged internationally for an engineering competition. What would you suggest?

TO: Reinhold Hill, Acting Department Head of Languages and Literature
           Roxanne Cullen, Assistant VPAA and General Education Coordinator

FROM: Robert von der Osten
SUBJECT: Advanced Course Assessment
DATE: 19 May 2005

In the Fall 04 semester, as part of general education writing assessment, portfolios were collected from ENGL 325, ENGL 321, and ENGL 311 sections. Five portfolios of student writing were randomly selected by faculty members. Each portfolio included all the gradable student writing for the semester; tests, exercises, or non-graded classroom assignments were not included.

In the Winter 05 semester, the portfolios were rated on a scale of 1-5 (1 being very weak and 5 very strong) using a rubric developed by the general education writing assessment task force (see attached). The raters all participated in a rater training activity where they demonstrated a high degree of inter-rater reliability.

> Question 1 evaluated adaptability to audience.
> Question 2 evaluated use of multiple rhetorical strategies.
> Question 3 evaluated proofreading.
> Question 4 evaluated professional voice with demonstrated command on subject matter.
> Question 5 evaluated the ability to integrate complex content or ideas into an organized text.

Overall, the data showed that students in advanced composition scored above means in all target areas, except proofreading, once the data for an anomalous course with only one long major assignment and so little variation in audience or rhetorical demand was taken into consideration. Of all students sampled, 54% scored above the total score of 15, satisfactory for all target areas.

ENGL 311 students showed the strongest consistent performance across all areas, above a mean of 3.0 and with 67% of students scoring above the total score of 15.

ENGL 325 students were effectively able to adapt to audiences and apply multiple rhetorical skills but needed improvement in proofreading, writing with a mature voice, and integrating complex material. Still 56% of the students scored above the total score of 15. With a mean total score of 14.88 and a standard deviation of 2.4, it is clear that most students were near the expected satisfactory outcome.

ENGL 321, partially because of one course that only included a single longer assignment, indicated a need for improvement in adapting to audiences and applying multiple strategies, but were near the targeted outcome for proofreading and above expectation for integrating complex ideas. Once the data is adjusted for that one anomalous course, students in ENGL 321 score above the target outcome for all areas except proofreading which is close to the mean. However, only 46 % of the students scored above 15 total points. With a total mean of 13.8 and a standard deviation of 4.9 %, ENGL 321 shows significant variation in the performance of students.

Student Writing Outcome Performance Mean

Course	Q1: Audience	Q2: Rhetoric	Q3: Proofread	Q4: Voice	Q5: Complex
Total	2.714	2.89	2.91	3.09	3.18
Total adj.	3.304	3.38	2.91	3.09	3.18
325	3.13	3.2	2.53	2.80	2.87
321	2.19	2.46	3.07	2.96	3.08
321 Adj	3.09	3.36	3.07	2.96	3.08
311	3.17	3.67	3.33	3.67	3.67

Assessment of Total Performance with a Total Score of 15

Class	Mean	Standard Deviation	Percent Above 15
Total	14.79	5.0	54%
325	14.80	2.4	56%
321	13.77	4.9	46% (ADJUST)
311	17.50	5.79	67%

Discussion:

Rating may reflect differences across courses. The ability to adapt to different audiences and apply multiple rhetorical strategies are significant targets in Business Communication and this is reflected in the data. However, Business Communication tends to use a more informal business communication voice and may not use secondary sources which could partially explain the lower scores in voice and the integration of complex material.

Recommendations:

These results should be reviewed in the Fall semester to determine clear curricula recommendations. The following recommendations are, therefore, only very tentative and should be subject to review.

1. ENGL 321 courses should all include multiple assignments that aim at the target outcomes of audience and rhetorical strategies. **Completed Successfully. Identified in new outcomes.**
2. ENGL 321 faculty should work together to establish common outcomes and expectations. **Completed successfully. New outcomes established at Departmental level.**
3. An effort should be made across all courses, especially 325, to target improvements in proofreading. **Completed successfully; to be evaluated in next assessment round.**
4. ENGL 325 faculty should meet and review business portfolios to determine if improvements need to be made in expectations for voice and the integration of complex information. **Completed successfully.**
5. Where there is extensive standard deviation, as in ENGL 321 and ENGL 311, an effort should be made to bring a greater number of students to meet expected outcomes. This is very important in ENGL 321 where only 46 % of students were rated with a total score of 15 or above. However, all areas could demonstrate improvement in the number of students who meet this target score. **Completed successfully; to be evaluated in next assessment round.**

Cultural Enrichment

General Education Outcomes and Course Criteria:

Cultural Enrichment Outcomes Criteria

Graduates should be able, through the humanities, arts and literature, to enrich their own lives, to increase their understanding of themselves and their culture, and to expand their understanding of the experience and cultures of others, including the experience and cultures of other nations and cultural traditions.

Student Outcomes Criteria for Cultural Enrichment On the completion of the cultural enrichment requirement, students should:

- Have an increased ability to interpret cultural works as a part of a culture.
- Be able to justify those interpretations with an understanding of the interpretive process.
- Be able to look at works or historical events from different perspectives.
- Be better able to make and justify valuing (aesthetic and ethical) distinctions.
- Exhibit improved distinctions in perception, craft, and/or life choices.
- Have increased knowledge of the techniques or methodology of a discipline in the humanities.
- Have increased knowledge about some aspects of cultures.
- Better understand themselves as part of cultures with rich historical perspectives.
- Be able to gain increased self understanding through works of culture.
- Have an increased inclination to engage in the humanities (whether reading a work of literature, attending a play, reading a biography, or listening to quality music) as a way of better understanding themselves and their world or enhancing the quality of their lives.

Cultural Enrichment Course Criteria

Cultural Enrichment courses are concerned with the study of the social, intellectual, and artistic achievements of cultures; how they were produced; why they were produced; the influence of the context of the times on their production; and their consequences.

One of the pivotal components of what makes us human is that we exist within historically evolving cultures that imbue our world with meaning, value and significance. Our projects, our involvements, our self understanding, our understanding of the many elements of our world are all profoundly informed by our cultures. Ideas as simple as "childhood" and "work" shift significance through history and across cultures. The horizons of meaning which are the fabric of our lives, including our perceptions, are articulated through the struggle of history, the formulation of philosophical ideas, the evolution of religions, and creations of the various arts. The Cultural Enrichment curriculum is concerned with increasing student appreciation of the significance of their relationship to the threads of culture, providing them with the tools for understanding components of culture, and engaging them in the kinds of reflective, analytic, or participatory involvement that will allow them to respond to cultures in a manner that enriches them and their overall relationship to the world. Given the above definition, the following are the criteria for cultural enrichment courses.

Courses designated as Cultural Enrichment general education courses should:

- Provide interpretive approaches to the events, arts, languages, or ideas of cultures.

- Offer established methodologies for understanding components of cultures.
- Offer an appreciation and understanding of the "techniques" of the arts or disciplines.
- Possibly provide participation in the various arts.
- Help students see the connection between the elements of cultures and themselves.
- Help students explore new ways to perceive, think, experience, and value.
- Help students gain a better understanding of a culture from an analysis of specific events or works.
- Be compatible with the designation of other universities.
- Provide knowledge and appreciation of the components of a culture.
- Offer an understanding of the processes of thought or creativity that produces a cultural artifact.
- Be taught by faculty with the appropriate credentials.

Assessment

Academic Profiles

The Academic Profiles measures performance in the humanities by evaluating the ability of students to respond interpretatively to sample prompts, consistent with one of the outcomes for the cultural enrichment general education requirement. Ferris Freshmen continue to score lower than the national norm by 1.75 points out of a range of 30 points with scores ranging from 100-130 points. Still the score of 111.75 is an improvement over the 1992 score of 109, which may be explained by increased admission standards. Ferris Seniors with a score of 114.88 still score .9 points lower than the national norm but higher than the 1992 score of 113. **Ferris Students, though entering with weaker skills in the humanities, score slightly greater gains of 3.13 than the national norm of 2.46, though it would be unlikely for this difference to be significant. At the very least, given that many other schools have larger number of humanity related majors, this demonstrates a reasonable performance on the part of Ferris Seniors and a reasonable improvement in skill levels.**

Academic Profiles 2005: Ferris Freshmen and Seniors compared to national sample of comprehensive colleges and universities in the humanities.

	Ferris F	National F	Ferris S	National S
Humanities	111.75	113.32	114.88	115.78

NSSE Data

The NSSE study provides solid data on student perceptions. **This more careful analysis shows that while consistent with selected peers, cultural enrichment is not as effective as might be wished in meeting specific outcomes.** Only 51% of upper classmen saw Ferris contributing quite a bit or very much to their self understanding compared to 56% of upper classmen of selected peers. Only 44% of upper classmen saw Ferris as contributing quite a bit or very much in helping them to develop a personal code or ethics compared to 50% at selected peers. These results are complicated by the fact that Ferris' cultural enrichment general education requirement is not specifically directed to either self understanding or personal codes of ethics, so these results could also be considered a positive result outside the focus of most cultural enrichment courses. Ferris Seniors responses are consistent in their evaluation of the contribution Ferris made to their attending cultural events and the frequency with which they attend such events. Still it should be a clear concern that 30% of Ferris Seniors indicated that they never attended an art exhibit, gallery, play, dance, or theater performance. There have been attempts to encourage cultural enrichment faculty to encourage such performances as part of their courses, but many faculty have been hesitant to require attendance to events that do not strictly meet the content of the course, such as foreign language studies or a course in philosophy. Some have suggested making such attendance a requirement for graduation but rejected the requirement as an undo burden on students that would be difficult to administer or enforce.

NSSE Data 2006
Cultural Enrichment

		First Year				Seniors			
		Ferris FY		Selected P.		Ferris S		Selected P.	
Attended an art exhibit, gallery, play, dance, or other theater performance	Never	99	27%	644	28%	99	30%	1068	32%
	Sometimes	177	44%	1586	47%	163	48%	1703	47%
	Often	85	21%	540	15%	48	14%	466	14%
	Very often	35	8%	288	9%	29	8%	250	7%
	Total	396	100%	3058	####	339	100%	3487	####

Institutional Effectiveness

		Ferris FY		Selected P.		Ferris S		Selected P.	
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	Very little	34	10%	232	13%	47	17%	390	13%
	Some	110	30%	912	32%	112	35%	1201	37%
	Quite a bit	152	40%	1188	36%	118	35%	1280	35%
	Very much	82	20%	658	19%	49	13%	533	15%
	Total	378	100%	2990	####	326	100%	3404	####
Understanding yourself	Very little	58	15%	433	16%	49	16%	531	16%
	Some	118	32%	873	29%	100	33%	929	28%
	Quite a bit	126	35%	1042	35%	100	30%	1083	31%
	Very much	66	18%	583	21%	70	21%	808	25%
	Total	368	100%	2931	####	319	100%	3351	####
Developing a personal code of values and ethics	Very little	73	20%	520	19%	56	19%	641	19%
	Some	127	34%	1000	33%	116	37%	1055	31%
	Quite a bit	107	29%	895	30%	95	28%	1018	30%
	Very much	61	16%	517	17%	52	16%	637	20%
	Total	368	100%	2932	####	319	100%	3351	####

163

Cultural Enrichment Survey Data

The current cultural enrichment survey data shows several important patterns. **Consistent with the Academic Profiles results most students see the cultural enrichment courses as enhancing their ability to analyze cultural works and provide some understanding of the importance of evaluating the quality of different interpretations. Similarly, students see courses as contributing to their ability to see events from more than one perspective. Students also evaluated the courses as contributing to a better understanding of themselves, inconsistent with the NSSE results and perhaps as a result of the difference in wording.** Similar to NSSE data, the cultural enrichment data with a median of 3.0 finds that students do not see cultural enrichment courses as significantly increasing their willingness to attend a play or other cultural events. Similar to the NSSE data students also do not overwhelmingly see cultural enrichment courses as significantly improving their ethical judgments with a mean of 3.36 and a median of 3.0. Students may complete the cultural enrichment requirement without taking any ethics or ethics related course so this result is not surprising. Large numbers of cultural enrichment courses including courses in foreign languages, history, literature, and the general humanities develop cultural understanding and interpretation skills without focusing at all on ethical decision making. If ethical think were a more focused concern for Ferris, it would need to be more carefully designated as requirement.

2007 in House Cultural Enrichment Survey (5 point scale where 1 is low)
Conducted by the Cultural Enrichment Committee

Question	Valid N	Mean	Median	SD
Q1 More likely to attend a play	496	3.22	3.0	1.170
Q2 Better understand learn more about self	494	3.64	4.0	1.062
Q3 See past and current events more than 1 perspective	495	4.01	4.0	.993
Q4 Better analyze works of philosophy, etc	495	3.76	4.0	1.024
Q5 Not all interpretations equally valid	495	3.83	4.0	.938
Q6 Recommend course members larger culture	495	3.80	4.0	1.106
Q7 Better able ethical judgments/decisions	495	3.36	3.0	1.043
Q8 Better understand non-English speaking cultures	495	3.36	3.0	1.091
Q9 Attended at least 1 cultural event	495	3.65	4.0	1.456
Q10 More likely to attend cultural events in future	495	3.29	3.0	1.169

The Challenge of Applying Data to Curriculum Improvement

Given the distributed nature of the courses that satisfy the cultural enrichment requirement, it is difficult to apply cultural enrichment assessment data to make specific curricula changes. For example, even if there was some agreement, as there was in the late 1990's, that there needed to be a greater emphasis on the visual arts across the cultural enrichment curriculum, there are no mechanisms to apply these curriculum adjustments to courses as diverse as history courses, science fiction, ethics for surveying, and so on, with the wide range of faculty responsible for these courses. It might be useful to have meetings of

faculty who teach cultural enrichment courses, including those in the College of Technology who teach general education courses, at least every other year to discuss the desired outcomes for the cultural enrichment requirement, the data, and possible changes in the curriculum based on that data, whether it might be including ethics across the curricula or encouraging faculty to require attendance at relevant cultural events.

Cultural Enrichment and the Addition of Majors and Minors

The addition of Arts and Science majors and minors have created some challenges since the needs of students in majors and minors can be different from the needs of students taking courses to satisfy the cultural enrichment requirement. In the Department of Languages and Literature, upper-level courses, including surveys in British and American Literature, require LITR 250, a course that does not provide cultural enrichment credit. In effect, some literature courses that traditionally satisfied the cultural enrichment requirement are less accessible to students with general education interests. In response to Program Review recommendations, additional non-general education courses have been added to the history major so that while most history courses satisfy cultural enrichment, there are courses that do not satisfy the general education requirements. In some instances, as with Spanish, the interest of general education foreign language learners may be different from the needs of students completing a minor who may need more challenging language courses.

There is no ready solution here. If there were a demand for American literature or Shakespeare courses that satisfy general education, the Department of Languages and Literature might consider offering a 200 level of the courses. Advisors and students need to be aware that some history courses are restricted to majors and do not satisfy the cultural enrichment requirement. Methods of marking designators so that they clearly indicate the general education status offered should be investigated.

General Education Outcomes and Criteria:

Social Awareness Outcomes Criteria

In a culturally diverse nation and a changing world, social awareness is essential to graduates' interpersonal relationships, professional competence, and responsible citizenship. Therefore, graduates should be able to understand and address issues involving social institutions, interpersonal and group dynamics, social tradition and change, cultural diversity, and human development behavior.

Students completing the social awareness outcomes should:

- have increased knowlege of some aspects of human development and behavior, group dynamics, social institutions, social change, and cultural diversity.
- know several methodologies employed to understand the above.
- be able to employ such knowledge and methodologies to better understand public issues and to act effectively as a citizen.
- be able to employ such knowledge and methodologies to enhance their ability to function competently in their profession.
- be able to employ such knowledge and methodologies to enhance their interpersonal interactions.

There are also **specific discipline** outcomes criteria for each of the disciplines that satisfy the social awareness requirement.

Social Awareness Course Criteria

Course criteria should reflect the Social Awareness Outcomes:

The intent of this outcome is to offer students both a better understanding of how human beings behave, as individuals, as part of groups, and as members of larger social institutions. The outcomes also intends to offer students an understanding of the methodologies used to understand a variety of human behaviors and the functioning of a variety of social institutions. The outcome attempts to recognize that to understand ourselves we need to understand our psychological, social, economic, and political roles.

Social Awareness courses then should:

- have as their core subject matter human development and behavior, group interactions, or established social institutions.
- offer theories for the understanding of the subject matter.
- offer an established methodology for approaching the subject matter.
- be identifiable as general education in social awareness or its closest equivalent at other institutions.
- be taught by faculty with qualifications and background (such as graduate training and teaching experience) in the subject matter that meet the standards for university level instruction in that discipline.

Assessment

Academic Profiles

While entering Ferris students scored 1.43 points lower than the national norm, Ferris Seniors scored only .25 points lower than the national norms, showing once again that Ferris students make greater gains than students at other comprehensive institutions.

2005 Academic Profiles: Ferris Freshman and Seniors compared to national sample of comprehensive Colleges and Universities in Social Sciences

	Ferris F	National F	Ferris S	National S
Social Sciences	110.51	111.94	114.35	114.60

Social Awareness Assessment Test Instrument

Consistent with the emphasis on using multiple measures, the social awareness committee developed and employs an in-house instrument. Since the instrument is not nationally normed, it is difficult to determine what scores would be appropriate. The instrument does show gains in the mean score. Of special concern might be the low score in the College of Business cohort, a group whose professional aspirations would seem to require greater proficiencies in the social sciences. Currently the results from such instruments are posted on the Web but are not specifically shared with other colleges. It might be useful to share the data from this instrument with the assessment committees for those colleges as a basis for fruitful discussions on how to enhance the performance for students or determine how the test itself might be skewed. For example, the COB students take economic courses that may or may not be representative of the general knowledge evaluated by the instrument.

The Social Awareness Assessment Test (covering the disciplines of geography, sociology/anthropology, political science, psychology, and economics) is given annually to both first-year students (in FSUS courses) and senior students (in capstone courses). This assessment reflects what students can achieve both relatively before and after taking their required 9 credit hours in "social (science) awareness".

The Social Awareness Assessment Test was set up NOT to ask specific substantive type questions in the social sciences, which would then assume that students had taken certain specific social science courses. Instead, this test involves critical thinking and reasoning skills, conceptual awareness, and graph/chart/map reading skills, which of course are developed in certain social science courses, although students most likely will pick up these same skills in other courses in their majors. When students are taking only three social science awareness courses, and they may have done this years earlier, then this type of Social Awareness Assessment Test makes the most sense to achieve some credible results.

A recent American Institutes for Research study (see the *Grand Rapids Press* article "Not rocket science..." January 20, 2006) revealed that college students are easily stumped by everyday analytical skills, such as reading charts and tables and reasoning through to conclusions. In that light, our Social Awareness Assessment Test is right on target to address a serious educational problem.

Results, 2004-2005

Comparing FSUS students with capstone students (in the Colleges of Technology, Business, and Arts and Sciences), FSUS students had a mean right answer score of 3.88 out of 15 questions and senior students had a mean right answer score of 8.18 out of 15.

A comparison of senior students' right answers by College reveals:

Technology	Arts and Sciences	Business	Education/Health	All Colleges
56.6%	61.5%	50.2%	60.2%	55.2%

(The percentages above do not quite add up to 55.25 because there were some students who declared themselves "other".)
".

Scientific Understanding

General Education Outcomes and Criteria:

Scientific Understanding Outcomes Criteria

The importance of science education for an informed citizenry can be easily demonstrated as society is increasingly shaped by the expanding scope of science. It is essential, not only for those students heading for careers in science, but for everyone, to acquire the skills necessary to respond to an ever-changing and unpredictable world.

Students who have successfully completed their coursework in scientific understanding should:

1. have a working knowledge of the fundamental principles of a natural science discipline;
2. be able to use appropriate scientific reasoning skills to interpret and analyze content in the natural sciences;
3. have a basic understanding of the scientific method, scientific concepts, and the evolution of scientific ideas;
4. have a more positive attitude toward science and an increased confidence in their ability to understand science.

Students should recognize that:

1. the physical universe is understandable;
2. scientific ideas are not static, but rather are dynamic and change over time;
3. scientific principles are testable;
4. scientific knowledge is based on a vast number of observations.

Scientific Understanding Course Criteria Courses fulfilling the scientific understanding component of general education should:

1. be open to students from all programs;
2. explain the historical perspective of scientific ideas;
3. utilize the scientific method for understanding the physical universe;
4. present content deemed most important in traditional scientific disciplines;
5. promote scientific awareness by developing the use of inquiry and observation;
6. encourage thoughtful analysis that allows students to develop operative knowledge so that they may assess social, medical, and environmental issues, and make informed decisions;
7. be taught by faculty with qualifications and background in the subject matter that meet the standards for university level instruction in that discipline;
8. be recognizable as general education in the natural sciences at other institutions.

Assessment

Academic Profiles

While Ferris Freshmen entered scoring 1.09 points lower than the national norm, Ferris Seniors scored .13 more than the national norm. Since the Academic Profiles assesses the ability of students to read and understand scientific texts and reason scientifically, Ferris graduates meet the general education outcome in this area.

Academic Profiles 2005: Ferris Freshman and Seniors compared to national sample of comprehensive Colleges and Universities in the natural sciences.

	Ferris F	National F	Ferris S	National S
Natural Sciences	112.60	113.69	116.17	116.04

Quantitative Skills

General Education Outcomes and Criteria:

Quantitative Skills - Outcomes Criteria

Mathematics serves as a context for the development of quantitative skills by facilitating the development of students' abilities to solve real world problems, make intelligent (more informed) decisions, evaluate quantitative information, and reason more effectively.

Students who have completed the quantitative skills requirement should be able to:

1. Perform basic operations (e.g., addition, subtraction, multiplication, and division) in the context of both arithmetic and algebra;

2. Solve a variety of equations (e.g., linear, quadratic, radical, exponential, logarithmic, or trigonometric equations);

3. Estimate and approximate answers to a variety of problems (i.e., recognize both the range of possible answers and when an "answer" is outside the range of possible answers);

4. Demonstrate a conceptual understanding of mathematics (e.g., represent mathematical information using symbols, graphs, tables and verbal explanations);

5. Demonstrate a procedural understanding of mathematics (i.e., carry out the steps required to arrive at a final answer or conclusion);

6. Explain and demonstrate the relevance of mathematics to the real world (e.g., give examples of how mathematics is used in the real world);

7. Represent real-world problems using mathematics (i.e., model real-world problems);

8. Solve both real-world problems and problems that exist within the context of mathematics itself;

9. Select an appropriate formula for a given real-world problem, and use it to solve the problem;

10. Demonstrate the appropriate use of computing technology to solve quantitative problems.

Assessment

Academic Profiles

While Ferris Freshmen score .48 points below the national norm, Ferris Seniors score 1.25 above the national norm. Clearly Ferris graduates achieve the quantitative skills comparable to those of graduates from other institutions.

Academic Profiles 2005: Ferris Freshman and Seniors compared to national sample of comprehensive Colleges and Universities in Mathematics

	Ferris F	National F	Ferris S	National S
Mathematics	112.38	112.86	115.85	114.60

NSSE Data

Ferris Seniors were consistent with Seniors at selected peer institutions in evaluating the institutions effectiveness in preparing them to analyze quantitative problems with 74% of those surveyed indicating that Ferris contributed quite a bit or very much to their ability to analyzing quantitative problems.

Quantitative Skills
Institutional Effectiveness

		First Year				Seniors			
		Ferris FY		Selected P.		Ferris SN		Selected P.	
Analyzing quantitative problems	Very little	17	4%	213	9%	14	5%	218	7%
	Some	119	32%	828	32%	78	23%	777	23%
	Quite a bit	136	37%	1124	35%	123	39%	1234	37%
	Very much	97	26%	793	25%	108	33%	1138	33%
	Total	369	100%	2958	####	323	100%	3367	####

Race/ Ethnicity and/or Gender

Race/Ethnicity and/or Gender Outcomes Criteria:

In a society and work environment where issues of diversity are recognized as important towards social awareness and working conditions, graduates should be able to demonstrate working knowledge and understanding of issues surrounding race/ethnicity and/or gender.

Race/Ethnicity and/or Gender Outcomes Criteria

Ferris graduates should have increased their ability or capacity to:

- Articulate the ways in which existing issues surrounding race/ethnicity and/or gender impact the construction of identity, stereotypes, prejudice, discrimination, and privilege, especially within the United States.
- Comment accurately about current events and issues in the United States and throughout the world as they directly relate to race/ethnicity and/or gender. Ideally, this would include an awareness of the interconnectedness of these events and issues from the perspective of different disciplines.
- Describe distinct attributes (geographic, scientific, economic, cultural, linguistic and/or historical) of race/ethnicity and/or gender. This would also include discussion of how these attributes have impacted the social construction of race/ethnicity and/or gender or how race/ethnicity and/or gender, especially within the United States, have themselves affected these attributes.
- Identify the meaning and influence of the categories known as race/ethnicity and/or gender has had on the production of social knowledge and individual responses to that social knowledge.

And,

- Ferris graduates should develop a more positive perspective and consciousness of the significance of race/ethnicity and/or gender, both in terms of how these concepts have shaped their own world view as well as enhancing their understanding of social relations.

Race/Ethnicity and/or Gender Course Criteria

For a course to be designated as fulfilling the race/ethnicity and/or gender requirement, it shall be specifically focused on the realization of the race/ethnicity and/or gender outcome.

The course must meet the following criteria:

1. Course must approach the subject of race/ethnicity and/or gender from an identifiable theoretical framework
2. Course must address race/ethnicity and/or gender issues appropriate to the course discipline. Courses can narrowly address a single category (race, or ethnicity, or gender), or any combination of two categories (race and gender, or race and ethnicity, or gender or ethnicity), or all three categories combined. No matter how the course is configured, at least 75% of the course content must be based on issues clearly identified as race/ethnicity and/or gender.

173

3. Course materials must demonstrate clear evidence that the significant focus of the course is concerned with race/ethnicity and/or gender. Such evidence will be included in:
   a. the course description.
   b. the title(s) or chapter heading of reading assignments.
   c. the lecture topics specified in each course syllabus.
   d. the graded assignment and examination materials in each course section.

REG Assessment

It should be of some concern that in NSSE data 19% of seniors saw Ferris has having very little role in encouraging contact among students from different economic, social, and racial or ethnic backgrounds, and 36% saw Ferris as only offering some encouragement for such contacts. Still, it is good news that more than 50% of students though less than 60% consider themselves as often or very often having a serious conversation with someone different from themselves in race, ethnicity, religious beliefs, political opinions, or personal values.

A recent study of the impact of REG courses, conducted by the REG Committee 2006-2007 under Andy Karafa, found that FSU REG courses, regardless of category, correlated with a higher score on the REG Survey, suggesting that REG courses do in fact change attitudes concerning diversity. One of the issues on campus, however, is whether the diversity goals reflect political biases. For example, one of the survey questions is "Recent immigrants should adopt the American, mainstream values & beliefs." This committee believes that it is debatable within the Ferris community about what should be considered an improved score on this issue, at least on some questions.

NSSE Data

Race Ethnicity and Gender

			First Years		Seniors	
			Ferris FY	Selected P.	Ferris SN	Select P.
Had serious conversations with students of a different race or ethnicity than your own	Never		71 *18%*	489 *15%*	56 *16%*	444 *12%*
	Sometimes		175 *43%*	1064 *33%*	131 *38%*	1270 *34%*
	Often		95 *23%*	818 *27%*	105 *31%*	972 *28%*
	Very often		66 *16%*	731 *24%*	54 *15%*	867 *26%*
	Total	407 *100%*	3102 ####	346 *100%*	3553 ####
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	Never		53 *13%*	319 *12%*	26 *8%*	304 *9%*
	Sometimes		152 *37%*	1046 *33%*	139 *40%*	1271 *35%*
	Often		117 *29%*	907 *29%*	105 *31%*	1073 *30%*
	Very often		85 *21%*	830 *26%*	76 *21%*	904 *26%*
	Total	407 *100%*	3102 ####	346 *100%*	3552 ####

Institutional Effectiveness

Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	Very little			382	15%			711	19%
	Some			950	34%			1264	36%
	Quite a bit			972	30%			927	29%
	Very much			686	21%			501	16%
	Total			2990	####			3403	####

COLLEGE OF ARTS & SCIENCES
FERRIS STATE UNIVERSITY

TO: Susan Morris, Chair, REG Committee

FROM: J. Andy Karafa, Associate Professor of Psychology

RE: REG Survey Results from Winter '07 Data – Revised

DATE: 04/04/08

Initial analyses of the Race, Ethnicity, and Gender (REG) Survey have been completed. These analyses investigated the instrument's internal reliability, its factor structure, and its relationship with two groups of classes: those considered to be part of Category A and those listed as part of Category B. The first category represents those courses that were reviewed under the latest REG criteria. The second category contains those courses that were automatically considered REG before the latest review process was generated. (Please see the attached criteria.)

The Survey is made up of 17 items. The first 15 collectively measure attitudes and beliefs related to REG issues. The 16th item serves as a one-item index of the degree to which "one or more" of a respondent's "classes at Ferris encouraged" her/him "to think about human differences based on race, ethnicity and/or gender." The 17th item asks students about how "carefully" they "read each statement" and the degree to which they "attempted to arrive at the best answer." For the analyses described below, REG Survey scores are based on the first 15 items. The last two are analyzed separately.

The analyses below are based on $n = 207 - 220$. The n varies between analyses due to missing data.

Internal Reliability:
The REG Survey demonstrated adequate internal reliability ($\alpha = .72$). Additional inspection suggested that the removal of item #9 (see the attached copy of the survey) would enhance the scale's reliability. Following the removal of this item, the reliability improved ($\alpha = .79$). Hence, the following analyses were conducted without item #9. In sum, each item on the questionnaire appeared to tap the same underlying construct.

Reliability must not be confused with validity. That is, although the items appear to assess the same underlying construct, we cannot be certain what that construct is. Future analyses should examine whether this Survey correlates with other measures designed to tap REG-related content (i.e., content validity analysis).

Factor Analysis:

Although the Survey demonstrated good reliability, it seemed reasonable to suspect that items might cluster to measure different facets of the underlying construct. A factor analysis was conducted to look at this possibility. A principle component analysis was generated; an oblique rotation was chosen given the likelihood that the resulting factors would be correlated.

The analysis uncovered 3 factors. (Again, see the attached survey.) The first factor was made up of 9 items and explained 28.48% of the variance. This factor appears to tap discrimination and fairness as they are connected to diversity (e.g., sex roles, respect, etc.). The second factor, made up of 3 items, explained 12.84% of the variance. This factor seems to measure negative attitudes toward minorities and immigrants. The third factor included only two items and explained 8.33% of the variance. This factor seems to relate to the place of women in society (e.g., power).

Although a quick perusal of correlations suggested that each factor exhibited different predictive qualities, it is unclear whether the factors are indeed measuring different aspects of the same construct. In particular, factors 2 and 3 include only negatively worded items, items that imply a negative attitude toward diversity. Hence, the two factors might have separated from the first factor based on the negative wording of the items, and might not reflect a conceptual difference. Additional analyses are warranted.

The following analyses involve the whole Survey. High scores on the Survey suggest greater understanding of and appreciation for REG-related material.

Correlations:
Correlations between the Survey and the frequency of Category A and Category B courses were examined. Scores on the Survey and the frequency with which respondents indicated taking Category A courses were not significantly related ($r = .12. p > .05$). Scores on the Survey were significantly related to the frequency with which respondents indicated taking Category B courses ($r = .26, p < .05$). The correlation between scores on the Survey and the frequency of taking REG courses, regardless of category, was also significant ($r = .25, p < .05$).

On the surface, the lack of a significant relationship between Category A courses and scores on the Survey is surprising. However, Category A courses were much less commonly reported, therefore reducing the possible variability when compared to Category B courses. Hence, this finding might be an artifact of reduced range rather than an indication that Category A courses are ineffective. This reasoning is partially supported by the relations between the item "One or more of my classes at Ferris encouraged me to think about human differences based on race, ethnicity, and/or gender" and the two categories of classes. This survey item was positively correlated with Category A courses ($r = .14, p < .05$) and Category B courses ($r = .24, p < .05$.

Multiple Regressions:
Finally, regression analyses were performed to control for the respondents' self-assessed seriousness, as indexed by the 17th item. In order to control for this element, a hierarchal regression analysis was conducted where scores on the Survey served as the criterion (dependent) variable. The 17th item was entered in as a predictor (independent variable) in step one, and Category A scores and Category B scores were entered together as predictors in step 2.

The carefulness item significantly predicted scores on the Survey ($\beta = .29$, $p < .05$). In the next step, Category A courses failed to significantly predict Survey scores ($\beta = .03$, $p > .05$), whereas Category B courses did predict Survey scores ($\beta = .25$, $p < .05$).

These analyses basically duplicated the correlations described above. However, the positive relation between the carefulness item and Survey scores suggests that this is a useful item to retain for future REG assessment.

Summary & Caveats:
The REG Survey appears to be an internally reliable measure. Future work needs to be done to assess its validity and better understand its factor structure.

Collectively, the analyses suggest that taking FSU REG courses, regardless of category, is related to higher scores on the REG Survey. In other words, as the frequency of taking REG-related courses increases, so do scores on the REG survey. This correlation can be interpreted in *at least* three ways. First, it might mean that exposure to REG material leads to a greater understanding of/appreciation for REG issues. Second, it might indicate that those who already appreciate/understand REG issues (e.g., sociology majors) tend to take more REG courses. Third, it is likely that the overall number of credits taken correlates with the number of REG credits taken. Hence, an understanding of/appreciation for REG issues might be driven by level of education and not the number of specific REG courses taken.

So, future analyses should control for number of credit hours achieved. Also, a field asking for the respondent's major should be added to the survey instrument.

Reading

Academic Profiles

2005 Academic Profiles: Ferris Freshman and Seniors compared to national sample of comprehensive Colleges and Universities in Reading.

Contrary to expectations, while Ferris Freshmen enter with a mean score 1.66 below the national norm, Ferris Seniors nearly approximate the national norm, only .24 points behind other institutions. This is a significant improvement over 1996 when entering Freshmen scored 112 and exiting Ferris students scored only 117, a score that was at that time only slightly above the national norm for entering freshmen. Clearly this is caused in part by the change in admission standards.

Academic Profiles in Reading

	Ferris F	National F	Ferris S	National S
Reading	115.20	116.86	119.64	119.88

NSSE Data

It should be a concern that 23% of Ferris seniors indicate that they often or very often come to class without completing the reading or assignments; however, this is actually lower than the self-report of seniors at selected peer institutions of 27%. Students in focus groups often pointed out that it wasn't always necessary to read the assignments since the material tended to be covered in class and only the class material was tested. Only 18% of Ferris seniors report that they never read for pleasure outside of class assignments compared to 23% for selected peers. Perhaps more significantly 61% of Ferris seniors indicate that they often or very often discuss courses or the assigned readings outside of class. So while it is alarming that so many students come to class unprepared and that any university students never read for pleasure, the performance of Ferris seniors is consistent with those at selected peer institutions.

Reading

		First Years				Seniors			
		Ferris FY		Selected P.		Ferris SN		Selected P.	
f.	Come to class without completing readings or assignments	Never	100	21%	583	20%	77	22%	524	15%
		Sometimes	261	59%	1905	57%	203	55%	2164	58%
		Often	59	14%	573	16%	62	17%	676	18%
		Very often	26	6%	252	7%	22	6%	345	9%
		Total	446	100%	3313	####	364	100%	3709	####
3a.	Number of assigned textbooks, books, or book-length packs of course readings	None	3	1%	19	1%	5	1%	53	2%
		Between 1-4	113	28%	475	20%	97	30%	944	27%
		Between 5-10	210	53%	1333	43%	153	44%	1397	39%
		Between 11-20	54	13%	903	26%	48	13%	672	20%
		More than 20	22	5%	346	10%	38	11%	446	13%
		Total	402	100%	3076	####	341	100%	3512	####
b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	None	113	30%	827	28%	64	18%	783	23%
		Between 1-4	207	50%	1642	51%	184	54%	1841	51%
		Between 5-10	53	13%	398	13%	51	15%	526	15%
		Between 11-20	14	3%	116	4%	17	5%	189	6%
		More than 20	15	4%	93	3%	26	8%	172	5%
		Total	402	100%	3076	####	342	100%	3511	####
p.	Discussed ideas from your readings or classes with faculty members outside of class	Never	176	42%	1470	47%	86	26%	1226	34%
		Sometimes	158	38%	1203	37%	160	45%	1556	43%
		Often	62	16%	332	11%	64	18%	532	15%
		Very often	18	4%	129	4%	42	12%	271	8%
		Total	414	100%	3134	####	352	100%	3585	####
	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	Never	31	8%	208	7%	18	5%	172	5%
		Sometimes	172	43%	1230	40%	113	33%	1272	37%
		Often	137	33%	1083	35%	136	37%	1327	36%
		Very often	68	16%	578	19%	79	24%	780	23%
		Total	408	100%	3099	####	346	100%	3551	####

Enhancing Reading Across the Curriculum

It is heartening that the mean for Ferris seniors approximates the national norm for reading. Still, given the value of reading skills in all professions and for the role of our graduates as citizens, efforts need to be made to continue to improve student reading. **On the Academic Profiles, 39% of Ferris seniors scored as not proficient in reading 2, the critical thinking level of reading, which suggests room for appropriate** It would neither be helpful nor appropriate to mandate any particular approach to enhance student reading across the curriculum, including critical reading skills. The only reasonable solution is faculty development seminars for interested faculty on how to enhance student critical reading. The General Education Reading Sub-committee has been inactive for some time. **It could be helpful to reconstitute a committed team of faculty dedicated to quality reading who could lead the effort to continue the educational effort to enhance the reading skills of Ferris students**

Reasoning Ability and Lifelong Learning

Reasoning Ability

Graduates should demonstrate competence in problem-solving, critical thinking and independent decision making with respect to both personal and professional issues. Graduates should also be able to apply principles of ethical decision-making, valuing, and civic responsibility in both their personal and professional lives.

Alumni and Employer Surveys

A review of employer and alumni surveys in completed Program Reviews from a number of programs found that critical thinking and ethical decision making were scored with a 4.25 or higher mean on a 5 point scale where 5 was the highest possible score.

Academic Profiles

On a scale of 100-130, the entering score of Ferris freshmen of 107.93, 1.5 points below the already low national norm of 109.43. Ferris seniors approximate the national norm with a score of 111.76 compared to a norm of 112.16, only .40 points below the national norm. Still, by the estimation of the Academic Profiles, 95% of Ferris freshmen are not proficient in critical thinking skills and 80% of seniors are not proficient, with 15% marginally proficient, and only 7% proficient. This should be of some concern.

2005 Academic Profiles: Ferris Freshman and Seniors compared to national sample of comprehensive Colleges and Universities in Critical Thinking

	Ferris F	National F	Ferris S	National S
Critical Thinking	107.93	109.43	111.76	112.16

NSSE Data

The data here is complex and needs to be carefully analyzed. We seem to make less of an impact on synthesizing ideas/information and making judgment than on memorizing, analyzing, and applying ideas/information. A significant number of seniors (50%) only sometimes or never examined the strength or weakness of their own views. Of seniors, 37% only sometimes or never try to look at ideas from the perspective of someone else. Still, 63% of students frequently learned something that changed the way they understood an issue or concept.

2006 NSSE Data Critical Thinking

		First Year				Seniors			
		Ferris FY		Selected P		Ferris SN		Selected P	
Put together ideas or concepts from different courses when completing assignments or during class discussions	Never	30	7%	191	7%	13	4%	95	3%
	Sometimes	178	44%	1324	43%	101	30%	1003	29%
	Often	164	39%	1207	37%	158	45%	1642	45%
	Very often	42	10%	415	13%	80	22%	846	23%
	Total	414	100%	3137	####	352	100%	3586	####
Coursework emphasizes: Memorizing facts, ideas, or methods from your courses and readings	Very little	14	3%	143	4%	18	6%	298	9%
	Some	100	25%	864	28%	94	28%	1081	31%
	Quite a bit	171	43%	1217	39%	142	42%	1291	37%
	Very much	118	28%	855	29%	90	23%	863	24%
	Total	403	100%	3079	####	344	100%	3533	####
Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory	Very little	15	4%	89	4%	5	1%	66	
	Some	115	28%	631	22%	56	17%	592	17%
	Quite a bit	182	46%	1389	44%	172	51%	1561	44%
	Very much	91	22%	971	30%	111	31%	1309	38%
	Total	403	100%	3080	####	344	100%	3528	####
Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	Very little	24	6%	153	5%	11	4%	145	4%
	Some	138	35%	996	32%	102	31%	922	25%
	Quite a bit	160	39%	1196	38%	149	44%	1463	41%
	Very much	81	19%	732	25%	82	22%	998	30%
	Total	403	100%	3077	####	344	100%	3528	####
Coursework emphasizes: Making judgments about the value of information, arguments, or methods	Very little	29	7%	191	7%	17	5%	198	6%
	Some	124	31%	957	32%	85	26%	945	26%
	Quite a bit	168	42%	1280	40%	142	41%	1389	39%
	Very much	81	20%	648	21%	100	28%	992	29%
	Total	402	100%	3076	####	344	100%	3524	####
Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	Very little	16	4%	113	4%	6	2%	126	4%
	Some	99	24%	714	25%	63	19%	667	19%
	Quite a bit	169	43%	1203	38%	142	43%	1296	36%
	Very much	119	29%	1049	32%	132	36%	1437	41%
	Total	403	100%	3079	####	343	100%	3526	####
Thinking critically and analytically	Very little	10	3%	80	3%	10	3%	76	2%
	Some	80	21%	545	21%	59	18%	491	14%
	Quite a bit	150	41%	1259	42%	115	38%	1345	39%
	Very much	129	35%	1079	35%	139	41%	1459	44%
	Total	369	100%	2963	####	323	100%	3371	####
Examined the strengths and weaknesses of your own views on a topic or issue	Never	51	13%	354	13%	32	9%	328	9%
	Sometimes	181	46%	1278	41%	140	41%	1350	38%
	Often	131	33%	1001	32%	116	35%	1177	34%
	Very often	33	8%	423	13%	51	15%	631	19%
	Total	396	100%	3056	####	339	100%	3486	####
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	Never	33	9%	208	8%	23	7%	202	6%
	Sometimes	157	41%	1156	37%	111	32%	1181	33%
	Often	150	37%	1128	36%	137	41%	1309	37%
	Very often	56	14%	564	18%	68	19%	793	24%
	Total	396	100%	3056	####	339	100%	3485	####
Learned something that changed the way you understand an issue or concept	Never	21	6%	143	6%	8	3%	124	4%
	Sometimes	158	40%	1087	36%	117	34%	1215	35%
	Often	148	37%	1230	39%	147	44%	1415	40%
	Very often	69	17%	598	19%	67	19%	732	21%

Political Engagement

Part of the publicly stated outcome for Reasoning Ability is tied directly to civic responsibility. The 2006 NSSE data was collected before the full impact of the Political Engagement project which is involving 30 or more instructors a semester in building political engagement into course work. Ferris seniors are less inclined at 48% to vote than selected peers at 40%. However, Ferris seniors are consistent with seniors at selected peer institutions in their volunteer efforts. Ferris course work tends to require more community service with 42% of Ferris seniors having participated sometimes, often, or very often in community-based project as part of their course work compared to 40% of seniors at selected peer institutions. 59% of Ferris seniors have reported doing community service or volunteer work compared to 58% of the seniors at peer institutions. It is likely that the political engagement project will effectively increase student civic involvement.

Political Engagement

		First Year				Seniors			
		Ferris FY		Selected P.		Ferris SN		Selected P.	
Voting in local, state, or national elections	Very little	210	56%	1447	46%	156	48%	1352	40%
	Some	91	25%	863	30%	106	34%	1112	32%
	Quite a bit	41	11%	416	15%	35	10%	535	16%
	Very much	26	7%	205	9%	22	7%	349	12%
	Total	368	100%	2931	####	319	100%	3348	####
Participated in a community-based project (e.g. service learning) as part of a regular course	Never	261	63%	2202	72%	196	58%	2096	60%
	Sometimes	103	25%	623	19%	102	27%	965	25%
	Often	34	8%	218	7%	38	11%	334	9%
	Very often	15	4%	91	2%	16	5%	189	5%
	Total	413	100%	3134	####	352	100%	3584	####
Community service or volunteer work	Have not decided	64	17%	470	17%	33	10%	317	10%
	Do not plan to do	53	16%	262	11%	52	17%	558	18%
	Plan to do	112	28%	1221	38%	41	14%	450	14%
	Done	158	39%	1073	34%	206	59%	2125	58%
	Total	387	100%	3026	####	332	100%	3450	####

184

Lifelong Learning and Organizational Skills

Graduates should demonstrate skills which are critical not only for success in college coursework, but also for lifelong learning and effective performance of personal and professional responsibilities. These include:

Library and information skills—the ability to identify, access and evaluate information and materials as needed for both personal and professional purposes.

More than 60% of Ferris seniors believe they have the skills to find the sources they need and evaluate their sources, with only 8% or fewer disagreeing or strongly disagreeing that they have these skills. It is significant that 78% of Ferris seniors agree or strongly agree that Ferris instructors provided assistance in using and analyzing resources, with only 3% disagreeing. There are, however, some reasons for concern. Students (62%) tend to use online sources to complete required assignments. Yet, only 55% of seniors agreed or strongly agreed that their Ferris courses required regular use of the library and external information. Only 51% claimed that they accessed information from sources beyond the classroom weekly. Seniors do not perceive themselves as having to do regular research as part of course work. Only 56% of seniors agreed or strongly agreed that the library staff provided guidance in selecting and evaluating resources, a result that needs to be explored further.

Lifelong Learning Survey 2007 Seniors N 200

Lifelong learning Survey by Percentage	SA	A	N	D	SD
Q1 a. My Ferris courses required regular use of library and external information.	18%	37%	22%	17%	5%
Q1 b. Ferris instructors provided assistance in using and analyzing resources	18%	60%	18%	3%	0%
Q1 c. Ferris library staff provided guidance selecting and evaluating resources	19%	37%	35%	7%	2%
Q! d. I accessed info. Sources beyond classroom at least weekly.	13%	38%	23%	22%	4%
Q1 e. I used online sources in completing many required assignments.	25%	47%	13%	11%	3%
Q1 f. I developed skills in evaluating the merit of information resources.	16%	54%	23%	6%	2%
Q1 g. I am confident in my ability to explain why some sources are better than others.	21%	47%	28%	4%	0%
Q1 h. I have the knowledge I need to find and evaluate resources beyond Ferris.	28%	57%	13%	2%	0%
Q1 i. My Ferris education introduced sufficient info to provide a solid foundation.	16%	60%	19%	4%	0%

Project Organization Skills –the ability to organize individual and group projects with effective time-management, goal-setting, and resource allocation.

Most students report that they have learned project organization skills as part of one or more courses and that they have skills in planning and implementing projects. Alumni and employer surveys from a number of different programs confirm this (see page xxx). We have no primary data on the actual performance of students in project organization. It would be useful to collect such data across the curriculum using a common project organization rubric.

Lifelong Learning Survey 2007 Seniors N 200

	SA	A	N	D	SD
Q2 a. My Ferris education assisted in developing project management skills.	17%	63%	15%	4%	1%
Q2 b. I have had the opportunity to plan and implement a project.	26%	61%	9%	3%	0%
Q2 c. One or more of my Ferris courses taught project organization skills.	29%	54%	10%	6%	1%
Q2 d. I am confident of my ability to organize projects outside of my classes.	25%	60%	12%	2%	0%
Q2 e. Project organization or management is a strength I could cite on my resume.	16%	50%	26%	6%	2%
Q2 f. I can use technology to support the development of a project.	34%	55%	11%	0%	1%
Q2 g. I can meet the communication requirements of project management.	18%	68%	12%	1%	0%
Q2 h. I am able to organize a project to assure its timely completion.	20%	68%	10%	1%	0%

Collaborative Skills- The ability to work as part of a team to learn and teach cooperatively, to appreciate individual differences, and to assess one's own and others' roles in a working group.

While most students feel prepared to work as a member of a team and work collaboratively with diverse groups, respecting the value of diverse views and backgrounds, the results could be stronger. Only 9% of students either have no opinion or disagree that they had an opportunity to collaborate on projects or assignments. However, it should be a concern that 21% have no opinion or disagree about whether Ferris helped develop collaborative kills. A consistent 27% or more of seniors do not agree that collaboration skills were taught, modeled, or reinforced in a way that improved their ability to be a member of a team. This suggests that more overt instruction in collaboration should be a part of the curriculum.

Lifelong Learning Survey 2007 Seniors N 200

	SA	A	N	D	SD
Q3 a. My Ferris education developed collaborative skills.	14%	64%	19%	2%	0%
Q3 b. I have had the opportunity to collaborate on projects or assignments.	37%	54%	7%	2%	0%
Q3 c. Collaboration skills were introduced or taught in my courses.	22%	49%	21%	8%	0%
Q3 d. Collaboration skills were modeled and reinforced in my courses.	16%	52%	27%	5%	0%
Q3 e. My Ferris education emphasized the importance of collaboration.	17%	47%	27%	9%	0%
Q3 f. I improved my ability to be a member of a group or team.	25%	49%	20%	7%	0%
Q3 g. I will be able to work effectively with diverse groups in	32%	49%	17%	2%	0%

186

other contexts.
Q3 h. Prepared to recognize the value of diverse points of
view and backgrounds.   25%   53%   18%   3%   2%

     The NSSE Data confirm that Ferris seniors have a fair amount of experience working with other students across the curriculum and that they believe that the institution has been effective in assisting them to work effectively with others. In this area we are consistent with selected peer institutions.

Collaboration NSSE 2006

| | | | First Year | | | Seniors | | |
			Ferris FY		Select P.	Ferris SN		Select P.
Worked with other students on projects during class	Never		28	6%	384	11%	13	4%	383	10%
	Sometimes		186	42%	1420	45%	117	32%	1512	41%
	Often		181	40%	1098	33%	138	38%	1187	33%
	Very often		53	12%	410	12%	96	27%	626	17%
		Total	448	100%	3312	####	364	100%	3708	####
Worked with classmates outside of class to prepare class assignments	Never		49	11%	395	17%	16	5%	202	7%
	Sometimes		197	44%	1282	42%	104	30%	1147	35%
	Often		149	34%	1081	28%	145	40%	1233	33%
	Very often		53	12%	556	13%	99	25%	1133	26%
		Total	448	100%	3314	####	364	100%	3715	####

Institutional Effectiveness

			First Year			Seniors		
Working effectively with others	Very little		15	4%	161	7%	11	4%	113	4%
	Some		102	28%	708	25%	63	20%	631	20%
	Quite a bit		142	38%	1152	39%	121	37%	1345	39%
	Very much		110	30%	944	29%	128	39%	1281	37%
		Total	369	100%	2965	####	323	100%	3370	####

Computer Competence—the ability to use and learn more about computers, as needed, in their personal and professional lives.

Ferris seniors generally report themselves as having computer competency, familiar with how to install programs, know computer hardware, know how to use computers for careers, are able to independently learn new computer applications, perform advanced functions, understand operating systems, and use the internet. Most see courses as integrating or requiring the use of computers. Seniors are least confident about their ability to create a basic web page with only 42% of seniors agreeing that they have those skills. NSSE data supports these results. More than 80% of seniors report that Ferris contributed quite a bit or very much to their ability to use computer and informational technology. However, seniors report less use of the internet or other electronic media than one might expect as a part of course work with 40% reporting sometimes or never using electronic media for discussing assignments and 22% only sometimes or never using e-mail to communicate with instructors.

Lifelong Learning Survey 2007 Seniors N 200

	SA	A	N	D	SD
Q4 a. My courses integrated and/or required the use of computers.	59%	36%	3%	3%	0%
Q4 b. I know how to install a new computer program.	52%	34%	8%	6%	0%
Q4 c. I am familiar with the basics of how computer hardware works.	48%	39%	8%	5%	0%
Q4 d. I know enough about computers to meet the demands of my careers.	51%	39%	8%	3%	0%
Q4 e. I can learn new computer applications on my own.	47%	37%	11%	3%	0%
Q4 f. I can perform advanced functions on at least three applications.	41%	38%	13%	5%	3%
Q4 g. I understand how the operating system works.	37%	31%	15%	13%	4%
Q4 h. I can create a basic web page that will meet the needs of an employer.	21%	21%	20%	28%	10%
Q4 i. I regularly utilize the internet to gather information and support activities.	62%	33%	4%	2%	0%

Computer Competency: NSSE 2006

		First Year				Senior			
		Ferris FY		Selected P.		Ferris SN		Selected P.	
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	Never	72	17%	428	16%	34	10%	384	11%
	Sometimes	145	35%	925	29%	104	30%	1026	29%
	Often	102	25%	917	28%	106	30%	962	26%
	Very often	95	22%	863	26%	108	31%	1215	34%
	Total	414	100%	3133	####	352	100%	3587	####
Used e-mail to communicate with an instructor	Never	23	5%	59	4%	5	2%	24	1%
	Sometimes	164	41%	821	29%	72	20%	563	17%
	Often	120	28%	1183	35%	133	39%	1147	32%
	Very often	106	25%	1073	32%	142	39%	1852	50%
	Total	413	100%	3136	####	352	100%	3586	####

Institutional Effectiveness

		First Year				Senior			
Using computing and information technology	Very little	20	5%	160	6%	14	5%	118	4%
	Some	81	22%	648	24%	45	15%	563	17%
	Quite a bit	150	41%	1059	35%	112	34%	1162	35%
	Very much	118	32%	1097	34%	152	46%	1529	44%
	Total	369	100%	2964	####	323	100%	3372	####
Using computers in academic work	Very little	11	3%	74	4%	6	2%	53	2%
	Some	65	17%	333	13%	29	8%	281	9%
	Quite a bit	147	39%	959	34%	96	31%	944	29%
	Very much	155	40%	1626	50%	196	59%	2129	61%
	Total	378	100%	2992	####	327	100%	3407	####

ISYS 105 Report

The ISYS report that follows shows that incoming students may not have the skills in common Microsoft Office functions that they believe and that students make real gains in a course like ISYS 105 that instructs students in such technology

Defining and Assessing Computer Competency

Given the very different expectations for computer skills across the diverse programs at Ferris, the actual outcomes have not been very clearly defined. What skills should students have and at what levels? Once these outcomes have been clearly defined, some real primary data need to be collected on the actual ability of students.

A learning model for value added delivery of a beginning computer course.

Jay Hettiarachchy, Richard Hewer, Ashley Moul (student assistant)
Computer Information Systems Department
Ferris State University
College of Business
119 South Street, Big Rapids, MI 49307
hettiarj@ferris.edu

Abstract

This paper presents a learning model practiced successfully in engaging freshmen in the effective use of computers throughout their college life at Ferris State University. The model combines pedagogical teaching with an online learning environment thereby stimulating the learners to engage in a flexible learning process monitored by the Web-CT and Prentice Hall Train and Assess IT (PHIT) testing software. This model was developed over a period of four years as a response to the rapidly changing technological challenges in our classrooms, to provide a PC Office competency course that meets the needs of Ferris State University students in a variety of disciplines. The paper provides an analysis of the data gathered on a regular basis. We are confident from the data that our model has essentially added value to the introductory level computer literacy needs of the students attending the College of Business and Technology at Ferris State University

Introduction

The pervasive impact of computing technology on all areas of education from grade school to higher education brought with it a multitude of challenges within the past fifteen years to college instructors who are directly involved in training novice students to use computing technology in the most productive way in their respective disciplines and majors. These challenges are compounded by the rapid changes in the software industry as well as the response provided by the textbook publishers to these challenges. The primary focus of the training model discussed in this paper is providing students who are enrolled in a variety of disciplines and majoring in different programs with the most up-to-date knowledge and skill set in this highly volatile environment.

Organization of the course

The most important success factor of any project is in its planning stage. Faculty members in the CIS department at Ferris State University who are responsible for training students in this one hundred level course consider it as an ongoing project. The annual planning of this project is done during the summer. This project is co-ordinated by a lead faculty member who undertakes the responsibility of reviewing the latest textbooks and selecting the most suitable textbook and training material in consultation with other faculty members who have previous experience in teaching the course. The lead faculty member is also responsible for communicating with representatives of the textbook companies and participating in the national conferences relevant to the course.

The second responsibility of the lead faculty member is to coordinate and manage the regular and adjunct faculty members responsible for teaching the course. Although it is not practicable to deliver the course in the same way in all the sections offered, every attempt is made by the lead faculty member to standardize the delivery of the course across all sections. This process involves a significant amount of organizational learning among faculty members who participate in teaching the course, especially among those who teach the course for the very first time.

Thirdly, the annual training of teaching assistants who play an active role in helping students in larger classes having as many as forty students is a very important factor of the outcome of this course. Bringing these student assistants to the desired level of proficiency in Web-CT and other third-party training tools in itself is a challenge just before the regular classes begin, at the beginning of an academic year.

The last and not the least challenge of the lead faculty member is to assure the availability of software and hardware updates and upgrades that are compatible with the latest software versions installed on all computer laboratories where these classes are held.
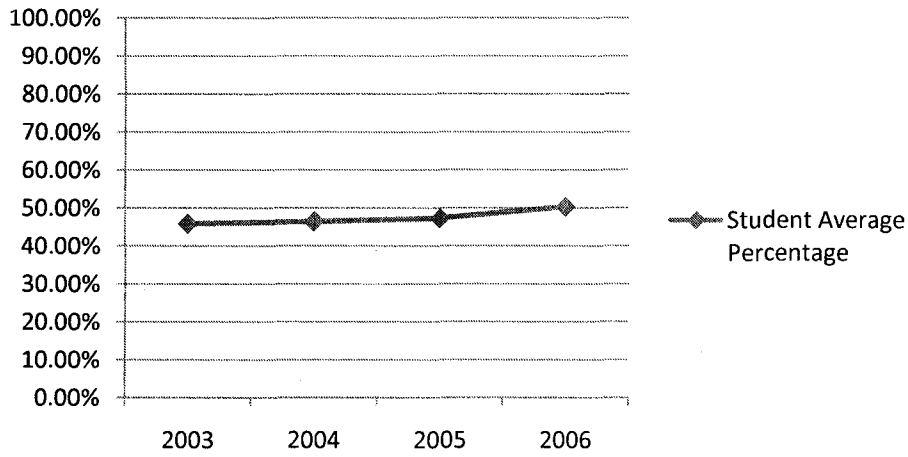
The Challenge

Over the years, we have observed that some students who enter college bring along with them a certain amount of experience in using computers including the skill set needed to work with Microsoft Office. Understandably, many college entering students lack or fall short of such previous experience, knowledge and the necessary skill set in using Microsoft Office. Such a state of affairs, make the determination of placing the college students in various programs that involves the use of MS Office somewhat problematic. This is because the college teachers are not always ready with a "toolkit" to determine: a) the experience and skill level at which students may be entering college b) the amount of training they aught to receive in order that they maximize their learning experience to meet the demands of their programs of study.

In an attempt to respond to this challenge at Ferris State University, an initial effort was made as early as 2001 to formulate such a method. In that year, we simply asked the students how much knowledge they brought along with them into the classroom. We tried the same method in the following year. About seventy-five percent of the students thought they had the required experience and knowledge in MS Office; unfortunately, our finding was that they did not possess the required knowledge and experience at the time they entered the university.
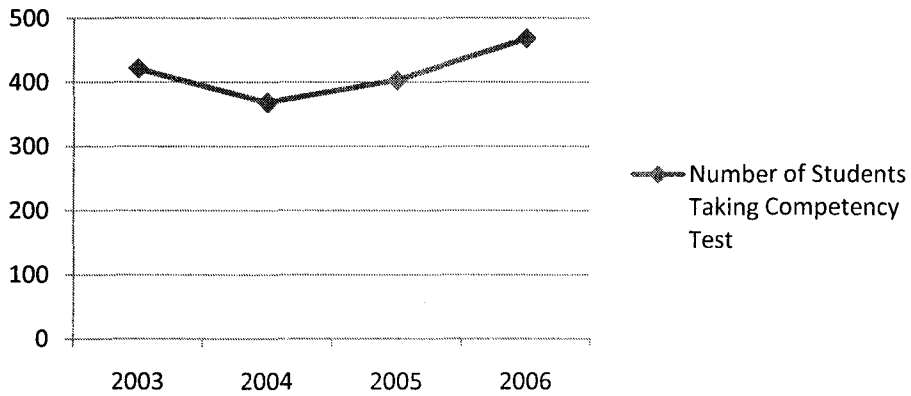
From the above trial methods, we were convinced that a screening test was necessary in order to find out the knowledge and experience level of college entering students in MS Office rather than taking their word for it. In an attempt to test their experience and knowledge level, we used Course Technology twenty minute evaluation tests in 2001. The problems associated with these tests made us to switch to Prentice Hall testing software during the same year. However, Prentice Hall testing software was not totally devoid of problems. After working with the latter testing software for a considerable period, we were able to refine the testing modules to suit our requirements.
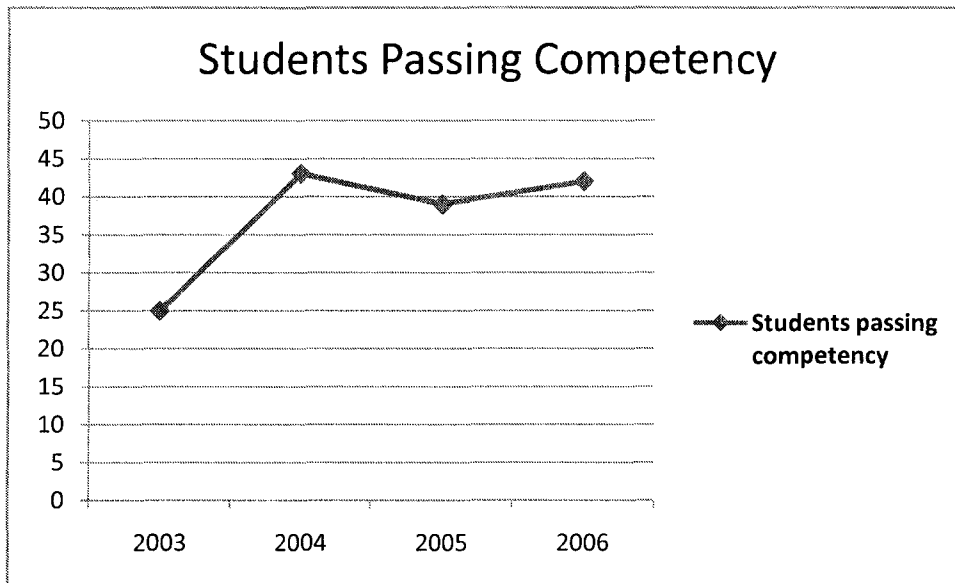
On administering the Prentice Hall test modules to over 1000 students, we found out the average student gets a 40% on the test. The charts given below show these results:

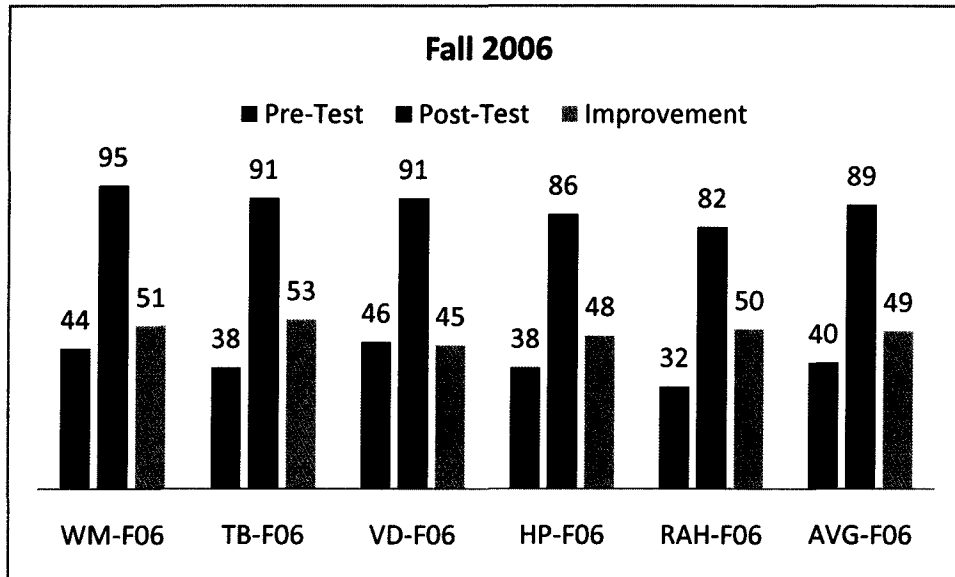# Student Average Percentage

Number of Students Taking Competency Test

Students Passing Competency

A line chart titled "Students Passing Competency" showing the number of students passing competency by year. The y-axis ranges from 0 to 50 in increments of 5. The x-axis shows years 2003, 2004, 2005, and 2006. Data points: 2003 ≈ 25, 2004 ≈ 43, 2005 ≈ 39, 2006 ≈ 42. Legend: "Students passing competency"
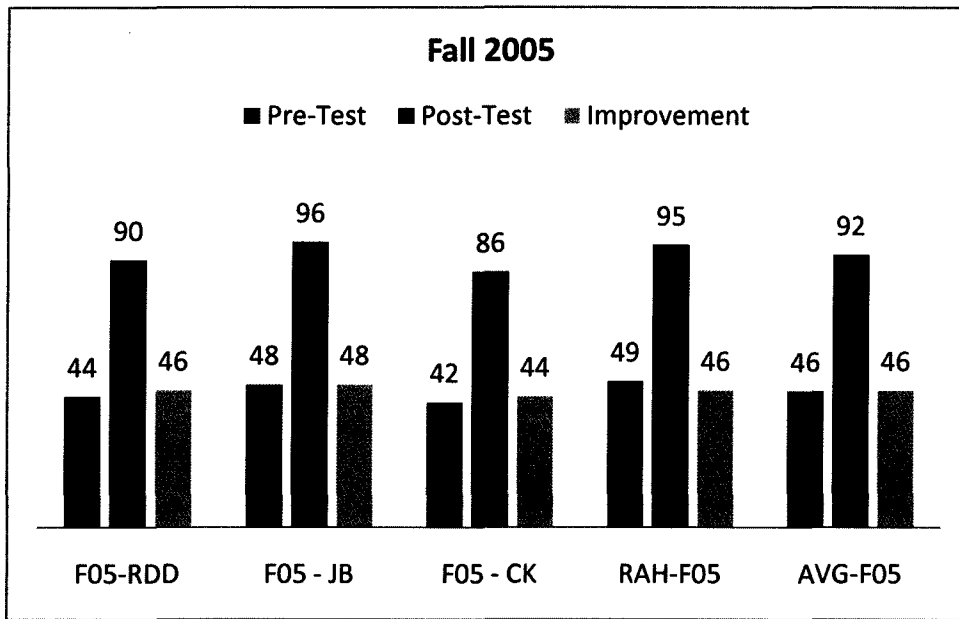
Our response

1) Measuring the effectiveness of the Microsoft Office class

Our primary objective in designing this course was to add significant value to the course in the way we deliver it. In order to achieve this objective, we wanted to first screen and eliminate students who have gained the expected level of proficiency in MS Office at the time they entered FSU. A pre-test was administered for this purpose.

The results of these tests show that most students who were predominately freshmen including a few juniors and seniors could only get a 50% grade on the material at the beginning of the course. As the results of the final exam show, students after going through the course scored 90% in the final exam. The data for the last two and a half years is charted below.

Fall 2005

■ Pre-Test ■ Post-Test ▨ Improvement

	F05-RDD	F05 - JB	F05 - CK	RAH-F05	AVG-F05
Pre-Test	44	48	42	49	46
Post-Test	90	96	86	95	92
Improvement	46	48	44	46	46

Fall 2006

■ Pre-Test ■ Post-Test ▨ Improvement

	WM-F06	TB-F06	VD-F06	HP-F06	RAH-F06	AVG-F06
Pre-Test	44	38	46	38	32	40
Post-Test	95	91	91	86	82	89
Improvement	51	53	45	48	50	49

2) Standardization of the course

Another very important course administration challenge that we faced was ensuring the standardization and maintenance of the quality of delivery of the course by six to seven different instructors including adjunct instructors per semester. In 2004, we decided to achieve these goals by creating a standardized course curriculum[1] using Web-CT learning platform[2] in combination with the interactive graphical testing software package[3] produced by Prentice Hall textbook publishing company.

As evident from the above two charts, there is no significant difference in student performance and the course outcomes among different sections of the course taught by several different professors.

We are confident from our experience that the emulation testing software created by Prentice Hall Publishing Company does a good job of measuring student knowledge, experience, and skill level in the same manner across all different sections of the course taught by different instructors. By using this testing software in a Web-CT self-paced learning environment, we have been successful in removing almost all of the negative effects most professors have had on student learning.

Moreover, this leaning model has enabled us to measure how well we achieve the expected outcomes in this course.

Conclusions

The flexible teaching /learning model that we experimented over a period of over 5 years at Ferris State University has enabled us to add value to this beginning computer literacy course that we offer in most business related programs and majors in the College of Business. By using the asynchronous learning environment provided by Web-CT, and the interactive graphical testing software tools developed by Prentice Hall textbook company, we have been able to assess student learning more accurately, give faster feedback to students, and significantly lower the time we spend on grading student assignments.

The flexible, and almost self-paced nature of the student learning processes promoted in delivering this course in multi-sections offered every semester, has resulted in greater student satisfaction of this beginner course.

Our future vision is to expand this course to cover all students of the College of Business and to expand it to include all freshmen admitted to Ferris State University.

Foot Notes

1. Standard Course Syllabus adopted by all instructors responsible for delivering the course:

ISYS 105 Fall 2005

Instructor:	Office:	Office Hours:	Phone:	E-mail: Using Web-CT learning platform

Course Objectives: Upon completion of this course each student will have completed fifteen lessons and fifteen quizzes over all aspects of Microsoft Office 2003. The students will have a general knowledge of how to create and manipulate documents and files in Microsoft Office 2003: Word, Excel and PowerPoint.	Prerequisite: This course covers a full semester and no prerequisites are necessary.
	Text: "Exploring Microsoft Office (Word, Excel, and PowerPoint) 2003 ISBN 0-536-82430-4, 0-536-82431-2 " Robert Grauer and Maryann Barber

Teaching Methods:
- Assignments: review Assignments, case problems, and readings will be periodically assigned to help support and supplement material found in the text. These assignments will require the application of Microsoft Office 2003.
- Quizzes: will be given to help ensure students stay current assigned material. The quizzes will be open book and cumulative.
- Tests and/or Projects: One test or project will be given for each of the major areas of study (Word, Excel & PowerPoint.)
- Exams: One exam will be given at the end of the course.
- Internet: All material will be distributed on the class web site. Class notes, instructional material, and

Assignments:
Due dates are posted on the course calendar. If they are turned in on the due date, you may receive up to 100% of the points available. If they are turned in from 1 minute to 7 days after the due date, you may receive up to 70% of the points available. If they are turned in from 7 days to 14 days after the due date, you may receive up to 50% of the points available.

Attendance:
Attendance is required. Students will receive .5% for every class attended.

Grading:
Letter grades will be determined using a standard percentage point evaluation as outlined below.
A = 93% - 930 Points
A- = 90% - 900 Points
B+ = 87% - 870 Points
B = 83% - 830 Points
B- = 80% - 800 Points
C+ = 77% - 770 Points
C = 73% - 730 Points
C- = 70% - 700 Points
D+ = 67% - 670 Points
D = 63% - 630 Points
D- = 60% - 600 Points

Grade will be computed using the following points.

Attendance	10% - 100
Lessons & Projects	45% - 450
Quizzes	15% - 150
Section Tests and/or Projects	10% - 100
Final Exam	20% - 200

student assignments will be posted on this class website.	F = Below 60%	TOTAL	100% - 1,000

2: Projects done on Web-CT learning environment.

a) Sample Word Project

Assignment Information

Maximum grade: 50

Due date: October 13, 2006

Instructions:
    1. Create a word document inviting people to a Meet the Candidate Party at your house.
    2. Download the file below.
    3. Follow the instructions on the document.
    4. Save, upload and submit the document for grading.

Assignment files: To view an assignment file, click its filename.

	Files	Modification date	Size
	Election1.doc	August 21, 2006 10:36am	112.5 KB

Special Word Project with Mail Merge (35 Points)

"Meet the candidates Party"

In this assignment, you will research the internet for information on one of the candidates running in the upcoming election (see table on next page). You are hosting a "Meet the Candidates Party" at your home/apartment for that candidate. It will be necessary for you to create a map showing your address from one of the many map sites located on the internet and a personal invitation to **five** friends.

Your goal:
Invite five friends or family to gather at your house or apartment to meet this candidate.

List of What to Turn in (files should be named what is in bold)

1. **Database File** (access file of five names and addresses)
2. **Merged Document** (a one-page letter going to five people with your invitations and a description of the night's events)
   a. Map (cut and pasted from an internet site – include a footnote)
   b. Link to Candidate's site - (include a footnote)
   c. Information on the meeting or the agenda for the night- (include a footnote)

Include all of the following somewhere in the preparation of your documents.
You only have to use each of them one time.

WordArt   Graphic   Watermark   Textbox   Callout   Font size & style

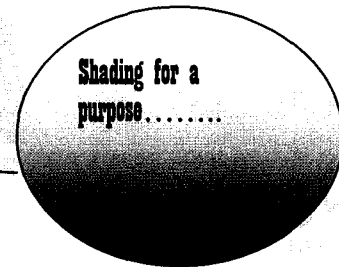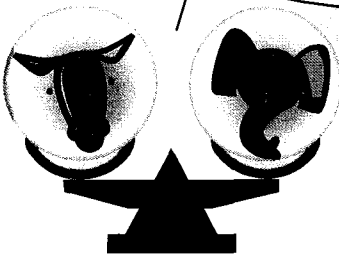Footnote♥   Shading   Lines   **Bold**   Underline   *Italicize*

Header with name   Footer with date

Shading for a purpose........

CANDIDATES

GOVERNOR

Jennifer Granholm	Democrat
V.S	
Dick DeVos	Republican

SECRETARY OF STATE

Terri Lynn Land	Republican
V.S	
Mary Waters	Democrat

ATTORNEY GENERAL

Mike Cox	Republican
V.S	
M. Scott Bowen	Democrat

U.S SENATOR

Debbie Stabenow	Democrat
V.S	
Mike Bouchard	Republican

b) Sample Excel Project:

Assignment Information

Maximum grade: 50

Due date: December 7, 2006

Instructions: On this Excel project, you need to create your transcript that you are going to have at the day you graduate from FSU.

1. Start with a New Blank Excel Workbook. You will need to create a lookup table for grade-to-number and number-to-grade lookup.
2. After you have done that, start filling in the transcript information as follows:
   - Row 1: Your Name
   - Row 2: Your school year (Freshman, Sophomore, Junior, Senior)
   - Row 3: The Class year (2005 Fall)
   - Row 4: Course, Credit, Grade, Quality
   - Row 5: Course #, Course name, Credit hrs., Letter grade (LTR), Grade #, Point,
   - Row 6:
     - Fill in Cell A6 & B6 with class Number and Name,
     - Fill in Cell C6 with the number of credit hours for that class,
     - Fill in Cell D6 with the letter grade you are getting or hope to get for that class,
     - Fill in Cell E6 with the VLOOKUP to lookup the letter grade at the table to get the number grade. For example, =IF(D6<>"",VLOOKUP(D6,$T$1:$U$12,2,False),"")
     - Fill in Cell F6 with the quality points by multiply the credit hours with the number grade. For example, =C6*E6)
3. Use autosum function to get the total of credit hours and the total of quality points.
4. To get your number GPA for each semester, divide the total of quality points by the total of credit hours. For example, =F12/C12
5. Use VLOOKUP to lookup the number grade at the table to get the letter grade. For example, =VLOOKUP(E12,$S$1:$T$12,2)
6. You will need to do this for the whole degree or 12 semesters

Refer to the Semester example.JPG for the semester design layout.
Refer to the Transcript example.JPG for the complete design layout.

Assignment files: To view an assignment file, click its filename.

	Files	**Modification date**	**Size**
⌐	Semester example.JPG	November 7, 2005 1:50pm	29.6 KB
⌐	Transcript Example.JPG	November 7, 2005 1:52pm	149.7 KB

c) Sample Power Point Project:

Maximum grade: 50 Due date: December 4, 2006 Instructions: Create a PowerPoint presentation of at least 10 slides, from a Word outline, Excel spreadsheets and the web

- 1. Create a Word Outline that has the following main points:
    - o 1st. What you want as a career.
    - o 2nd. Why you want that to be your career.
    - o 3rd. What it takes to get started in that career.
    - o 4th. Where could you get the training needed.
    - o 5th. Why did you choose Ferris?
    - o 6th. What is the degree you will be getting here?
    - o 7th. A sample transcript of your degree program without any grades.
    - o 8th. Your desired transcript with grades and GPA.
    - o 9th. Where you hope to work and why.
    - o 10th. Why they will hire you.
- 2. Using Excel create the following:
    - o 1st. A sample transcript of your degree program without any grades.
    - o 2nd. Your desired transcript with grades and GPA.
- 3. Create a 10+ slide PowerPoint presentation from the Word Outline:
    - o 1st. Add text to each of the slides that gives detailed explanations.
    - o 2nd. Add the completed Excel transcripts to the appropriate slides
    - o 3rd. Add graphics from the Ferris web site.
    - o 4th. Add graphics from the employer and/or occupation web sites.
    - o 5th. Use a variety of commands but keep the look and feel consistent.
- 4. Upload and submit the Word, Excel and PowerPoint files.

Assignment files: None

2. Interactive Graphical Software testing samples:
WORD, EXCEL and POWER POINT examples

Microsoft Word 2003
Merge letters with other data sources

0% Completed
Question 4 of 52
Elapsed Time: 2:43

? QUESTION LIST
EXIT

Before printing your letters, you want to preview them. Continue with the Mail Merge steps to preview the first two letters, and then proceed to print them all.

Promo Letter - Microsoft Word

Type a question for help

Normal   Times New Roman   12

Galaxy Travel
200 Main Street, Anytown, Anystate   Telephone: 123-456-7890   Info@gal

Wednesday, December 24, 2003

«Address Block»

«Greeting Line»

Announcing a Special Promo

Address block...
Greeting line...
Electronic postage...
Postal bar code...
More items...

When you have finished writing your letter, click Next. Then you can preview and personalize each recipient's letter.

Step 4 of 6
Next: Preview your letters
Previous: Select recipients

BACK   NEXT

Page 1   Sec 1   1/1   At 1"   Ln 1   Col 4   REC TRK EXT OVR   English (U.S

Done   Internet

0 WORD TEST2 F06 JH   00:26:15   35

edit   delete

Total Tests: 17   Records Per Page: 50   Page 1 of 1

GET macromedia AUTHORWARE WEB PLAYER   You will need the Authorware Web Player to access PH Generation IT. To determine if you have the Authorware Web Player plug-in installed, or to download this plug-in, please click here.

start

Microsoft Excel 2003
Create and modify list ranges

0% Completed
Question 2 of 35
Elapsed Time: 2:29

? QUESTION LIST
EXIT

Assign a range name to the cells B14:E14 called "QtrRev" (type text exactly as shown, no quotes).

Microsoft Excel - Lists

Type a question for help

Arial   10

C4

	A	B	C	D	E	F	G	H
1	Create a range name and use it in a formula							
2								
3	Glenn Lakes Golf Course							
4	Budget: Year 2004 Revenues							
5				Bestario				
6								
7								
8								
9		Qtr 1	Qtr 2	Qtr 3	Qtr 4	Annual		
10	Greens Fees	420,000	385,000	227,000	362,000	1,394,000		
11	Golf Lessons	98,000	54,800	61,900	78,200	292,900		
12	Pro Shop Sales	55,000	48,600	35,200	123,400	262,200		
13								
14	Total Revenue	573,000	488,400	324,100	563,600	1,949,100		
15								
16		<-- Average Expected Revenue per Quarter						

Overview SD1 SD2 SD3

BACK   NEXT

Ready   NUM

Done   Internet

Total Tests: 17   Records Per Page: 50   Page 1 of 1

GET macromedia AUTHORWARE WEB PLAYER   You will need the Authorware Web Player to access PH Generation IT. To determine if you have the Authorware Web Player plug-in installed, or to download this plug-in, please click here.

start
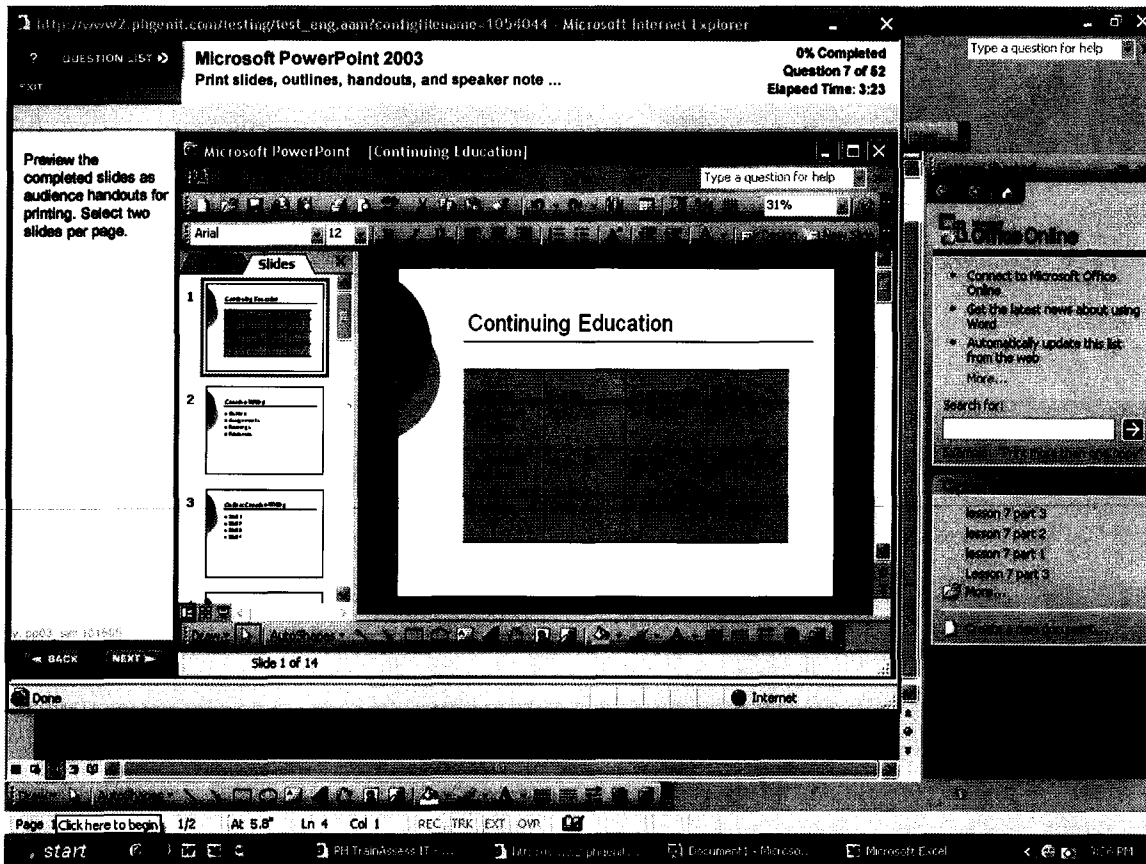
Recommendations

1. The data suggests that most students and faculty agree with the current general education outcomes, and the assessment data shows student growth related to those outcomes. Still given the significant percentage of faulty surveyed who believe a review of general education is warranted as well as the history of general education causes this committee to recommend that it be considered that a task force be formed jointly by the office of the VPAA and the Academic Senate to review the philosophy, outcomes, and course requirements for general education to recommend changes in Ferris State University's requirements. Such a review was a commitment made by then VPAA Michael Harris, seems called for by the many differing perspectives of general education on campus, the development of a new mission statement, and changes in external and internal circumstances since the current general education program was put in place.

2. The Department of Languages and Literature should be asked to work with programs across the institution to determine where the writing of graduates falls short of expectations, identify causes of those deficiencies, and work cooperatively to improve student writing. Programs should be encouraged to share their concerns about their graduates' writing with the Department of Languages and Literature, sharing examples of inadequate writing and any available data on the writing skills of their students. Regular meetings between representatives of the Department of Languages and Literature and representatives from programs should be conducted to work collaboratively to assure that graduates have the best possible writing skills. The Center for Faculty Teaching and Development may also be an effective tool to improve the ability of faculty to assess writing skills and help students write more professional papers.

3. The Writing Intensive Committee should be re-energized, consisting of representatives from the Department of Languages and Literature and faculty who teach WIC courses. The committee should insure that WIC courses meet the criteria for WIC courses, offer training to WIC instructors, share best practices, help programs interested in the WIC option establish effective WIC courses, and promptly review proposals for WIC status. The WIC study found that some faculty teaching WIC courses did not know that their courses were WIC courses, that some faculty desired additional training, and that some WIC courses did not seem to meet the WIC criteria.

4. Courses that primarily serve as requirements for a program and are not specifically directed to serve as general education courses should remove their general education status, while allowing similar transfer courses to still count toward general education. With the addition of a number of Arts and Sciences programs, some former general education courses now tend to serve the needs of a program. For example, courses in American and British literature are now offered at the 300 level and require LITR 250, which is not a general education course. These offerings should no longer satisfy the cultural enrichment requirement. However, often American and British literature courses are offered at the 200 level at community colleges where the courses serve a general education role. Such transfer courses should be allowed to count as satisfying the cultural enrichment requirement, even if the upper level literature courses at Ferris no longer retained their cultural enrichment status.

5. The process for approving courses for general education status should include an appeals process to the UNGEC where a 2/3 vote of all members of the committee will overrule the denial by a subcommittee and count as an approval of the course for the requested general education status

6. Those who teach general education courses should be encouraged to better explain the value of the general education outcome(s) their courses meet and the value of their courses for enrolled students.

7. Discussions should be conducted across campus on the role of general education, how general education could be made more effective, and how faculty advisors can help students select general education course offerings that would enrich their educational experience.

8. A task force, under the direction of the University General Education Committee, should clarify the expectation of the university for computer competency. Current wording for this outcome does not clearly identify expectations for graduates.

9. The Honors Program should be encouraged to establish a more regular, identified curriculum of Honors courses to minimize the use of experimental courses that seek general education status. Students have a right to know in advance what to expect from any curriculum, including an Honors curriculum.

10. The Center for Faculty Teaching and Development should be encouraged to provide more workshops on reading across the curriculum to provide strategies for faculty to enhance student critical reading skills and develop other general education skills areas.

11. A Lifelong Learning Committee should be reconstituted to create rubrics on collaboration and other life long learning skills that can be used across the institution. The committee should also be responsible for determining methods to enhance student critical thinking skills.

12. The General Education Coordinator position should be once again a faculty member position, with the duties for that position clearly articulated. An Assistant or Associate Vice President should still have responsibility for general education and work closely with the coordinator. The respective roles of the General Education Coordinator and Assistant/Associate VPAA should be clearly articulated.