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The study of the General Studies Program consisted of six components: 1) an analysis of graduates' transcripts to assess the sequences in which general studies courses are taken; 2) an analysis of the syllabi of the general studies courses to assess the contents of the general studies courses; 3) administration of the Educational Testing Services (ETS) "Academic Profile" test--a tool designed to assess general studies/general education programs in higher education; 4) a survey of students—to assess student satisfaction with and opinions of the general studies curriculum; 5) a survey of faculty and staff to assess their satisfaction with the processes of the program and the resources provided by the college; 6) an analysis of the administrative factors such as staffing (proportions of adjunct and full-time leading general studies courses), average course enrollments, and a departmental statement of optimal classroom conditions for general studies classes.

## I. ANALYSIS OF GRADUATES TRANSCRIPTS

The initial design called for the creation of "five or six questions answerable by computerized search." The purpose being to analyze the course sequences taken by the students, and secondarily to assess any differences by major.

The task of assessing by computer differences among the majors turned out to be a daunting one since many students change their majors during their college career. For example, a student may initially claim a natural science as a major, take an introductory course (or two), and then change majors to a social science. The student might then apply the introductory major course(s) to the general studies requirement.

It was possible, however, to obtain data about core course and all college requirement (ACR) enrollment activities through computer analysis of transcripts. The records of students who graduated between 1990 and 1996, delineated by class-level (i.e., the first 32 credits counted as their freshman year; 33-64 their sophomore year, etc.) were analyzed to assess the proportion of credits earned within the various general studies areas among the class-levels. The data are found in Figures 1-4.

### Freshmen

It can be seen that for the graduating class of 1990, the greatest percentage of credits taken in the freshman year fell in the area of "other" (54%) (Figure 1). That is, after the percentage of core course, ACR, general studies, English as a Second Language (ESL), and academic foundation credits are accounted for there are still some other areas in which freshmen were enrolling. In the years since 1992 the amount in that other category has fallen below 40%. Approximately 25% of the credits earned by the students in the early cohorts of the analysis were in the core and ACR courses. That had increased for the 1995 and 1996 cohorts, primarily due to the increase in taking core courses.

Sophomores

Sophomores, too, in the early year of the analysis were enrolling for more credits in the "other" category. By 1996, though, the area in which the highest percentage of credits enrolled in by sophomores was the "general studies" area. The fraction of credits taken by sophomore in the "core" courses increased within the time period of the analysis (4.6% to 13.7%); the proportion in ACR's increased slightly (5.9% to 8.7%), also (Figure 2).

Juniors

The juniors continued to take the greatest portion of their credits in that "other" category, followed by the "general studies" area. There appears to have been a change in this pattern, as well, though. Fewer credits were earned in the "other " area and more in the "general studies" area for the 1994-1996 cohorts, and there was an increase in core courses taken (Figure 3).

Seniors

The data of the credits earned by seniors shows that the greatest percentage, by far, was in the "other" area, and a substantial proportion in the general studies area (Figure 4).

In summary, it is found that freshmen and sophomores have been taking greater numbers of core courses and ACR credits in recent years.

Figure 1.

Freshman credits

| | Total Cred | acr creds | cor creds | gs creds | afc creds | esl creds | other |
|---|---|---|---|---|---|---|---|
| 1990 | 100.00% | 19.28% | 4.18% | 17.52% | 2.71% | 2.67% | 53.64% |
| 1991 | 100.00% | 18.15% | 5.04% | 16.80% | 3.19% | 4.60% | 52.22% |
| 1992 | 100.00% | 21.46% | 6.49% | 16.45% | 3.44% | 4.47% | 47.69% |
| 1993 | 100.00% | 22.44% | 7.43% | 18.77% | 3.81% | 4.41% | 43.14% |
| 1994 | 100.00% | 22.31% | 9.02% | 18.70% | 3.68% | 4.77% | 41.52% |
| 1995 | 100.00% | 22.02% | 9.21% | 19.75% | 3.63% | 4.27% | 41.12% |
| 1996 | 100.00% | 22.80% | 9.67% | 19.22% | 4.33% | 4.89% | 39.08% |

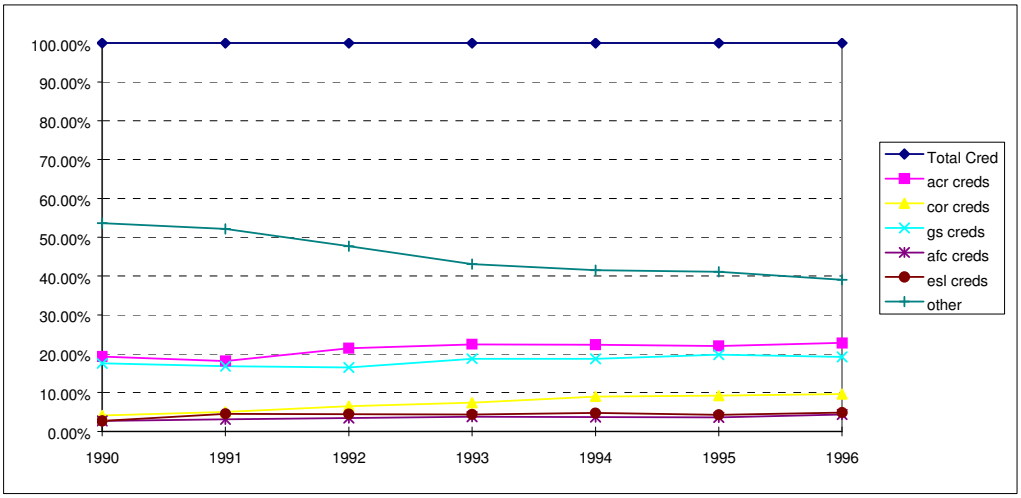


Figure 2.
Sophomore credits

| | Total | acr creds | cor creds | gs creds | afc creds | esl creds | other creds |
|---|---|---|---|---|---|---|---|
| 1990 | 100.00% | 5.94% | 4.60% | 37.15% | 0.07% | 1.08% | 51.17% |
| 1991 | 100.00% | 7.22% | 4.13% | 36.71% | 0.12% | 2.74% | 49.07% |
| 1992 | 100.00% | 7.26% | 5.84% | 39.69% | 0.08% | 2.09% | 45.02% |
| 1993 | 100.00% | 6.67% | 8.48% | 38.78% | 0.08% | 1.91% | 44.08% |
| 1994 | 100.00% | 6.67% | 8.48% | 38.78% | 0.08% | 1.91% | 44.08% |
| 1995 | 100.00% | 7.87% | 11.91% | 39.51% | 0.12% | 1.57% | 39.02% |
| 1996 | 100.00% | 8.69% | 13.68% | 38.93% | 0.19% | 1.61% | 36.91% |

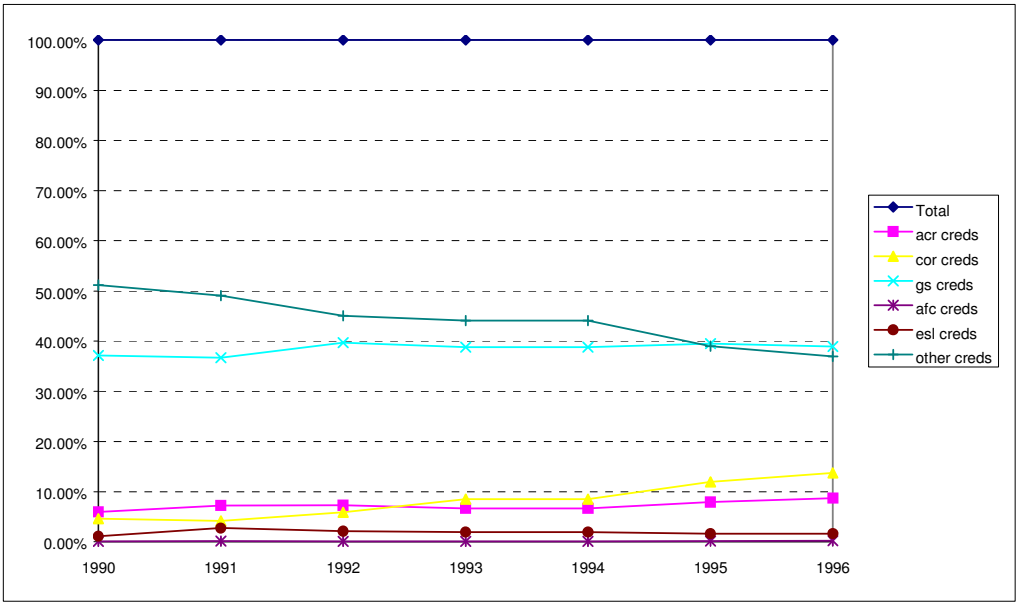


Figure 3.

Junior credits

| | Total | acr creds | cor creds | gs creds | afc creds | esl creds | other creds |
|---|---|---|---|---|---|---|---|
| 1990 | 100.00% | 2.97% | 1.29% | 24.97% | 0.02% | 0.20% | 70.54% |
| 1991 | 100.00% | 3.19% | 2.21% | 28.39% | 0.01% | 0.22% | 65.98% |
| 1992 | 100.00% | 3.09% | 3.25% | 26.90% | 0.02% | 0.50% | 66.24% |
| 1993 | 100.00% | 2.70% | 4.16% | 26.77% | 0.00% | 0.40% | 65.97% |
| 1994 | 100.00% | 2.94% | 4.84% | 26.00% | 0.01% | 0.48% | 65.73% |
| 1995 | 100.00% | 2.84% | 5.24% | 29.07% | 0.03% | 0.29% | 62.54% |
| 1996 | 100.00% | 3.04% | 6.24% | 29.95% | 0.04% | 0.17% | 60.55% |

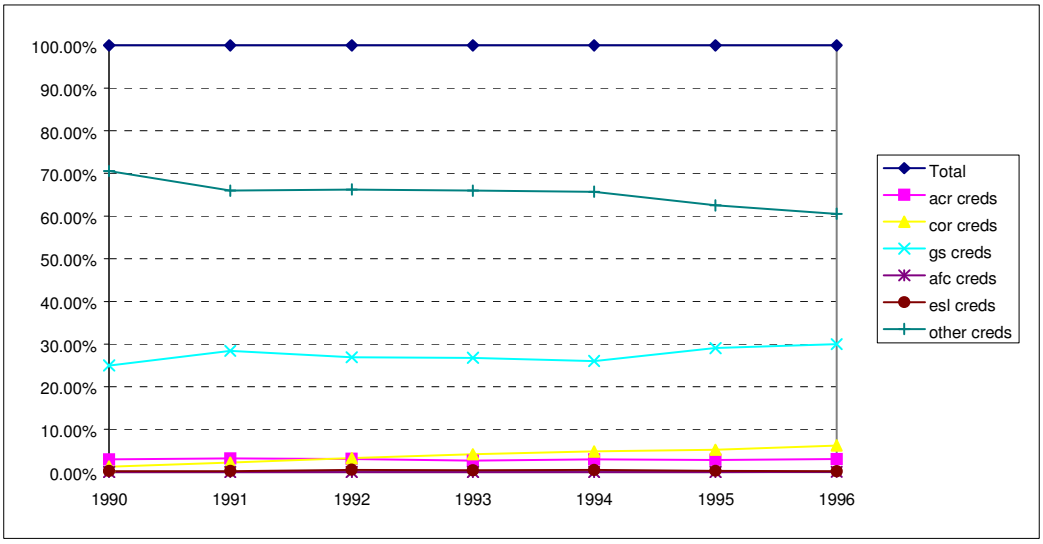
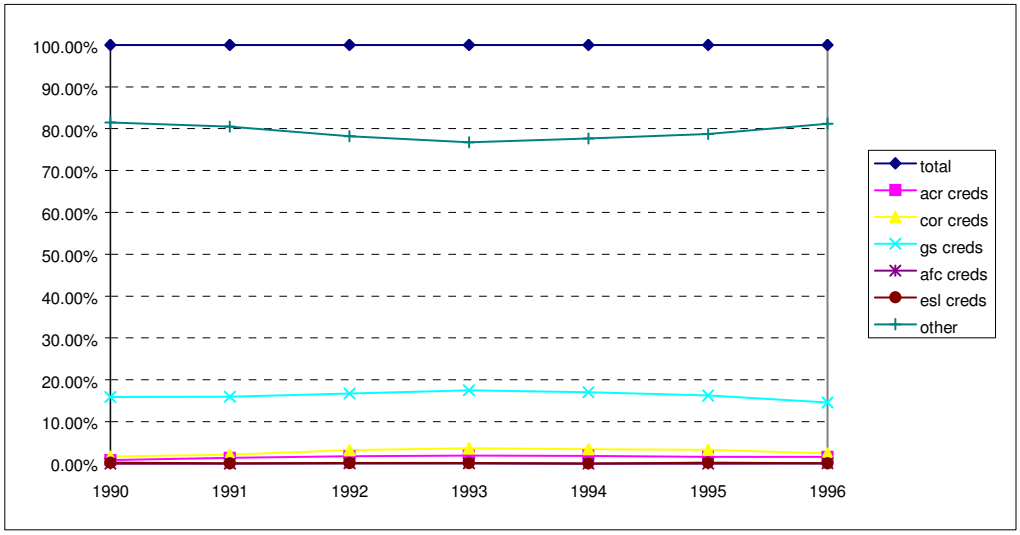


Figure 4.

Senior credits

| | total | acr creds | cor creds | gs creds | afc creds | esl creds | other |
|---|---|---|---|---|---|---|---|
| 1990 | 100.00% | 0.82% | 1.65% | 15.87% | 0.03% | 0.16% | 81.48% |
| 1991 | 100.00% | 1.35% | 2.11% | 15.97% | 0.03% | 0.08% | 80.46% |
| 1992 | 100.00% | 1.74% | 3.19% | 16.75% | 0.04% | 0.09% | 78.19% |
| 1993 | 100.00% | 1.92% | 3.60% | 17.50% | 0.06% | 0.14% | 76.78% |
| 1994 | 100.00% | 1.86% | 3.45% | 17.01% | 0.02% | 0.00% | 77.66% |
| 1995 | 100.00% | 1.57% | 3.24% | 16.27% | 0.02% | 0.17% | 78.73% |
| 1996 | 100.00% | 1.59% | 2.45% | 14.61% | 0.08% | 0.05% | 81.22% |



## II ANALYSIS OF SYLLABI AND COURSE AUDIT

Faculty teaching general studies courses in Spring, 1997, were asked to complete a questionnaire about the general studies' course they were teaching, and to submit to the Dean's office a syllabus of the course. Forty-eight syllabi were received. The syllabi were reviewed by members of the Senate's Executive Committee, Curriculum and Instruction Committee, and the General Studies Steering Committee in a joint meeting, for references to the amount of reading, writing, critical thinking, computer usage, speaking, and math the instructor incorporated into the course requirements . Each syllabus was read independently by at least three members of the joint committee. As each syllabus was being read, the reviewer noted on a form specifically prepared for the review process, whether he/she found evidence of the incorporation of the above skills (the form used is contained in the appendix). The list of courses and their respective scores on the skills is contained in Table 1. These raw scores were aggregated by general studies area and the percentages of each skill discerned tabulated (Table 2).

The course audit questionnaire consisted of two sections. The first section asked the responding faculty member to state the type of course he/she would be basing their responses on (i.e., core, ACT, or distribution), the course title, and the course number.

The second section contained nine sub-sections. Each sub-section dealt with a specific aspect of the general studies program. The sub-sections asked about: 1) goal achievement—which goals(s) of the general studies program were addressed by the particular course the faculty member was responding about; 2) the content and work requirements of the course; 3) the amount of emphasis placed in specific skills and knowledge; 4) instructional methodology; 5) amount and type of reading required; 6) amount and type of writing required; 7) amount and type of speaking required; 8) cognitive strategies/critical thinking skills required; 9) the profile upon which the final grade was based—this included, for example, the weight of attendance, class participation, and homework, frequency of evaluation, and type of tests used. Table 3 contains the statements that appeared on the questionnaire. Table 4 contains the descriptive statistics resulting from its administration. The full questionnaire is contained in the appendix.

Table 1 List of Syllabi and Skills Found

| AREA | COURSE | CT | READING | MATH | ORAL | COMPUTER | WRITING |
|---|---|---|---|---|---|---|---|
| | CRISIS IN AMER | .00 | 3.00 | .00 | .00 | .00 | .00 |
| A1 | GENERAL BIOLOGY | 2.00 | 3.00 | .00 | 1.00 | .00 | 3.00 |
| | GENERAL CHEM | 2.00 | .00 | 2.00 | 1.00 | .00 | 3.00 |
| | BASIC PHYSICS | 3.00 | 3.00 | 2.00 | 1.00 | 3.00 | 3.00 |
| | EARTH SCIENCE | 2.00 | 1.00 | 1.00 | .00 | .00 | 1.00 |
| A2 | SOCIOLOGY OF FAMILY | 1.00 | 4.00 | .00 | 4.00 | .00 | 4.00 |
| | ADVANCED SOC PSYCH | 3.00 | 3.00 | .00 | 2.00 | .00 | 3.00 |
| A3 | DANCE | 3.00 | .00 | .00 | 2.00 | .00 | 2.00 |
| | DRAWING & COMP | 3.00 | 2.00 | .00 | 1.00 | .00 | 3.00 |
| | CREATIVE WRITING | 1.00 | 1.00 | .00 | 2.00 | .00 | 3.00 |
| | MUSICAL LIFE IN US | 1.00 | 1.00 | .00 | .00 | .00 | 3.00 |
| | MODERN MUSIC | 2.00 | 1.00 | .00 | 1.00 | .00 | 3.00 |
| | WATER COLOR | 1.00 | 3.00 | .00 | 1.00 | .00 | .00 |
| | GOTH TO MOD ART | 1.00 | 2.00 | .00 | .00 | .00 | 3.00 |
| A4 | COMP RELIGION | 3.00 | 3.00 | .00 | 2.00 | .00 | 3.00 |
| | CRTITICAL THINKING | 3.00 | 2.00 | .00 | 3.00 | .00 | 1.00 |
| | CHILDREN'S LIT | 3.00 | 5.00 | .00 | 5.00 | .00 | 5.00 |
| | US HISTORY | 3.00 | 8.00 | .00 | 10.00 | .00 | 7.00 |
| | EARLY MOD EUROPE | 1.00 | 3.00 | .00 | .00 | .00 | 1.00 |
| A5A | ELEMENT SPANISH II | 1.00 | 2.00 | .00 | 1.00 | .00 | .00 |
| | SPANISH103 | .00 | 2.00 | .00 | 1.00 | .00 | 2.00 |
| | ELEM FRENCH II | 1.00 | 3.00 | .00 | 3.00 | .00 | 1.00 |
| A5B | INTRO AFRICAN CIV | 1.00 | 2.00 | .00 | 3.00 | .00 | 1.00 |
| | INTRO LATIN AM STUD | .00 | 3.00 | .00 | .00 | .00 | 1.00 |
| | WOMEN'S LIVES | 1.00 | 3.00 | .00 | 2.00 | .00 | 3.00 |
| | HIST OF WOMEN IN US | 2.00 | 3.00 | .00 | .00 | .00 | 3.00 |
| | WOMEN & MEN | 2.00 | 3.00 | .00 | .00 | .00 | 3.00 |
| ACR | INT ALGEGRA | 3.00 | 1.00 | 7.00 | .00 | .00 | .00 |
| | FUND OF MATH | 1.00 | .00 | 3.00 | .00 | .00 | .00 |
| | FUND OF COMM II | 2.00 | 3.00 | .00 | 2.00 | 1.00 | 3.00 |
| COR | INTRO SOC SCIENCE | 9.00 | 13.00 | 1.00 | 4.00 | 1.00 | 13.00 |
| | SCIENCE EXPERIENCE | 3.00 | 5.00 | 1.00 | 1.00 | .00 | 4.00 |
| | INTRO TO HUMANITIES | 4.00 | 12.00 | .00 | 2.00 | 1.00 | 8.00 |
| | ARTISTIC EXP | 9.00 | 5.00 | .00 | 3.00 | .00 | 11.00 |

Table 2 Average Percent of Skills Found per General Studies Area

| General Studies Area | No. of Courses Represented | Total No. of Readings | Average Percent Critical Thinking | Average Percent Reading | Average Percent Oral Communication | Average Percent Computer Use | Average Percent Math Use | Average Percent Writing |
|---|---|---|---|---|---|---|---|---|
| | 1 | 3.00 | .00 | 100.00 | .00 | .00 | .00 | .00 |
| A1 | 4 | 15.00 | 66.67 | 58.33 | 20.83 | 25.00 | 33.33 | 70.83 |
| A2 | 2 | 7.00 | 62.50 | 100.00 | 83.33 | .00 | .00 | 100.00 |
| A3 | 7 | 21.00 | 57.14 | 47.62 | 33.33 | .00 | .00 | 80.95 |
| A4 | 5 | 24.00 | 64.67 | 89.33 | 73.33 | .00 | .00 | 67.33 |
| A5A | 3 | 9.00 | 22.22 | 77.78 | 55.56 | .00 | .00 | 33.33 |
| A5B | 5 | 15.00 | 40.00 | 93.33 | 33.33 | .00 | .00 | 73.33 |
| ACR | 3 | 13.00 | 47.62 | 38.10 | 22.22 | 11.11 | 66.67 | 33.33 |
| COR | 4 | 46.00 | 54.71 | 75.59 | 21.08 | 3.49 | 5.73 | 77.36 |
| Grand Total Mean | 4 | 17.00 | 46.17 | 75.56 | 38.11 | 4.40 | 11.75 | 59.61 |

Table 3 General Studies Course Audit
(abbreviations in parentheses correspond to section sub-headings in Table 2)

**Section I: Course Selection**

1. Please select a(n):
   - Core Course
   - All College Requirement
   - General Studies Distribution Course

**Section II: Course Characteristics**

**A. General Studies Program Goals (GSPG)**

Instructions: Indicate the extent to which you try to achieve the following goals

Rating scale: 1 = not at all to 5 = a great deal.

Q1. Introduce students to a significant rage of mankind's most valuable knowledge and achievements.
Q2. Improve the students' ability to think critically.
Q3. Improve the students' ability to communicate clearly.
Q4. Improve the students' ability to respond aesthetically.
Q5. Improve the students' ability to act wisely.
Q6. Offer students opportunities to achieve an understanding of how humans relate to the physical and biological environment.
Q7. Offer students opportunities to achieve an awareness of social problems and structure.
Q8. Offer students opportunities to achieve an increased knowledge of the historical background of present day civilization.
Q9. Offer students opportunities to achieve an enhanced appreciation of cultures, past and present, that have been expressed in literature, theater, music, and visual arts.
Q10. Allow students to explore major content areas in the liberal arts.
Q11. Aid students in the discovery of their interest and aptitudes.

**B. General Studies Program Course Goals (GSPCG)**

Instructions: Indicate the how much you agree with the following statements

Rating scale: 1 = "strongly disagree" to 5 = "strongly agree"

Q1. The subject matter provides the foundation knowledge necessary for understanding the world and the culture in which people live.
Q2. The course content is based on the concepts, principles, skills, attitudes, and beliefs which are common to other disciplines within a given General Studies area.
Q3. The course work within the subject matter provides skills which directly helps the student to understand and more effectively function in a pluralistic and changing world.
Q4. The knowledge gained helps the student better understanding him/herself and his/her relationship to the environment.
Q5. The course work encourages the student to consider the moral and/or aesthetic implications of the knowledge gained.
Q6. The course supports the acquisition of communication skills.
Q7. The course supports the acquisition of problem-solving skills.
Q8. The course supports the acquisition of critical thinking skills.

**C. Specific Course Objectives (SCO)**

Instructions: Indicate how much emphasis is placed on the following

Rating scale: 1 = "not emphasized" to 5 = "emphasized a great deal"

Q1. Vocabulary
Q2. Essential facts
Q3. Principles and concepts
Q4. Practical applications
Q5. Mode of research

Q6. Relationship to other disciplines

## D. Instructional Methodology (IM)

Instructions: Indicate how frequently you use the following methodologies
Rating scale: 1 = "not at all" to 5 = "always"

Q1. Lecture with minimal student interaction
Q2. Lecture with questions and answers
Q3. Large group discussions
Q4. small group discussions
Q5. Small group problem-solving sessions
Q6. Laboratory exercises
Q7. Student presentations
Q8. Independent or group projects

## E. Reading Assignments (RA)

How many pages of reading a week you assigned.

0-9, 10-19, 20-29, 30-39, 40-49, 50+

Instructions: Indicate how frequently you assign readings from the following sources
Rating scale: 1 = "not at all" to 5 = "always"

Q1. Text books
Q2. Newspaper/magazines
Q3. Popular literature
Q4. Professional journals
Q5. Internet
Q6. Monographs

## F. Writing Assignments (WA)

Instructions: Indicate how frequently you assign the following types of writing assignments
Rating scale: 1 = "not at all" to 5 = "always"

Q1. Short essay
Q2. Long essay
Q3. Essay questions on exam
Q4. Laboratory paper
Q5. Research paper
Q6. Book report(s)
Are students required to write a term paper or thesis?

## G. Speaking Assignments (SA)

Instructions: Indicate how frequently you have students engage in the following types of interactions.
Rating scale: 1 = "not at all" to 5 = "always"

Q1. Large group discussion(s)
Q2. Small group discussions(s)
Q3. Panel discussion(s)
Q4. Formal discussion(s)
Q5. group presentation(s)
Q6. Individual presentation(s)

## H. Critical Thinking (CT)

Instructions: Indicate how frequently you require students utilize the following cognitive strategies.
Rating scale: 1 = "not at all" to 5 = "always"

Q1. Recalling or recognizing from memory previous learning.
Q2. Understanding the literal message of a communication.
Q3. Applying an appropriate abstraction to a situation to give it meaning.
Q4. Breaking down material into its components and detecting the ways in which these parts are related.
Q5. Putting together elements or parts to form a new whole, pattern, or idea.
Q6. Making judgment for same purpose using given or invented criteria.

## I. Student Assessment (SA)

What percent of student grade is based on..

Q1. Attendance
Q2. Class participation
Q3. Homework
Q4. Quizzes or tests
Q5. Term paper or research projects
Q6. Oral presentation

Frequency of test/evaluation:

- Once a week
- after completing a topic area or textbook chapter
- after completing 2 or 3 topic areas or textbook chapter
- twice a semester
- once a semester
- other

Percentage of your test(s) are:
Q1. Multiple choice
Q2. True/false
Q3. Fill-in
Q4. Short answer
Q5. Essay
Q6. Oral presentation

Table 4
Course Audit Survey: Descriptive Statistics

**Section II** (scores based on 5-point scale

| **A. GSPG** | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| N | 51 | 52 | 52 | 51 | 50 | 51 | 50 | 51 | 49 | 50 | 51 |
| Mean | 4.0 | 4.8 | 4.5 | 3.5 | 4.1 | 3.8 | 4.2 | 4.0 | 3.7 | 3.7 | 3.9 |
| SD | 1.1 | 0.4 | 0.8 | 1.4 | 0.8 | 1.2 | 1.1 | 1.1 | 1.5 | 1.1 | 1.0 |

| **B. GSPCG** | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 |
|---|---|---|---|---|---|---|---|---|
| N | 52 | 51 | 52 | 51 | 52 | 52 | 52 | 52 |
| Mean | 4.3 | 4.1 | 4.5 | 4.4 | 4.1 | 4.6 | 4.6 | 4.7 |
| SD | 0.9 | 0.9 | 0.8 | 0.7 | 1.0 | 0.7 | 0.7 | 0.5 |

| **C. SCO** | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 |
|---|---|---|---|---|---|---|
| N | 52 | 51 | 52 | 52 | 51 | 52 |
| Mean | 4.1 | 4.3 | 4.8 | 4.3 | 3.5 | 3.8 |
| SD | 1.0 | 0.8 | 0.5 | 0.8 | 1.1 | 0.9 |

| **D. IM** | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 |
|---|---|---|---|---|---|---|---|---|
| N | 50 | 51 | 52 | 51 | 51 | 47 | 50 | 50 |
| Mean | 2.2 | 3.5 | 3.5 | 3.0 | 3.0 | 2.0 | 3.0 | 3.3 |
| SD | 1.2 | 1.2 | 1.2 | 1.3 | 1.2 | 1.5 | 1.5 | 1.5 |

| **E. RA** | # | % |
|---|---|---|
| 0-9 pages | 7 | 14.9% |
| 10-19 pages | 6 | 12.8% |
| 20-29 pages | 13 | 27.7% |
| 30-39 pages | 13 | 27.7% |
| 40-49 pages | 4 | 8.5% |
| 50+ pages | 4 | 8.5% |
| Total | 47 | |

| | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q8 |
|---|---|---|---|---|---|---|---|
| N | 49 | 49 | 46 | 49 | 45 | 12 | 50 |
| Mean | 4.3 | 3.1 | 2.8 | 2.2 | 2.2 | 2.9 | 3.3 |
| SD | 1.0 | 1.2 | 1.3 | 1.1 | 1.2 | 1.2 | 1.5 |

| **F. WA** | # | % |
|---|---|---|
| 0-2 pages | 4 | 8.7% |
| 3-5 pages | 6 | 13.0% |
| 6-8 pages | 3 | 6.5% |
| 9-11 pages | 10 | 21.7% |
| 12+ pages | 23 | 50.0% |
| Total | 46 | |

| | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 |
|---|---|---|---|---|---|---|
| N | 47 | 45 | 49 | 44 | 45 | 43 |
| Mean | 3.0 | 2.6 | 3.4 | 1.8 | 2.6 | 2.2 |
| SD | 1.6 | 1.6 | 1.5 | 1.3 | 1.7 | 1.4 |

| | Q8 | |
|---|---|---|
| | # | % |
| YES | 17 | 42% |
| NO | 24 | 59% |
| Total | 41 | |

| **G. SA** | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 |
|---|---|---|---|---|---|---|---|
| N | 50 | 51 | 48 | 48 | 50 | 51 | 51 |
| Mean | 3.5 | 3.0 | 1.6 | 1.5 | 2.5 | 3.1 | 3.2 |
| SD | 1.6 | 1.4 | 1.0 | 0.9 | 1.4 | 1.5 | 1.3 |

| **H. CT** | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 |
|---|---|---|---|---|---|---|
| N | 52 | 50 | 51 | 52 | 52 | 47 |
| Mean | 4.4 | 4.4 | 4.2 | 4.5 | 4.3 | 4.2 |
| SD | 0.7 | 0.8 | 1.0 | 0.8 | 1.0 | 1.1 |

| **I. SA** | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 |
|---|---|---|---|---|---|---|
| N | 17 | 34 | 28 | 46 | 30 | 19 |
| Mean | 42.9 | 15.4 | 22.5 | 50.2 | 23.1 | 18.4 |
| SD | 125.6 | 8.3 | 15.4 | 27.8 | 10.8 | 11.5 |

| **% of tests** | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 |
|---|---|---|---|---|---|---|
| N | 19 | 6 | 12 | 21 | 33 | 10 |

## III. ACADEMIC PROFILE

In order to assess student abilities in the subject areas the College employs to define the general studies program a standardized test, the "Academic Profile", created by the Educational Testing Service (ETS), was administered. All students who began their post-secondary education at JCSC enrolled during the Spring 1997 semester were invited to participated (approximately 3,000 students). A total of 248 students responded. The data were aggregated within class levels determined by the number of credits earned by the Spring, 1997, semester: 1-32 credits completed was a freshman; 33-64 a sophomore, etc. The test consisted of two major components: a 36 item multiple choice section, and a short essay.

Scoring of both sections was performed by ETS. A full-scale score was reported for each student, as was a score for the essay. The full scale score is based on a standardized range of 400-500, with a standardized mean of 450. Individual student scores in the separate subject areas were not made available by ETS because the version of the test administered was an abbreviated one. (ETS makes two versions of the test available—a "long form" comprised of 72 multiple choice items, for which individual sub-test scores can be reported for each student, and the "short form" for which sub-test scores are available on an institutional level only.) The subject area scores were aggregated within class levels. These scores are based on a standardized range of 100-130, with the mean standardized at 115. The average full scale scores for JCSC's students by class level are contained in Figure 5. ETS supplies comparative statistics derived from test results from other institutions that have utilized the instrument. Those results are reported in accordance with the Carnegie Classification conventions: comprehensive colleges and universities, liberal arts colleges, research/doctorate universities, and two-year colleges and technical institutions. Within those categories, data are provided for freshmen, sophomores, and upperclassmen. Because the results of JCSC's students were requested for freshmen, sophomores, juniors, and seniors the juniors and seniors were subsequently combined for comparison with the ETS's data. The descriptive statistics for JCSC's students are contained in Table 3. A 95% confidence interval was also calculated by ETS so that an estimate of JCSC's total freshmen, sophomore, junior, and senior scores could be made. ETS advises against comparing scales scores among the separate scales, e.g., not to compare Humanities scores with Social Science scores, but states that comparisons across class levels are appropriate.

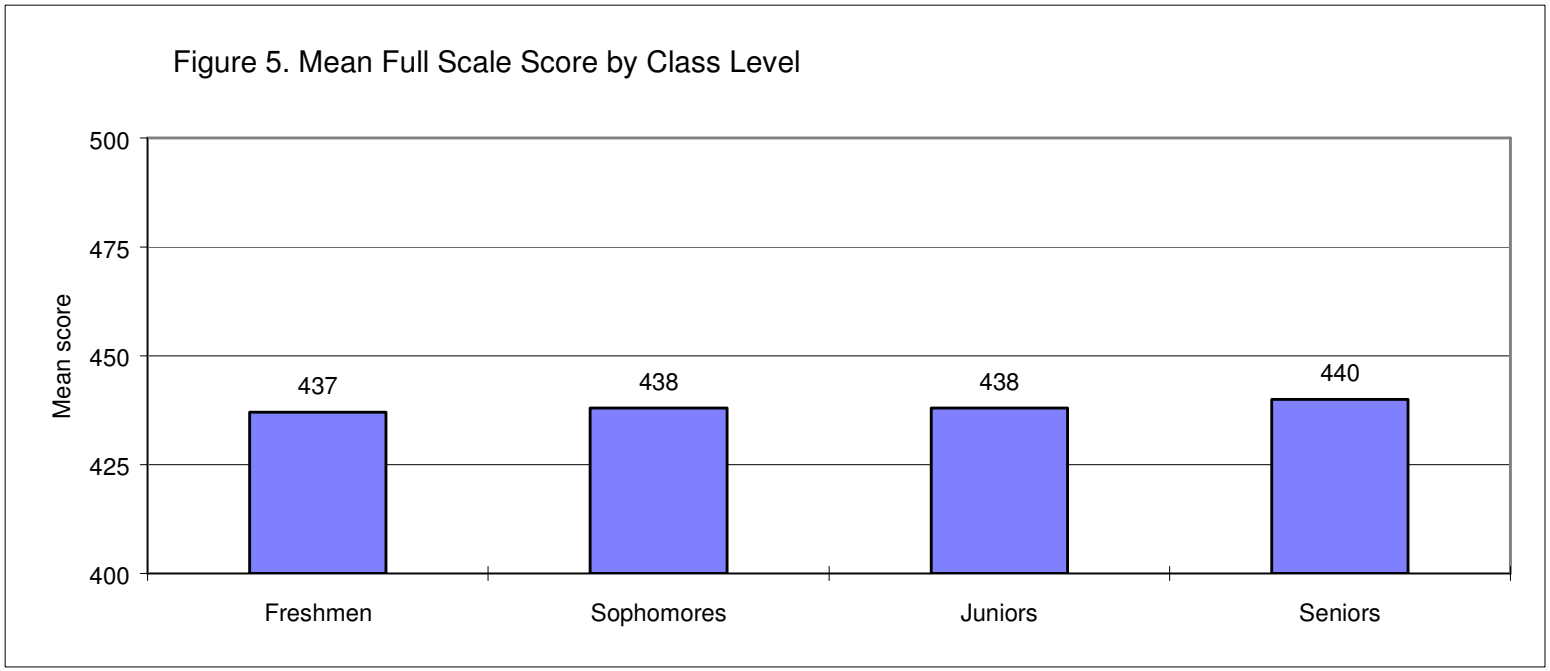


Figure 5. Mean Full Scale Score by Class Level
Mean score
500
475
450
425
400
437
438
438
440
Freshmen
Sophomores
Juniors
Seniors

A service provided by ETS allows users of the Academic profile to self-select a sample of other users of the test for more specific comparisons. A minimum of eight institutions must be selected for each comparison. Eight public institutions were selected from each list provided by ETS (individual lists of institutions that tested freshmen, sophomores, and upperclassmen are provided, as stated above). These comparisons are found in Table 4.[1] The data were graphed in an effort to better understand the changes from the freshman to upperclass levels in the general studies content and skill areas (Figures 7-13). (These data provide a very rough comparison because each institution does not always test all three groups of students. There are several different institutions' data present in each comparison group; several institutions' data are present in each comparison.)

The scoring of the essay is holistic, based on a eight point scale with eight being the maximum achievable score. The results of JCSC's students' essays are displayed in Figure 6. (The definition of the scoring standards utilized by ETS in the scoring is contained in the appendix.) Comparison of JCSC's students' essay data with results from other colleges is not possible because ETS does not generally score that part of the test; it is usually performed at the local level. As a result, ETS is not able to aggregate those scores and provide lists of other institutions' data.

---

[1] The method of selecting institutions for comparison involved searching a database on CD provided by the National Center for Education Statistics (NCES) containing their IPEDS data. Public 4-year, Carnegie Classification 21, with 4001-7500 FTE, and E&G Expenditures between $46.3-71.1 million were intially drawn from the database. Institutions within ETS's lists of participants that conformed to those criteria were selected. Parameters were adjusted as needed until the minimum number of institutions was chosen. The list of institutions and their demographic profiles are contained in the appendix.

Figure 6. Mean Essay Scores

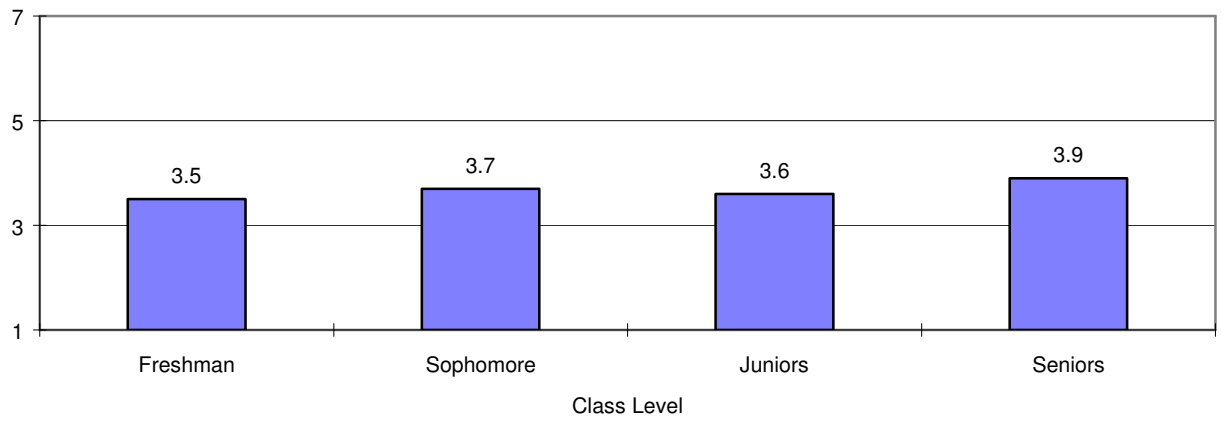


Table 5.
Academic Profile Scores

| Sub-Scores | Fresh. (N=99) | | Soph. (N=57) | | Junior (N=50) | | Senior (N=42) | |
|---|---|---|---|---|---|---|---|---|
| | X | CI. | X | CI. | X | CI. | X | CI. |
| Humanities | 113 | 107-119 | 114 | 107-121 | 114 | 108-120 | 114 | 107-121 |
| Social Science | 111 | 105-117 | 112 | 105-119 | 113 | 107-119 | 113 | 104-122 |
| Natural Science | 113 | 107-119 | 114 | 108-120 | 114 | 107-121 | 115 | 108-122 |
| College Lev. Reading | 115 | 110-120 | 117 | 111-123 | 116 | 110-122 | 119 | 113-125 |
| College Lev. Writing | 113 | 107-119 | 114 | 107-121 | 115 | 109-121 | 115 | 108-122 |
| Critical Thinking | 108 | 103-113 | 109 | 104-114 | 110 | 106-114 | 110 | 103-117 |
| Using Math data | 112 | 104-120 | 112 | 104-120 | 111 | 103-119 | 111 | 103-119 |
| | | | | | | | | |
| Full Scale Score | | | | | | | | |
| N | 99 | | 57 | | 50 | | 42 | |
| Mean | 436.4 | | 438.5 | | 438.2 | | 439.8 | |
| Se. Dev. | 15.1 | | 16.9 | | 18.3 | | 13.1 | |
| Min. | 400 | | 408 | | 404 | | 429 | |
| Max. | 473 | | 476 | | 476 | | 476 | |
| Range | 73 | | 68 | | 72 | | 67 | |
| Median | 435 | | 434 | | 437.5 | | 440 | |
| Mode | 429 | | 431 | | 446 | | 453 | |
| | | | | | | | | |
| Total | 437 | 427-447 | 438 | 426-450 | 438 | 426-450 | 440 | 428-452 |

All subscores have a Mean of 115--range 100-130; Total score mean standardized at 450 (range 400-500).

Table 6.
Institutional Comparisons

| | Liberal Arts Colleges | Comprehensive Colleges and Universities | Selected Sample | Jersey City State College | |
|---|---|---|---|---|---|
| Freshmen | | | | | |
| Humanities | 114 | 114 | 113 | 113 | |
| Soc. Sciences | 113 | 113 | 112 | 111 | |
| Nat. Sciences | 116 | 115 | 114 | 113 | |
| Reading | 118 | 117 | 116 | 115 | |
| Writing | 115 | 115 | 114 | 113 | |
| Critical Thinking | 111 | 110 | 109 | 108 | |
| Math | 114 | 113 | 112 | 112 | |
| Full Scale | 443 | 442 | 437 | 436 | |
| Sophomore | | | | | |
| Humanities | 115 | 115 | 115 | 114 | |
| Soc. Sciences | 114 | 114 | 114 | 112 | |
| Nat. Sciences | 116 | 116 | 116 | 114 | |
| Reading | 118 | 119 | 118 | 117 | |
| Writing | 116 | 116 | 116 | 114 | |
| Critical Thinking | 111 | 111 | 111 | 109 | |
| Math | 113 | 114 | 113 | 112 | |
| Full Scale | 444 | 445 | 444 | 439 | |
| *Upperclassmen | | | | JCSC Juniors | Seniors |
| Humanities | 117 | 117 | 117 | 114 | 114 |
| Soc. Sciences | 116 | 116 | 116 | 113 | 113 |
| Nat. Sciences | 118 | 118 | 118 | 114 | 115 |
| Reading | 121 | 121 | 121 | 116 | 119 |
| Writing | 118 | 117 | 118 | 115 | 115 |
| Critical Thinking | 114 | 113 | 113 | 110 | 110 |
| Math | 116 | 115 | 115 | 111 | 111 |
| Full Scale | 452 | 450 | 452 | 438 | 440 |
| | | | | Combined JCSC : | 439 |

*Educational Testing Service combines junior and senior scores and creates the category "Upperclassmen".

Upperclassmen at JCSC full scale score:

| | |
|---|---|
| N | 92 |
| Mean | 438.9 |
| Se. Dev. | 16.06 |
| Min. | 404 |
| Max. | 476 |
| Range | 72 |
| Median | 439 |
| Mode | 473 |

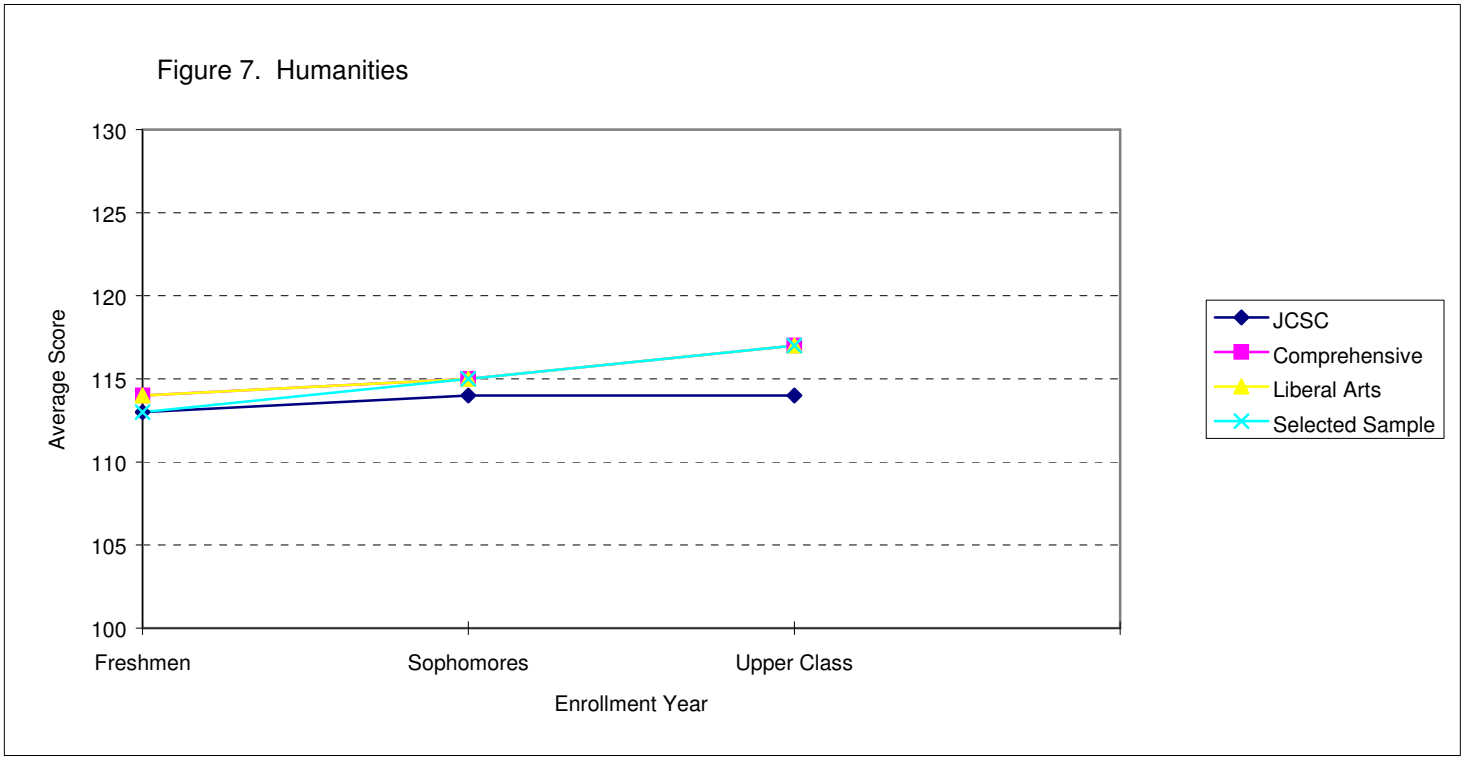


Figure 7. Humanities
130
125
120
115
110
105
100
Average Score
Freshmen
Sophomores
Upper Class
Enrollment Year
JCSC
Comprehensive
Liberal Arts
Selected Sample

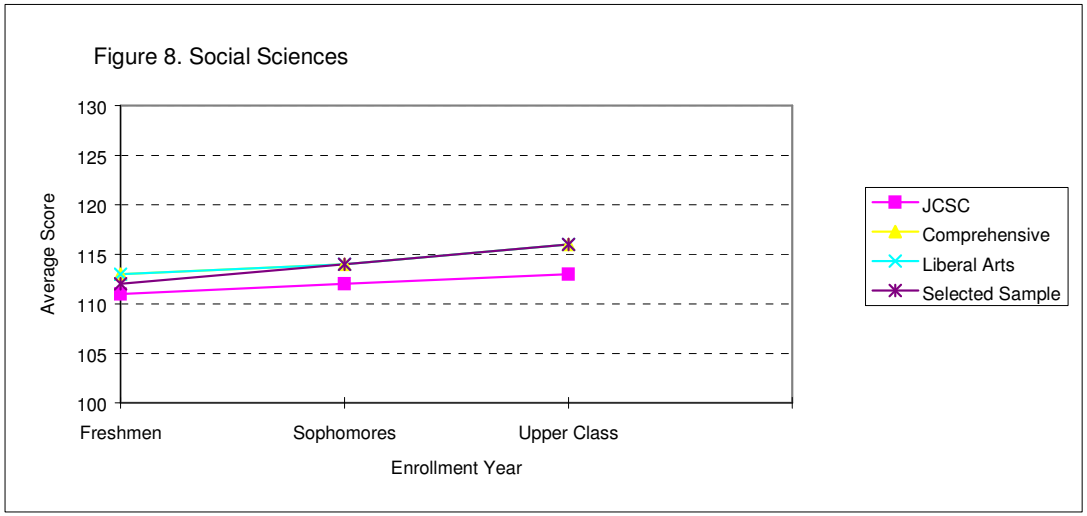


Figure 8. Social Sciences
130
125
120
115
110
105
100
Average Score
Freshmen
Sophomores
Upper Class
Enrollment Year
JCSC
Comprehensive
Liberal Arts
Selected Sample

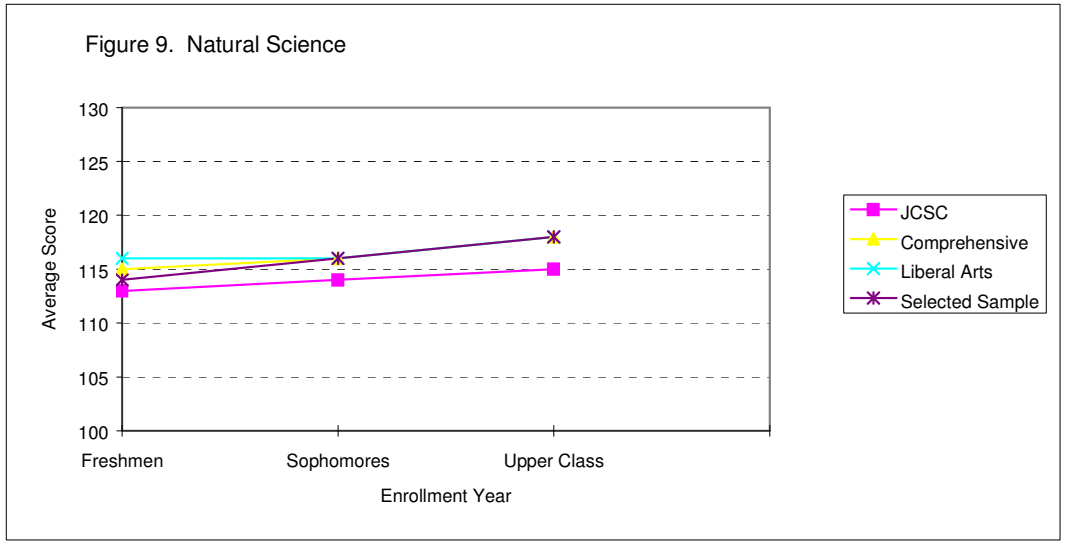


Figure 9. Natural Science
130
125
120
115
110
105
100
Average Score
Freshmen
Sophomores
Upper Class
Enrollment Year
JCSC
Comprehensive
Liberal Arts
Selected Sample

Figure 10. Reading

Figure 11. Writing

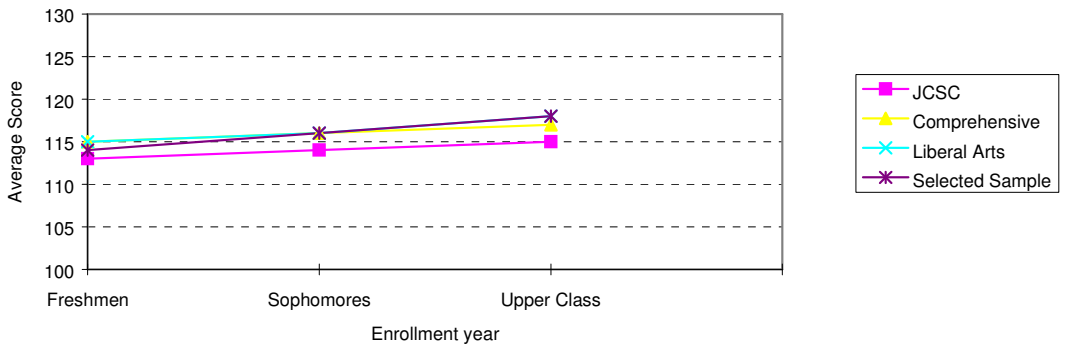


Figure 12. Critical Thinking

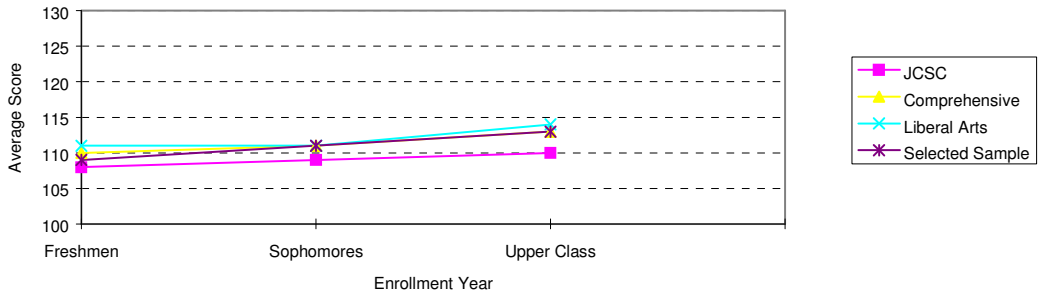
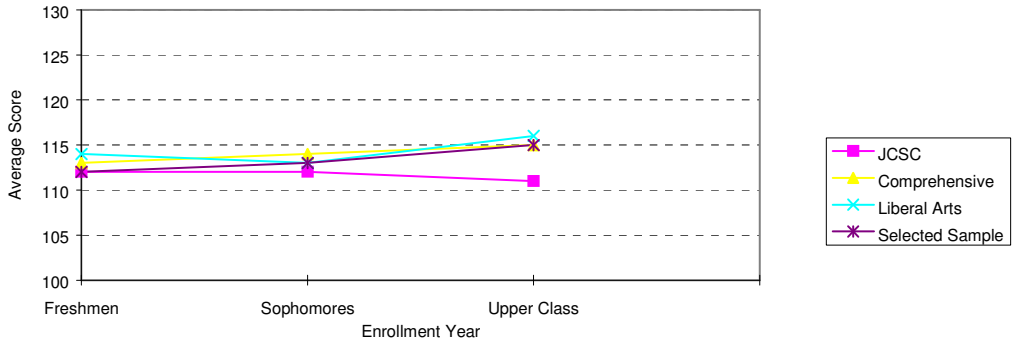


Figure 13. Using Math



## IV. SURVEY OF STUDENTS

A survey was administered to a randomly selected sample of general studies courses during the Spring, 1997, semester to ascertain the students' impressions of the current general studies program. The survey questionnaire was made up of five sections. (A copy of the survey instrument is contained in the appendix.)

### Section I

This section asked about the program's goals. It contained eleven goal statements to which students were to respond according to: 1)how relevant they thought the goal was, and 2) if they thought the program achieved that goal. Students responded by circling a number on five-point (Likert) scales which were anchored at 1 = "not relevant" (or "not achieved") and 5 = "relevant" (or "achieved") (Tables 7).

### Section II

Section II asked about specific courses and course goals. Students were asked to utilize another five-point scale. This one required responses of how well students' won general studies goals were achieved following completion of the various courses. The range of response contingencies was: 1 = "a lot", 2 = "quite a bit", 3 = "a little", 4 = "not at all", 5 = "not applicable, I did not take this course (Table 7).

### Section III

This section asked about how strongly the students agreed or disagreed with the policies and guidelines of the general studies program. Again a five-point, Likert, scale was used (1 = strongly disagree; 5 = strongly agree (Table 7).

### Section IV

In this section, students were required to respond by using a three-point scale to express whether they thought the distribution of general studies credits was "too little", "just right", or "too much" (Table 7).

### Section V

Section V actually consisted of two sections. The first asked about overall satisfaction with the program and employed another five-point scale. The second asked about demographic characteristics such as an itemization of general studies courses completed, attendance status (i.e., full or part-time), total credits earned, grade point average (gpa), and highest academic degree to which the student aspired. (Table 8).

Table 7
Responses to Student Satisfaction Survey's 5-Point (Likert) Scales

**Section I**

| GSPG Relevant: | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| N | 298 | 290 | 293 | 285 | 294 | 293 | 296 | 300 | 287 | 290 | 293 |
| Mean | 3.7 | 4.0 | 4.1 | 3.7 | 3.8 | 3.7 | 4.0 | 3.7 | 3.7 | 3.4 | 3.7 |
| SD | 1.2 | 1.1 | 1.1 | 1.3 | 1.3 | 1.3 | 3.2 | 1.3 | 1.3 | 1.3 | 1.4 |
| Median | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| Mode | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Achieved: | | | | | | | | | | | |
| N | 274 | 285 | 283 | 280 | 279 | 279 | 281 | 276 | 283 | 277 | 277 |
| Mean | 3.4 | 3.8 | 3.8 | 3.5 | 3.7 | 3.4 | 3.5 | 3.5 | 3.6 | 3.2 | 3.4 |
| SD | 1.2 | 1.1 | 1.1 | 1.2 | 1.2 | 1.3 | 1.3 | 1.3 | 1.3 | 1.3 | 1.3 |
| Median | 3 | 4 | 4 | 3.5 | 4 | 4 | 4 | 4 | 4 | 3 | 3 |
| Mode | 3 | 5 | 5 | 3 | 5 | 5 | 5 | 4 | 5 | 3 | 3 |

**Section II**

| GSPCG | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| N | 313 | 313 | 313 | 306 | 303 | 303 | 296 | 296 | 294 | 296 | 295 | 295 |
| Mean | 3.4 | 2.2 | 2.4 | 2.6 | 2.5 | 2.5 | 3.4 | 3.4 | 3.4 | 2.9 | 3.3 | 2.8 |
| SD | 1.3 | 1.3 | 1.3 | 1.4 | 1.9 | 1.5 | 1.5 | 1.4 | 1.4 | 1.5 | 1.4 | 1.6 |
| Median | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 2 |
| Mode | 2 | 1 | 2 | 1 | 1 | 1 | 5 | 5 | 5 | 5 | 5 | 1 |

| | Q13 | Q14 | Q15 | Q16 | Q17 | Q18 | Q19 | Q20 | Q21 | Q22 | Q23 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| N | 294 | 293 | 293 | 293 | 293 | 293 | 290 | 295 | 295 | 299 | 299 |
| Mean | 3.2 | 3.4 | 3.2 | 3.2 | 3.5 | 3.4 | 3.2 | 2.9 | 3.0 | 3.0 | 3.0 |
| SD | 1.5 | 1.4 | 1.9 | 1.5 | 3.3 | 1.3 | 2.8 | 1.4 | 1.4 | 1.5 | 1.4 |
| Median | 3 | 3 | 3 | 3 | 3 | 3.0 | 3 | 3 | 3 | 3 | 3 |
| Mode | 5 | 5 | 5 | 5 | 5 | 3 | 5 | 2 | 2 | 5 | 2 |

**Section III**

| GSPP | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 |
|---|---|---|---|---|---|---|---|---|
| N | 307 | 306 | 306 | 303 | 305 | 306 | 306 | 306 |
| Mean | 3.6 | 3.2 | 2.6 | 2.8 | 3.3 | 3.2 | 3.4 | 3.3 |
| SD | 1.3 | 1.3 | 1.3 | 1.2 | 1.2 | 1.3 | 1.1 | 1.1 |
| Median | 4 | 3 | 2 | 3 | 3 | 3.0 | 4 | 3 |
| Mode | 5 | 3 | 2 | 2 | 3 | 4 | 4 | 4 |

**Section IV**

| GSPCD | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 |
|---|---|---|---|---|---|---|---|---|
| N | 304 | 307 | 305 | 302 | 300 | 303 | 305 | 304 |
| Mean | 2.9 | 1.7 | 1.9 | 1.4 | 1.9 | 2.3 | 2.3 | 2.4 |
| SD | 4.1 | 0.5 | 0.5 | 0.6 | 0.6 | 1.2 | 0.5 | 0.5 |
| Median | 3 | 2 | 2 | 1 | 2 | 2 | 2 | 2 |
| Mode | 3 | 2 | 2 | 1 | 2 | 2 | 2 | 2 |

**Section V**

| OS | Q1 | Q2 | Q3 |
|---|---|---|---|
| N | 305 | 306 | 305 |
| Mean | 3.3 | 2.7 | 3.2 |
| SD | 1.9 | 1.1 | 1.1 |
| Median | 3 | 3 | 3 |
| Mode | 4 | 3 | 4 |

Demographic

| Q1: | FCI | FCII | CD | CAT | AE | SE | I to H | I to SS |
|---|---|---|---|---|---|---|---|---|
| N | 273 | 241 | 195 | 228 | 172 | 194 | 208 | 173 |
| Mean | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| SD | 0.3 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.2 | 0.0 |
| Median | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Mode | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

| Q2: | Area 1 | Area 2 | Area 3 | Area 4 | Area 5A | Area 5b | GSAE |
|---|---|---|---|---|---|---|---|
| N | 232 | 234 | 228 | 231 | 234 | 209 | 206 |
| Mean | 4.0 | 4.1 | 3.7 | 4.0 | 3.7 | 2.7 | 3.7 |

Table 8
Responses to Non-scalar Items of Student Satisfaction Survey

Number of students who have completed Foundations of Communication I

| Value Label | Value | Frequency | Percent | Valid Percent | Cum Percent |
|---|---|---|---|---|---|
| Yes | 1 | 267 | 84.8 | 98.8 | 97.8 |
| No | 2 | 3 | 1.0 | 1.1 | 99.9 |
| | | 45 | 14.3 | Missing | |
| | Total | 315 | 100.0 | 100.0 | |

Valid cases 273 Missing cases 45

Number of students who have completed Foundations of Communication II

| Value Label | Value | Frequency | Percent | Valid Percent | Cum Percent |
|---|---|---|---|---|---|
| Yes | 1 | 237 | 75.2 | 98.3 | 98.3 |
| No | 2 | 4 | 1.3 | 1.7 | 100.0 |
| | . | 74 | 23.5 | Missing | |
| | Total | 315 | 100.0 | 100.0 | |

Valid cases 241 Missing cases 74

Number of students who have completed Career Dimensions

| Value Label | Value | Frequency | Percent | Valid Percent | Cum Percent |
|---|---|---|---|---|---|
| | 0 | 1 | .3 | .5 | .5 |
| Yes | 1 | 192 | 61.0 | 98.5 | 99.0 |
| No | 2 | 2 | .6 | 1.0 | 100.0 |
| | . | 120 | 38.1 | Missing | |
| | Total | 315 | 100.0 | 100.0 | |

Number of students who have completed Computer as a Tool

| Value Label | Value | Frequency | Percent | Valid Percent | Cum Percent |
|---|---|---|---|---|---|
| Yes | 1 | 227 | 72.1 | 99.6 | 99.6 |
| No | 2 | 1 | .3 | .4 | 100.0 |
| | . | 87 | 27.6 | Missing | |
| | Total | 315 | 100.0 | 100.0 | |

Number of students who have completed Artistic Experience

| Value Label | Value | Frequency | Percent | Valid Percent | Cum Percent |
|---|---|---|---|---|---|
| Yes | 1 | 171 | 54.3 | 99.4 | 99.4 |
| No | 2 | 1 | .3 | .6 | 100.0 |
| | . | 143 | 45.4 | Missing | |
| | | --- | --- | --- | |
| | Total | 315 | 100.0 | 100.0 | |

Valid cases 172 Missing cases 143

Number of students who have completed Science Experience

| Value Label | Value | Frequency | Percent | Valid Percent | Cum Percent |
|---|---|---|---|---|---|
| Yes | 1 | 192 | 61.0 | 99.0 | 99.0 |
| No | 2 | 2 | .6 | 1.0 | 100.0 |
| | . | 121 | 38.4 | Missing | |
| | | --- | --- | --- | |
| | Total | 315 | 100.0 | 100.0 | |

Valid cases 194 Missing cases 121

Number of students who have completed Introduction to Humanities

| Value Label | Value | Frequency | Percent | Valid Percent | Cum Percent |
|---|---|---|---|---|---|
| Yes | 1 | 204 | 64.8 | 98.6 | 98.1 |
| No | 2 | 3 | 1.0 | 1.4 | 100.0 |
| | . | 108 | 34.2 | Missing | |
| | | --- | --- | --- | |
| | Total | 315 | 100.0 | 100.0 | |

Valid cases 207 Missing cases 108

Number of students who have completed Introduction to Social Science

| Value Label | Value | Frequency | Percent | Valid Percent | Cum Percent |
|---|---|---|---|---|---|
| Yes | 1 | 173 | 54.9 | 100.0 | 100.0 |
| | . | 142 | 45.1 | Missing | |
| | | --- | --- | --- | |
| | Total | 315 | 100.0 | 100.0 | |

Valid cases 173 Missing cases 142

Attendance

| Value Label | Value | Frequency | Percent | Valid Percent | Cum Percent |
|---|---|---|---|---|---|
| Part-time | 1 | 58 | 18.4 | 19.0 | 19.0 |
| Full-time | 2 | 247 | 78.4 | 80.7 | 99.7 |
| | 6 | 1 | .3 | .3 | 100.0 |
| | . | 9 | 2.9 | Missing | |
| | | --- | --- | --- | |
| | Total | 315 | 100.0 | 100.0 | |

Hours that courses are taken

| Value Label | Value | Frequency | Percent | Valid Percent | Cum Percent |
|---|---|---|---|---|---|
| 8:00a.m. & 2:00p.m. | 1 | 213 | 67.6 | 69.8 | 69.8 |
| 4:00p.m. & 9:45 p.m. | 2 | 91 | 28.9 | 29.8 | 99.7 |
| | 3 | 1 | .3 | .3 | 100.0 |
| | . | 10 | 3.2 | Missing | |
| | | --- | --- | --- | |
| | Total | 315 | 100.0 | 100.0 | |

Valid cases 305 Missing cases 10

Credits that have been completed toward graduation

| Value Label | Value | Frequency | Percent | Valid Percent | Cum Percent |
|---|---|---|---|---|---|
| | 0 | 1 | .3 | .3 | .3 |
| 0-12 | 1 | 18 | 5.7 | 6.0 | 6.3 |
| 13-24 | 2 | 32 | 10.2 | 10.7 | 17.0 |
| 25-37 | 3 | 49 | 15.6 | 16.3 | 33.3 |
| 38-50 | 4 | 26 | 8.3 | 8.7 | 42.0 |
| 51-63 | 5 | 24 | 7.6 | 8.0 | 50.0 |
| 64-76 | 6 | 43 | 13.7 | 14.3 | 64.3 |
| 77-89 | 7 | 31 | 9.8 | 10.3 | 74.7 |
| 90-102 | 8 | 29 | 9.2 | 9.7 | 84.3 |
| 103-115 | 9 | 12 | 3.8 | 4.0 | 88.3 |
| 116+ | 10 | 35 | 11.1 | 11.7 | 100.0 |
| | . | 15 | 4.8 | Missing | |
| | | --- | --- | --- | |
| | Total | 315 | 100.0 | 100.0 | |

Valid cases 300 Missing cases 15

Declared major

| Value Label | Value | Frequency | Percent | Valid Percent | Cum Percent |
|---|---|---|---|---|---|
| Yes | 1 | 163 | 51.7 | 54.3 | 54.3 |
| No | 2 | 134 | 42.5 | 44.7 | 99.0 |
| | 3 | 1 | .3 | .3 | 99.3 |
| | 5 | 1 | .3 | .3 | 99.7 |
| | 8 | 1 | .3 | .3 | 100.0 |
| | . | 15 | 4.8 | Missing | |
| | Total | 315 | 100.0 | 100.0 | |

Valid cases 300 Missing cases 15

Cumulative Grade Point Average

| Value Label | Value | Frequency | Percent | Valid Percent | Cum Percent |
|---|---|---|---|---|---|
| | 1.50 | 1 | .3 | .4 | .4 |
| | 1.99 | 1 | .3 | .4 | .8 |
| | 2.00 | 8 | 2.5 | 3.1 | 3.9 |
| | 2.49 | 10 | 3.2 | 3.9 | 7.8 |
| | 2.50 | 53 | 16.8 | 20.8 | 28.6 |
| | 2.75 | 2 | .6 | .8 | 29.4 |
| | 2.99 | 35 | 11.1 | 13.7 | 43.1 |
| | 3.00 | 69 | 21.9 | 27.1 | 70.2 |
| | 3.20 | 1 | .3 | .4 | 70.6 |
| | 3.25 | 1 | .3 | .4 | 71.0 |
| | 3.49 | 55 | 17.5 | 21.6 | 92.5 |
| | 3.58 | 1 | .3 | .4 | 92.9 |
| | 3.66 | 1 | .3 | .4 | 93.3 |
| | 3.67 | 1 | .3 | .4 | 93.7 |
| | 3.70 | 2 | .6 | .8 | 94.5 |
| | 3.71 | 1 | .3 | .4 | 94.9 |
| | 3.72 | 1 | .3 | .4 | 95.3 |
| | 3.74 | 2 | .6 | .8 | 96.1 |
| | 3.81 | 1 | .3 | .4 | 96.5 |
| | 3.85 | 1 | .3 | .4 | 96.9 |
| | 3.90 | 1 | .3 | .4 | 97.3 |
| | 3.91 | 1 | .3 | .4 | 97.6 |
| | 3.93 | 1 | .3 | .4 | 98.0 |
| | 3.94 | 1 | .3 | .4 | 98.4 |
| | 4.00 | 4 | 1.3 | 1.6 | 100.0 |
| | . | 60 | 19.0 | Missing | |
| | Total | 315 | 100.0 | 100.0 | |

Valid cases 255 Missing cases 60

DEGREE

| Value Label | Value | Frequency | Percent | Valid Percent | Cum Percent |
|---|---|---|---|---|---|
| B.A., B.S., or equivalent | 1 | 110 | 34.9 | 37.4 | 37.4 |
| M.A., M.S., or equivalent | 2 | 91 | 28.9 | 31.0 | 68.4 |
| Professional | 2 | 1 | .3 | .3 | 68.7 |
| Ph.D., Ed.D., or equivalent | 3 | 39 | 12.4 | 13.3 | 82.0 |
| Other | 4 | 45 | 14.3 | 15.3 | 97.3 |

| | | | | |
|---|---|---|---|---|
| 5 | 8 | 2.5 | 2.7 | 100.0 |
| . | 21 | 6.7 | Missing | |
| | --- | --- | --- | |
| Total | 315 | 100.0 | 100.0 | |

Valid cases 294 Missing cases 21

## V. SURVEY OF FACULTY AND STAFF

The survey questionnaire developed through the joint effort of the Office of the Dean of Arts and Sciences and the Office of Institutional Research was mailed, in June 1997, to faculty who taught general studies classes in the previous semester. It was made up of five sections. Five-point rating scales (Likert scales) were used in sections I, II, and IV. A scale containing three options was employed in section III, and section V asked questions about respondent characteristics—department, employment status and rank, and general studies courses taught. One hundred and eighty-nine were mailed, 73 usable responses were received, amounting to a response rate of 39% (the questionnaire is contained in the appendix). Table 9 summarizes the responses received on the rating scales.

### Section I.

The first section concerned the goals of the program. It asked respondents to utilize five-point scale in stating the degree to which he/she felt a goal statement was (1) appropriate for the general studies program, and (2) achievable. All but one of the goal statements obtained an average rating of at least four on the five-point scale—a goal of improving students' ability to act wisely. A related statement of the "achievability" of that goal received the lowest score among the statement of achievability (questions 5 and 6). In an effort to reduce and simplify the data the scale responses were "collapsed". Scores of one or two were combined into a "disagree" category; and the score of three was termed "neither agree nor disagree". Scores of four and five were combined into an "agree" category. The percentage of responses within each category were then tabulated and sorted in descending order. The results are found in Tables 10 and 11. It can be seen that the highest level of agreement over what is an appropriate goal is to improve students' ability to communicate clearly. The lowest agreement is with the goal to improve students' ability to ask wisely. In an analogous fashion, the responses to the statement of achievability were reduced and tabulated. The most agreement was obtained over the achievability of offering opportunities to achieve an awareness of social problems and structure.

### Section II.

A five-point scale was employed in the second section of the survey where level of agreement (1=strongly disagree to 5=strongly agree) with the policies and guidelines of the general studies program was asked. There was general agreement with four of the eight statements in this section: that remedial reading and writing should be completed before the core courses are taken, there should be continuos involvement in the College's writing program until completion of Fundamentals of Communications II is completed, all general studies courses should require reading, and all general studies courses should require writing. These data were reduced to three-point (disagree, neither, agree) as in the first section (Table 12). The highest level of agreement was with the policy of requiring

reading. The lowest level of agreement was with requiring all ACR and 35 general studies credits before declaration of a major.

Section III.

The third section dealt with the distribution of credits within the general studies program. These statements required the use of a three-point scale—too little, just right, too much—in responding, and the table is sorted in descending order within the response category "just right" (Table 13). Most respondents felt that the 12 credit core was sufficient, the 12 credit advanced elective requirement was sufficient, the 30 credit distribution and 66 total credit requirement were sufficient, and that the three credit math and six credit English requirements were sufficient. There was not as much agreement with the other statement.

Section IV.

This section contained three questions of overall satisfaction with the program. It required responses on a five-point scale ranging from strongly disagree to strongly agree. Overall, the averages do not reflect strong agreement or disagreement with statement that the program is meeting it goals or needs revision (Table 14). But, when these data are collapsed there is agreement that the program provides a good liberal arts and sciences education and the program is meeting the goals it is designed to achieve; there is disagreement with the statement that the program does not need revision. However, in neither case are these majority opinions.

Section V.

The fifth section asked information about the respondents—their employment status (faculty or staff), department, years of employment, and the category(ies) of general studies courses they had taught (Table 15). Most of the respondents were full professors; the average amount of time of JCSC was 18 years (median 20; tri-modal at 1 year, 25 years, 30 years; the distribution is negatively skewed with a 36 year range—minimum 1 year, maximum 37 years); the most highly represented department is English (13 respondents). Half of the respondents have taught an ACR course, 60% have taught core courses, 80% taught distribution courses, 70% taught an advanced elective courses.

Table 9
Faculty Survey

**Section I**

| Appropriate: | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| N | 73 | 73 | 73 | 71 | 69 | 72 | 72 | 73 | 73 | 73 | 73 |
| Mean | 4.44 | 4.49 | 4.53 | 4.13 | 3.46 | 4.42 | 4.36 | 4.47 | 4.41 | 4.38 | 4.23 |
| SD | 1.11 | 0.95 | 0.93 | 1.1 | 1.29 | 0.95 | 1.04 | 0.91 | 1.1 | 1.1 | 0.94 |
| Median | 5 | 5 | 5 | 5 | 3 | 5 | 5 | 5 | 5 | 5 | 5 |
| Mode | 5 | 5 | 5 | 5 | 3 | 5 | 5 | 5 | 5 | 5 | 5 |
| | | | | | | | | | | | |
| Achievable: | | | | | | | | | | | |
| N | 73 | 71 | 71 | 69 | 68 | 70 | 69 | 71 | 72 | 72 | 73 |
| Mean | 3.7 | 3.79 | 3.63 | 3.51 | 2.9 | 3.64 | 4 | 3.82 | 3.9 | 3.9 | 3.8 |
| SD | 1.11 | 1.1 | 1.1 | 1.1 | 1.18 | 1.1 | 1.1 | 1.25 | 1.3 | 1.2 | 1.15 |
| Median | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 |
| Mode | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 5 | 5 | 5 | 5 |

**Section II**

| Policies | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 |
|---|---|---|---|---|---|---|---|---|
| N | 74 | 72 | 73 | 72 | 73 | 73 | 74 | 74 |
| Mean | 4.89 | 3.72 | 2.48 | 3.04 | 4.43 | 3.6 | 4.55 | 4.6 |
| SD | 5.56 | 1.31 | 1.48 | 1.26 | 0.88 | 1.23 | 0.85 | 0.85 |
| Median | 5 | 4 | 2 | 3 | 5 | 4 | 5 | 5 |
| Mode | 5 | 5 | 1 | 3 | 5 | 4 | 5 | 5 |

**Section III**

| Credit Distrib. | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 |
|---|---|---|---|---|---|---|---|---|
| N | 74 | 74 | 74 | 74 | 74 | 74 | 74 | 74 |
| Mean | 2.11 | 1.53 | 1.58 | 1.53 | 2.38 | 2.04 | 2.01 | 2.01 |
| SD | 0.69 | 0.58 | 0.57 | 0.6 | 0.61 | 0.58 | 0.56 | 0.54 |
| Median | 2 | 2 | 2 | 1.5 | 2 | 2 | 2 | 2 |
| Mode | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 2 |

**Section IV**

| Overal Satisf. | Q1 | Q2 | Q3 |
|---|---|---|---|
| N | 74 | 73 | 73 |
| Mean | 3.28 | 2.82 | 3.26 |
| SD | 1.11 | 1.35 | 1.7 |
| Median | 3 | 3 | 3 |
| Mode | 3 | 2 | 4 |

**Section V**

| Years at JCSC | Q44 |
|---|---|
| N | 68 |
| Mean | 18.18 |
| SD | 11.72 |
| Median | 20 |
| Mode | 1 |

Table 10

Faculty Survey: Ratings of appropriateness of General Studies' Goals

| Section I<br>**Appropriate:** | Disagree | | Neither agreer /Nor disagree | | Agree | |
|---|---|---|---|---|---|---|
| | # | % | # | % | # | % |
| Q3. Improve students' ability to communicate clearly. | 3 | 4.1% | 7 | 9.6% | 63 | 86.3% |
| Q2. Improve students' ability to think critically. | 3 | 4.1% | 8 | 11.0% | 62 | 84.9% |
| Q8. Offer .. knowledge of the historical background … | 2 | 2.7% | 9 | 12.3% | 62 | 84.9% |
| Q6. Offer .. understanding of the physical & biological … | 3 | 4.2% | 8 | 11.1% | 61 | 84.7% |
| Q7. Offer .. awareness of social problems & structure. | 5 | 6.9% | 6 | 8.3% | 61 | 84.7% |
| Q1. Introduces to … valuable knowldge & achievements. | 5 | 6.8% | 8 | 11.0% | 60 | 82.2% |
| Q9. Offer .. cultures, past and present … | 6 | 8.2% | 7 | 9.6% | 60 | 82.2% |
| Q10. Allow studs. to explore … the liberal arts. | 4 | 5.5% | 10 | 13.7% | 59 | 80.8% |
| Q11. Aid in the discovery of their interest & aptitudes. | 2 | 2.7% | 16 | 21.9% | 55 | 75.3% |
| Q4. Improve Students' ability to respond aesthetically. | 6 | 8.5% | 14 | 19.7% | 51 | 71.8% |
| Q5. Improve students' ability to act wisely. | 13 | 18.8% | 25 | 36.2% | 31 | 44.9% |

Table 11

Faculty Survey: Achievableness of General Studies' Goals

| Section I<br>**Achievable:** | Disagree | | Neither agreer /Nor disagree | | Agree | |
|---|---|---|---|---|---|---|
| | # | % | # | % | # | % |
| Q7. Offer .. awareness of social problems & structure. | 6 | 8.7% | 13 | 18.8% | 50 | 72.5% |
| Q6. Offer .. understanding of the physical & biological … | 6 | 8.5% | 14 | 19.2% | 51 | 71.8% |
| Q9. Offer .. cultures, past and present … | 10 | 13.9% | 16 | 22.2% | 46 | 63.9% |
| Q8. Offer .. knowledge of the historical background … | 12 | 16.9% | 14 | 19.7% | 45 | 63.4% |
| Q11. Aid in the discovery of their interest & aptitudes. | 10 | 13.7% | 21 | 28.8% | 42 | 57.5% |
| Q1. Introduces to … valuable knowldge & achievements. | 9 | 12.5% | 22 | 30.6% | 41 | 56.9% |
| Q10. Allow studs. to explore … the liberal arts. | 10 | 13.9% | 21 | 29.2% | 41 | 56.9% |
| Q2. Improve students' ability to think critically. | 6 | 8.5% | 26 | 36.6% | 39 | 54.9% |
| Q3. Improve students' ability to communicate clearly. | 8 | 11.3% | 29 | 40.8% | 34 | 47.9% |
| Q4. Improve Students' ability to respond aesthetically. | 11 | 15.9% | 26 | 37.7% | 32 | 46.4% |
| Q5. Improve students' ability to act wisely. | 24 | 35.3% | 27 | 39.7% | 17 | 25.0% |

Table 12

Faculty Survey: Policies

| Section II | Disagree | | Neither agreer /Nor disagree | | Agree | |
|---|---|---|---|---|---|---|
| | # | % | # | % | # | % |
| Q7. All GSP courses should require reading. | 2 | 2.7% | 5 | 6.8% | 67 | 90.5% |
| Q8. All GSP courses should require writing. | 3 | 4.1% | 5 | 6.8% | 66 | 89.2% |
| Q5. Continually involved in the CWP till compl. of FC II. | 2 | 2.7% | 7 | 9.6% | 64 | 87.7% |
| Q1. Reading & writing befor a CORE course. | 9 | 12.3% | 6 | 8.2% | 58 | 79.5% |
| Q2. CORE in an area before the distrib. courses in that area. | 12 | 16.7% | 14 | 19.4% | 46 | 63.0% |
| Q6. ACR in Math before Soph. year. | 13 | 17.8% | 18 | 24.7% | 42 | 57.5% |
| Q4. All but the advncd. GSE of the GSE before junior yr. | 23 | 31.9% | 22 | 30.6% | 27 | 37.5% |
| Q3. ACR & 35 crds. in GSP before declaring major. | 43 | 58.9% | 9 | 12.3% | 21 | 28.8% |

Table 13

Program Credit Distribution

Section III

| | Too Little | | Just right | | Too much | |
|---|---|---|---|---|---|---|
| | # | % | # | % | # | % |
| Q6. A 12 credit GS CORE courses requirement is: | 5 | 6.9% | 55 | 76.4% | 12 | 16.7% |
| Q7. A 12 credit GS Advanced Elective requirement is: | 8 | 11.0% | 54 | 74.0% | 11 | 15.1% |
| Q8. A 30 credit GS Distribution Area requirement is: | 10 | 13.5% | 53 | 71.6% | 11 | 14.9% |
| Q1. A 66 credit GS requirement is: | 5 | 7.0% | 47 | 66.0% | 19 | 26.8% |
| Q2. A 3 credit GS Math requirement is: | 29 | 40.8% | 42 | 59.2% | | |
| Q3. A 6 credit GS English requirement is: | 31 | 42.5% | 40 | 54.8% | 2 | 2.7% |
| Q5. A 2 credit GS career guidance requirement is: | 5 | 6.8% | 36 | 48.6% | 33 | 44.6% |
| Q4. A 1 creidt GS computer literacy requirement is: | 36 | 49.3% | 34 | 46.6% | 3 | 4.1% |

Table 14

Overall Satisfaction

| Section IV | Disagree | | Neither agreer /Nor disagree | | Agree | |
|---|---|---|---|---|---|---|
| | # | % | # | % | # | % |
| Q3. GSP provides studs. w/a good liberal arts & sci. Ed. | 22 | 30.1% | 18 | 24.7% | 33 | 45.2% |
| Q1. GSP is meeting the goals it is designed to achieve. | 18 | 24.3% | 24 | 32.4% | 32 | 43.2% |
| Q2. GSP **does not** need to be revised. | 35 | 47.9% | 15 | 20.5% | 23 | 31.5% |

Table 15

Respondent Data

Section V

| | Professor | | Assoc. Prof. | | Asst. Prof. | |
|---|---|---|---|---|---|---|
| | # | % | # | % | # | % |
| Employment Status: | 30 | 41.1% | 15 | 20.5% | 28 | 38.4% |

| Department affiliation: | # | % |
|---|---|---|
| Art | 8 | 11.4% |
| Biology | 5 | 7.1% |
| Chemistry | 2 | 2.9% |
| Computer Science | 1 | 1.4% |
| Economics | 2 | 2.9% |
| English | 13 | 17.6% |
| ESL | 1 | 1.4% |
| Geoscience | 2 | 2.9% |
| History | 2 | 2.9% |
| Math | 5 | 7.1% |
| Media Arts | 3 | 4.3% |
| Music/Dance/Theatre | 9 | 12.9% |
| Philosophy/Religion | 2 | 2.9% |
| Physics | 1 | 1.4% |
| Political Science | 2 | 2.9% |
| Psychology | 5 | 7.1% |
| Sociology | 4 | 5.7% |
| Women's Studies | 1 | 1.4% |

| | Yes | | No | |
|---|---|---|---|---|
| | # | % | # | % |
| Ever taught ACR | 35 | 50.0% | 35 | 50.0% |
| Ever taught a Core Course | 44 | 61.1% | 28 | 38.9% |
| Ever taught a distribution are course | 57 | 82.6% | 12 | 17.4% |
| Ever taught a GS Advanced Elective | 51 | 72.9% | 19 | 27.1% |

## VI. ADMINISTRATIVE ANALYSIS

This phase of the study was terminated due to the confounding characteristics of the number of courses listed as general studies area courses and the habit of substituting courses when students change majors. This problem is similar to the one encountered in Section I—the transcript analysis.

# APPENDIX