The Minutes from the Faculty Meeting
April 14, 2009

I. The meeting was called to order at 3:47 p.m. by Chair Best

II. The minutes from the February 24, 2009 meeting were approved as distributed.

III. The Faculty Committee Elections were conducted – see pages 3-4 of the attachments for the election results

IV. A report from Dr. Ken Kitts, Associate Provost and Mr. Jim Schwimmer was given concerning admissions – see page 5 of the attachments for a copy of the report; Dr. Kitts wanted to especially thank those faculty who participated in the scholarship interviews

V. President Dr. L. Fred Carter gave a report of the financial environment of the state and the possible impact on the University

VI. Executive Committee Report

A. Commencement
Speaker: Sylvia Hatchell – Head Women's Basketball Coach at UNC-Chapel Hill
Degrees: Denny Neilson – State House of Representatives
Libby Cooper

B. Administrative Evaluations are in the process of being delivered

VII. Report from the Faculty Senate

A. General Education Report from Academic Affairs (for information only, a copy of the report is at the end of the agenda attachments pages 27 – 67)

After reviewing the data in the 2008-2009 General Education Report, the Academic Affairs Committee finds:

- that the General Education goals are met and
- that the Institutional Effectiveness Committee and the Office of Institutional Research continue with the current model of assessment and prepare the report for the following academic year using the existing system.

B. Changes to the Catalog

Item I. – concerning changes in the grading system of Biology 499 - passed

Item II. – concerning changes in the catalog, under Health Physics Concentration - passed
A. concerns a change in the course listings
B. concerns a change in the number of hours

Item III. – concerning a proposal from the gender Studies Advisory Committee adding ENG 421: Gender and Public Rhetoric - passed

Item IV. – concerning proposals from the Department of Mathematics - passed
A. concerns adding 222 Problem Solving in the Sciences using Software
B. concerns adding 150 Discrete Dynamical Modeling

Item V. – concerning a proposal from the School of Business - passed

A. concerns adding 301 Finance Fundamentals
B. concerns changes in the requirements for a finance major
C. concerns changes in the Four Year Plan for Finance Majors (Junior Year)
D. concerns changes in the Four Year Plan for Finance Majors (Senior Year)
E. concerns changes in the Four Year Plan for a Business Minor
F. concerns changing the course title for Finance 443

Item VI. – concerning Proposals from the Department of Psychology - passed

A. concerns modifying the course title of PSY 601
B. concerns modifying the following course descriptions: 600B Psychological Assessment Practicum, 600C Psychological Intervention Practicum, 616 Psychoeducational Assessment: Diagnosis of Learning and Behavior Disorders, 704 Academic Assessment and Intervention
C. concerns deleting 600D Psychological Consultation Practicum and 600 E Pre-internship Practicum
D. concerns adding the following new course descriptions: 700B Advanced Psychological Assessment Practicum, 700C Advanced Psychological Intervention Practicum, 700D Advanced Psychological Consultation Practicum, 700E Advanced Pre-internship Practicum,
E. concerns adding a new course description PSY 759 School-Wide Prevention, Intervention, and Crisis Programs
F. concerns changes in the catalogue dealing with the Master of Science in Applied Psychology

VIII. The Candidates for Graduation were approved as distributed by email on Friday, April 3, 2009

IX. Dr. Benjamin Woods, Professor of Music, Retiring after 37 years of service (1972-2009) was approved for Faculty Emeritus Status

X. There was no old business

XI. There was no new business

XII. Announcements

A. An Evening of Beckett, Thursday-Saturday, 7:30pm.
B. Thursday, April 16, Deans and Chairs
C. Academic Awards evening, Monday, Apr. 20, 7:00pm
D. Last Senate meeting of this academic year will be Tuesday, April 21
E. Student Life Awards at 4:00pm on Wednesday, April 22.
F. Last Academic Affairs Committee meeting is Thursday, April 23, at 3:45pm.
G. The Distinguished Faculty Dinner is that same evening (April 23).
H. Last day of class, Apr. 27
I. Commencement, May 9
J. Monday, May 4, at 7:00pm, HMS Pinafore at the Civic Center.

XIII. The meeting adjourned at 5:07 p.m.

Attachments to the Faculty Minutes – April 14, 2009

General Faculty Election Results, April 14

Academic Affairs
At-Large (three positions)
Larry Anderson, Fine Arts
Pamela Rooks, English, Modern Languages & Philosophy
Tim Shannon, Biology

School of Business (one position)
Brad Johnson, Business
.
Academic Freedom and Tenure Grievance (two positions)
Ann M. Stoeckmann, Biology
Rusty Ward, Sociology

Academic Support (three positions)
Ed Eleazer, English, Modern Languages & Philosophy
Chris Kennedy, History
Matt Nelson, English, Modern Languages & Philosophy

Admissions, Advising, and Retention (one position)
Nancy Zaice, English, Modern Languages & Philosophy

Budget Review and Planning (one position)
Shawn Smolen-Morton, English, Modern Languages, & Philosophy

Faculty Grievance (two positions)
Scott Brown, Political Science & Geography
Jon Tuttle, English, Modern Languages, & Philosophy

Faculty Life
At-Large (one position)
Matt Turner, English, Modern Languages, & Philosophy

School of Education & Library (one position)
Daljit Kaur, Education

Science & Mathematics (one position)
Ann M. Stoeckmann, Biology

Social Sciences & Psychology (one position)
Lisa Eargle, Sociology

Grade Appeals (two positions)
Dawn Larsen, Fine Arts
Jon Tuttle, English, Modern Languages, & Philosophy

Honors Program (one position)
Mark Blackwell, English, Modern Languages, & Philosophy

Information Technology (two positions)
Kirk Dineley, Biology
Hari Rajagopalan, Business

Institutional Effectiveness (two positions)
Rick Almeida, Political Science & Geography
Shawn Smolen-Morton, English, Modern Languages, & Philosophy

Mediation (two positions)
John Rae, Biology
Marsha Taylor, English, Modern Languages, & Philosophy

Nominating (two positions)
Hubert Setzler, Business
Alissa Warters, Political Science & Geography

Professional Development
At-Large (one position)
Bryan Fisher, Mass Communication

Social Sciences & Psychology (one position)
Scott Brown, Political Science & Geography

School of Education & Library (one position)
Polly Haselden, Education

School of Business (one position)
Joe Aniello, Business

The Scoreboard - 2008 versus 2009			
First-Year	**2008**	**2009**	**Up**
FY: CV	767	1066	39.0%
Inquiries	6933	8912	28.5%
Applications	2291	3063	33.7%
Accepted Students	1367	1663	21.7%
Denied Students	316	452	43.0%
Deposited		275	Up 275

Largest Majors	**ACCEPTED**	
Nursing	313	345
Business	313	278
Biology	215	213

Demographics

SAT I Accepted	51%	53%
OS - Applied	7.2	9.50%

Transfers

Applications	220	212
Accepted Students	98	114
Denied Students	20	13

Scholarship Students

Awarded	269	296	10.0%
On Campus		116	
Enrolled projected	82	135	64.6%
Mid Range	1020 - 1170	1110 - 1190	

Predictions

	Accepting 197-257		
Low Students	672		
Mid Point		**762**	
Highest			**855**
Mid Point	850 - 1030	870 - 1050	
MEAN	947	975	

Summary
We will enroll 82 - 170 more first-year
We will enroll a similar number of transfers 309
We will see the profile increase some
We will see a similar set of demographics
Overall undergraduate headcount should grow from LY

Proposal from the Department of Biology:

CHANGE the grading system of Biology 499 Senior Seminar FROM:

Satisfactory/Unsatisfactory
TO:
a letter grade.

Rationale: This course has been treated differently by students because of the grading system. Differential credit has not been possible for differential effort. Changing to a letter grade should change the attitude of student and allow the instructor to reward good work. The grade will be based on assignments and a final exam. This course is the venue for administering an external exam for general assessment of the biology program. A letter grade for the course is likely to stimulate greater effort by students on their final exam.

I. Proposal from the Department of Physics and Astronomy:

A. CHANGE, on page 128 of the catalog, under Health Physics Concentration

FROM:

A concentration in health physics requires completion of:

1. Physics 200, 201, 202, 210, 220, 310, 314, 316, 415, 416, 417, 418, and 419
2. Biology 105, 106, and one course from Biology 301, 401, 402, or 406

TO:

A concentration in health physics requires completion of:

1. Physics 200, 201, 202, 210, 220, 310, 314, 316, 416, 417, 418, and 419
2. Biology 105, 106, 415 and one course from Biology 301, 401, 402, or 406

B. CHANGE, on page 129 of the catalog, the last paragraph under Health Physics,

FROM:

The minimum number of semester hours required in physics courses for a health physics concentration is 43. The minimum number of semester hours in all courses (major and non-major) required for the health physics concentration is 124.

TO:

The minimum number of semester hours required in physics courses for a health physics concentration is 40. The minimum number of semester hours in all courses (major and non-major) required for the health physics concentration is 124.

Rationale: The cross-listing of PHYS/BIOL 415 was motivated in part by a desire to encourage and facilitate health physics majors pursuing minors or second majors in biology. By requiring BIOL 415 in the health physics major (instead of PHYS 415) students will be able to also count BIOL 415 toward a biology minor or major.

Obviously, this will not result in a meaningful change to the health physics curriculum, as the same courses are still required. The health physics major goes from 43 to 40 hours in PHYSICS, which still represents a substantial number of credit hours in the major department.

In the past the health physics curriculum required 4 biology courses. When PHYS 415 was created, the number of biology courses required was reduced to 3 courses. In a sense, this restores the curriculum to requiring 4 courses, with one of them mandated as BIOL 415. Students majoring in health physics will now only be 3 credit hours shy of a minor in biology.

II. Proposal from the Gender Studies Advisory Committee:

ADD on page 179 of the current catalog, under "Courses eligible for the Gender Studies minor and collateral include the following:" after "ENG 369: Sex, Gender, and Literature":

ENG 421: Gender and Public Rhetoric

III. Proposal from the Department of Mathematics:

A. ADD, on page 118, of the 2008-09 catalog, the following:

222 Problem Solving in the Sciences using Software (3) (Prerequisite: Grade of C or higher in 201 or placement scores). Provides students from diverse areas of science an introduction to software currently available to solve problems in the sciences with the aid of computers. Packages include, but are not limited to, Maple, Matlab, SAS, and SPSS. Skills that pertain to the practical implementation of solutions to applied problems in the use of these software packages will be presented. Problems from the sciences that require elementary concepts from calculus, algebra, and statistics will be considered. Appropriate presentation of solutions containing computational and graphical components together with documentation will be emphasized.

Rationale: Computers play a major role in today's business and academic settings. Exposure to commercial packages is a major advantage for graduates seeking employment or continuing their studies at graduate school. This course will expose students to at least four major commercial packages widely used in the sciences. This course will reduce the time currently spent in upper-level classes teaching students to use these packages. The time saved will enable upper-level classes that use these packages to spend more time on mathematical topics.

B. ADD, on page 117, of the 2008-09 catalog, the following:

150 Discrete Dynamical Modeling (3) (Prerequisite: Grade of C or higher in 111, 121, or a higher-numbered mathematics course than 121 or placement scores). Students will use discrete dynamical systems to mathematically model and solve real-world problems.

Rationale: For the student wishing to fulfill general education requirements but who has no need for Calculus. In conjunction with College, Algebra, Statistics, Trigonometry, or Precalculus, this course could fulfill general education requirements for students not needing Calculus.

IV. Proposal from the School of Business:

A. ADD, on page 151 of the current catalog, the following;

301 Finance Fundamentals (3) (Prerequisite: Admitted to School of Business or permission of the school) Sources of personal income, saving and consumer spending patterns. Development of techniques for planning and budgeting consumption expenditures and saving, with special emphasis on the use of saving allocations to achieve personal goals; real property, insurance, financial investment, retirement, estate and tax planning, time value of money,
and applied statistics.

Rationale: As students leave the FMU School of Business, they should be prepared for issues that will arise in both their personal life and business career. This course will prepare students in the School of Business with fundamental concepts of time value of money as well as applied statistics. As finance majors matriculate through the finance major, this course will provide a base of knowledge to help garner a deeper understanding of both fundamental corporate finance concepts, as well as a better understanding of the role investment securities play in life. The class will also introduce the students to a range of financial topics and products related to the financial decisions made in a financial planning process.

To judge the current state of student knowledge in the areas mentioned above, a survey designed by the Jump$tart Coalition for Personal Financial Literacy was administered to junior and senior business majors during the Summer 2008 semester. The results of the survey show that FMU business majors tend to score lower on the exam than their counterparts at other colleges in the United States.

B. CHANGE, on page 145 of the current catalog, the requirements for a finance major

FROM:

d) Finance – Total Required Hours 123…….21 hours
ACTG 323 Intermediate Accounting or
ACTG 325 Cost Accounting……3
ECON 310 Intermediate Microeconomic Theory or
ECON 321 Money and Banking…….……..3
FIN 347 Investments I...…….……..3
FIN 348 Investments I …….3
FIN 442 Advanced Financial Problems…….……3
FIN 443 Financial Institutions and Markets.…….3
FIN 450 Cash Management.……..3

TO:

d) Finance – Total Required Hours 123…….21 hours
Finance 301 Finance Fundamentals …..……..……3
ECON 321 Money and Banking or
FIN-344 Real Estate Finance…. ……..3
FIN 347 Investments I……..3
FIN 348 Investments II…….3
FIN 442 Advanced Corporate Finance…..……3

FIN 443 Financial Markets……..…….3
FIN 450 Cash Management……..3

C. CHANGE, on page 152 of the current catalog, the Four Year Plan for Finance Majors

FROM:

(In Junior Year)

	Fall		Spring
Course	Sem. Hrs.	Course	Sem. Hrs.
Non-Bus Elective	3	Humanities Elec	3
English 305	3	MKT 331	3
FIN 341	3	ECON 310 or 321	3
MGT 351	3	MGT 308	3
ACTG 323 or 325	3	Non-Bus Elective	3
Total Credits	15	Total Credits	15

TO:

	Fall		Spring
Course	Sem. Hrs.	Course	Sem. Hrs.
ECON 321		FIN 341	3
Or FIN 344*	3		
English 305	3	MIS 327	3
MKT 331	3	MGT 308	3
MGT 351	3	Humanities Elec	3
FIN 301	3	Non-Bus Elective	3
Total Credits	15	Total Credits	15

* Note: FIN-344 will only be offered during the Summer II term. If a student does not plan on taking summer classes, the ECON-321 must be taken to satisfy this requirement. Also, FIN-341 is a prerequisite for FIN-344.

D. CHANGE, on page 152 of the current catalog, the Four Year Plan for Finance Majors

FROM:

(In Senior Year)

	Fall		Spring
Course	Sem. Hrs.	Course	Sem. Hrs.
MIS 327	3	FIN 442	3
FIN 347	3	FIN 348	3
FIN 450	3	BUS 458	3
FIN 443	3	Non-Bus Elective	3
Humanities Elective	3	Non-Bus Elective	3
Total Credits	15	Total Credits	15

TO:

Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
FIN 450	3	FIN 348	3
FIN 442	3	FIN 443	3
FIN 347	3	BUS 458	3
Humanities Elective	3	Non-Bus Elective	3
Non-Bus Elective	3	Non-Bus Elective	3
Total Credits	15	Total Credits	15

E. CHANGE, on page 145 of the current catalog, the Four Year Plan for a Business Minor

FROM:

MIS 327 ……..	Information Systems Fundamentals
ECON 310 ……..	Intermediate Microeconomic Theory
ECON 325 ……..	International Economics
FIN 246 …….	Investments and Personal Finance
FIN 366 …….	Principles of Real Estate
MGT 351 …….	Management of Organizations
MKT 331 …….	Principles of Marketing
MKT 335 …….	International Marketing

TO:

MIS 327 ……..	Information Systems Fundamentals
ECON 310 ……..	Intermediate Microeconomic Theory
ECON 325 ……..	International Economics
FIN 301 …….	Finance Fundamentals
FIN 341* …….	Financial Management
MGT 351 …….	Management of Organizations
MKT 331 …….	Principles of Marketing
MKT 335 …….	International Marketing

*Finance 341 has a prerequisite Accounting 201 and Accounting 202.

F. CHANGE, on page 151 of the current catalog, the course title for Finance 443.

FROM:

443 Financial Institutions and Markets

TO:

443 Financial Markets

Rationale: The name change more closely reflects the nature of the course and is consistent with that of other universities.

VI. Proposals from the Department of Psychology

A. MODIFY, on pages 207 and 208 of the current catalog, course title of PSY 601

FROM

PSY 601 Psychology of Mental Retardation and Developmental Disabilities

TO

PSY 601 Psychology of Intellectual and Neurodevelopmental Disabilities

Rationale: To more accurately reflect the content of this course, employing current, evolving terminology. No change in the content or nature of the course is proposed.

B. MODIFY the following course descriptions on pages 207-209 of the current catalog

FROM

GRADUATE COURSES FOR PSYCHOLOGY

600B Psychological Assessment Practicum (1) F, S, SU. Students enrolled in PSY 606, PSY 616, PSY 630, PSY 631, PSY 639 and PSY 706 must be enrolled concurrently in this practicum. This practicum involves administration, scoring, interpretation, and reporting of results of psychological testing instruments and other assessment procedures relevant to the specific course to which the practicum is attached. Students may be assigned to psychoeducational, counseling and/or mental health centers for this experience. A minimum of 50 clock hours is required per practicum.

600C Psychological Intervention Practicum (1) F, S, SU. Students enrolled in PSY 604, PSY 610, PSY 633, PSY 636, PSY 643, PSY 644, PSY 704, and PSY 714 must be enrolled concurrently in this practicum. This practicum involves interviewing, observation, clinical problem-solving, treatment planning and intervention development, individual therapy, group therapy, direct intervention, and indirect intervention/consultation experiences relevant to the specific course to which the practicum is attached. Students may be assigned to psychoeducational, counseling and/or mental health centers for this experience. A minimum of 50 clock hours is required per practicum.

616 Psychoeducational Assessment: Diagnosis of Learning and Behavior Disorders (3) (Prerequisites: 606 and 615) S. Examination of traditional, behavioral and curriculum-based assessment techniques for classification and treatment planning in the areas of school-related learning and behavioral or social-emotional disabilities, developmental, attention deficits, and health-related problems. Must be concurrently enrolled in Psychology 600B, Psychological Assessment Practicum.

704 Academic Assessment and Intervention (3) (Prerequisite: 604) SU. Linking of direct classroom behavioral and curriculumbased assessment results to academic interventions with exceptional learners and general education students. Designing and implementing academic interventions for use by the psychologist or by teachers or paraprofessionals within a consultation framework. Evaluation of student progress and data-based educational decision-making emphasized. Curriculum standards and frameworks, inclusion, and educational reform discussed. Must be concurrently enrolled in Psychology 600C, Psychological Intervention Practicum.

TO

GRADUATE COURSES FOR PSYCHOLOGY

600B Psychological Assessment Practicum (1) F, S, SU. Students enrolled in PSY 606, PSY 616, PSY 630, PSY 631, and PSY 639 must be enrolled concurrently in this practicum. This practicum involves administration, scoring, interpretation, and reporting of results of psychological testing instruments and other assessment procedures relevant to the specific course to which the practicum is attached. Students may be assigned to psychoeducational, counseling and/or mental health centers for this experience. A minimum of 50 clock hours is required per practicum.

600C Psychological Intervention Practicum (1) F, S, SU. Students enrolled in PSY 604, PSY 610, PSY 633, PSY 636, PSY 643, and PSY 644 must be enrolled concurrently in this practicum. This practicum involves interviewing, observation, clinical problem-solving, treatment planning and intervention development, individual therapy, group therapy, direct intervention, and indirect intervention/consultation experiences relevant to the specific course to which the practicum is attached. Students may be assigned to psychoeducational, counseling and/or mental health centers for this experience. A minimum of 50 clock hours is required per practicum.

616 Psychoeducational Assessment: Diagnosis of Learning and Behavior Disorders (3) (Prerequisites: 615, and a grade of B or higher in 606) S. Examination of traditional, behavioral and curriculum-based assessment techniques for classification and treatment planning in the areas of school-related learning and behavioral or social-emotional disabilities, developmental, attention deficits, and health-related problems. Must be concurrently enrolled in Psychology 600B, Psychological Assessment Practicum.

704 Academic Assessment and Intervention (3) (Prerequisite: A grade of B or higher in 604) SU. Linking of direct classroom behavioral and curriculum-based assessment results to academic interventions with exceptional learners and general education students. Designing and implementing academic interventions for use by the psychologist or by teachers or paraprofessionals within a consultation framework. Evaluation of student progress and data-based educational decision-making emphasized. Curriculum standards and frameworks, inclusion, and educational reform discussed. Must be concurrently enrolled in Psychology 700C, Advanced Psychological Intervention Practicum.

Rationale: Some practica (600 level course numbers) are being proposed to be renumbered to the 700 level to be consistent with the courses to which they are companioned (see later proposals). The 700 level companion courses have been eliminated from the descriptions of the 600 level practica noted above. No changes to the content or nature of the practica for the remaining courses are proposed. The prerequisites for 616 are being changed to include a required grade of B or higher in 606, because students who have not mastered prerequisite material tend to struggle in 616. For similar reasons, it is proposed that the prerequisite to 704 be changed to include a required grade of B or higher in 604.

C. DELETE on pages 207 and 208 of the current catalog

600D Psychological Consultation Practicum (1) F, S, SU. Students enrolled in PSY 749 must be enrolled concurrently in this practicum. This practicum involves experience in assessment, intervention development, intervention implementation, and intervention evaluation when the intervention is implemented through others such as parents, teachers, paraprofessionals, administrators, agencies, and systems; implementation of the stages of consultation within the context of various consultation models. Organization development and evaluation activities also are emphasized. A minimum of 50 clock hours is required per practicum.

600E Pre-internship Practicum (1) (Prerequisite: This course must be taken during the spring prior to beginning internship in the fall.) S. This practicum will allow the student to integrate the consultation, assessment, intervention and counseling skills they have learned while working with a practicing school psychologist. The student will also be able to interact with other professionals in the various settings and roles in which a school psychologist practices. Among other activities, the student will follow a case from the initial concerns of the teacher through the pre-referral intervention team, the referral to special education, the psychoeducational evaluation (including the parts completed by other professionals), the eligibility meeting and the IEP meeting where the educational plan and placement is determined.

Rationale: These course numbers are being replaced with 700 level courses described below.

D. ADD on pages 209 and 210 of the current catalog, the following new course descriptions (Descriptions of Proposed New Courses attached):

700B Advanced Psychological Assessment Practicum (1) F. Students enrolled in PSY 706 must be concurrently in this practicum. This practicum involves conducting developmental, neuropsychological and psychoeducational evaluations. This includes gathering developmental, medical, educational and other relevant background information, assessing a child's environment, interviewing the parent(s), care givers, educators and other relevant individuals, and using this information to select an appropriate assessment battery. The student will demonstrate the ability to properly administer, score and interpret the information from the instruments administered within the context of the other information gathered. The student will be able to provide a written and oral report of his/her findings in a concise and respectful manner. To gain these experiences the student may be assigned to a psychoeducational, mental health or developmental clinic or a school system. A minimum of 50 clock hours is required per practicum.

700C Advanced Psychological Intervention Practicum (1) S, SU. Students enrolled in PSY 704, and PSY 714 must be enrolled concurrently in this practicum. This practicum involves advanced knowledge and skills in interviewing, observation, clinical problem-solving, treatment planning and intervention development, individual therapy, group therapy, direct intervention, and indirect intervention/consultation experiences relevant to the specific course to which the practicum is attached. Students may be assigned to psychoeducational, counseling and/or mental health centers for this experience. A minimum of 50 clock hours is required per practicum.

700D Advanced Psychological Consultation Practicum (1) S. Students enrolled in PSY 749 must be enrolled concurrently in this practicum. This practicum builds on consultation experiences obtained during intervention courses and involves advanced experience in assessment, intervention development, intervention implementation, and intervention evaluation when the intervention is implemented through others such as parents, teachers, paraprofessionals, administrators, agencies, and systems; implementation of the stages of consultation within the context of various consultation models. Organization development and evaluation activities also are emphasized. A minimum of 50 clock hours is required per practicum.

700E Advanced Pre-internship Practicum (1) (Prerequisite: This course must be taken during the spring prior to beginning internship in the fall.) S. This practicum will allow the student to integrate the consultation, assessment, intervention and counseling skills they have learned while working with a practicing school psychologist. The student will also be able to interact with

other professionals in the various settings and roles in which a school psychologist practices. Among other activities, the student will follow a case from the initial concerns of the teacher through the intervention team, the referral to special education, the psychoeducational evaluation (including the parts completed by other professionals), the eligibility meeting and the IEP meeting where the educational plan and placement is determined. A minimum of 50 clock hours is required per practicum.

Rationale: To update course descriptions to reflect new course/practicum offerings. PSY 700B, PSY 700C, and PSY 700D are proposed to replace PSY 600B, PSY 600C, and PSY 600D in those cases where the courses that the practica accompany have been renumbered previously to the 700 level to appropriately reflect the specialist level training represented by the courses and practica.

E. ADD on page 210 of the current catalog, the following new course description (Descriptions of Proposed New Course attached):

PSY 759 School-Wide Prevention, Intervention, and Crisis Programs (3) (Prerequisites: PSY 704, PSY 706, PSY 749). This course culminates both the assessment and intervention/consultation course sequences. It is designed to integrate assessment, intervention, and consultation skills with knowledge of the educational system, community characteristics, and societal issues to facilitate development of systems-level prevention, intervention, and crisis intervention skills.

Rationale: PSY 759 School-Wide Prevention, Intervention, and Crisis Programs is a new course that will centralize and emphasize coverage of important practitioner knowledge and skill, which currently is imbedded in two other courses (PSY 714 and PSY 749). More detailed and focused coverage of prevention and systems-level intervention is a program need that has been determined through exit interviews with graduate interns, discussions with intern supervisors, and examination of accreditation standards in school psychology.

F. CHANGE Graduate Psychology Program section of current Catalog (pages 205 through 207)

FROM:

MASTER OF SCIENCE IN APPLIED PSYCHOLOGY

Coordinator of Clinical/Counseling Psychology: Dr. Farrah M. Hughes
Coordinator of School Psychology: Dr. Samuel F. Broughton
Francis Marion University is responsive to the needs of the region by offering the Master of Science Degree in Applied Psychology (MSAP) and proposing program modifications in this professional degree as indicated. Graduates of the MSAP program will develop the knowledge and skills necessary to work as professionals in clinical, school, health, and other community settings as scientist practitioners. The MSAP program adheres to the standards of training of the Council of Applied Master's Programs in Psychology (CAMPP), is accredited by the Masters in Psychology Accreditation Council (MPAC), and is approved as a specialist-level training program by the National Association of School Psychologists (NASP). Students and graduates of the MSAP program bring scholarship and reflection to their work, and an understanding of diversity in clientele, methodology, and application. Students and graduates of the MSAP program report that their training occurred in a positive learning environment that recognized and nurtured diversity while emphasizing academic excellence. MSAP faculty produce scholarship that enhances teaching, involves students, and contributes to the

profession of psychology. MSAP faculty consult with and render academic and practical assistance to local human service agencies, hospitals, and regional schools.

Enrollment in the program is limited. Students must be accepted as a graduate degree student or graduate non-degree student in order to register for courses. Students develop an organized plan of study in consultation with an adviser. Courses are offered during evening hours. Practicum and other clinical experiences generally occur during normal business/school hours, but may require evening or weekend commitments. Courses offer a blend of classroom activities and experiential training designed to acquaint the student with both the theory and the practical applications of psychological knowledge.

While classes are taught in the evening, school psychology students should be mindful that practicum experiences must occur during the day. Additionally, the internship must be a full-time experience as a school psychologist in a public school setting during the fall and spring semesters. Clinical/counseling students should be aware that their internship also requires a full-time, six-month commitment that may require them to take a leave of absence from other employment.

After being admitted to the program and prior to enrolling in classes, students must meet with the Coordinator of the Clinical/ Counseling Option or the School Option (as appropriate) in the Department of Psychology for advising.

ADMISSION REQUIREMENTS

Students are accepted to graduate study in psychology as either graduate degree students or as graduate non-degree students. Graduate non-degree students in psychology do not seek a master's degree at Francis Marion University but typically already have an advanced degree and wish to take courses only for professional growth, certification upgrade, or recertification.

GRADUATE DEGREE STATUS

To be considered for admission as a graduate degree student, an applicant must complete the following steps:

1. Submit a graduate application for admission and pay the non-refundable graduate application fee.
2. Submit official transcript(s) of all undergraduate and graduate work. Applicants must have earned an undergraduate degree from a regionally accredited institution as evidenced by the official transcript(s). The record should show promise of success as a graduate student, which requires maintenance of a minimum 3.0 grade point average throughout tenure within the program. Therefore, it is recommended that applicants have a 3.0 or higher grade point average in all undergraduate and graduate coursework completed at the time of application.
   Transcripts also are examined for relevance of undergraduate preparation for graduate education in psychology. All applicants must have completed an introductory or general psychology course, as well as a course in behavioral statistics.
3. Submit scores on the Graduate Record Examination taken within the last five years. Only the General Test is required; the Psychology Subject Test is not required. A combined Verbal and Quantitative score of 850 or higher is recommended.
4. Submit two letters of recommendation from former professors or professional associates/supervisors who can attest to the academic potential of the applicant. Letters from faculty members in academic settings are preferred.
5. Submit a personal statement, 500 to 750 words in length, indicating one's interests in clinical/counseling or school psychology, career goals, and reasons for seeking admission to the Master of Science in Applied Psychology program.

All of the above materials must be submitted in one packet to:

Graduate Office
Francis Marion University
Post Office Box 100547
Florence, SC 29501-0547

Completed applications are reviewed for merit by the Psychology Department faculty. Determination of merit is based upon consideration of all components of the application packet. In the admissions decision process, consideration is given to both the merit of each application received and to the number of slots available in the program at the time of application. Favorably reviewed applications are submitted to the FMU Graduate Council for review. Offers for admission are given to those applicants who show the most promise of success in graduate studies.

To be guaranteed timely consideration for acceptance into the Master of Science in Applied Psychology program, all of the above materials should be submitted by:

Fall Admission: March 15
Spring Admission: October 15

Application materials received after the application deadlines may still be considered for admission contingent upon the availability of positions within the program. It is the applicant's responsibility to gather all materials to complete his/her application. Only completed applications (with all required materials) will be reviewed for possible admission.

To receive an application or for any questions, please call the Graduate Office at 843-661-1284. For more information about the program and to view admissions data for recent incoming MSAP classes, please visit the Psychology Department webpage at http://www.fmarion.edu/academics/Psychology.

GRADUATE NON-DEGREE STATUS

To be considered for admission as a graduate non-degree student, one must complete the following steps:

1. Submit a graduate application for admission and pay the non-refundable graduate application fee.
2. Submit official transcript(s) of all undergraduate and graduate work.
3. Provide the department with a written statement specifying the course(s) for which admission is being sought and why. Unless part of a program of study previously approved, step 3 must be repeated for each course.

A graduate non-degree student who wishes to become a graduate degree student may apply toward the degree program only 12 hours of graduate work taken as a graduate non-degree student. The written recommendation of the student's adviser and the department chairperson that these hours conform to an approved sequence in the student's designated program must be obtained.

GENERAL REGULATIONS

COURSE REPETITION

Only a grade lower than B can be raised by repetition of the course; a re-examination is not permitted. Any course that is repeated must be retaken at Francis Marion University. A course may be repeated only once. Psychology graduate students may repeat only one course. That one course may be repeated only with written

approval from the department chairperson. Only the higher grade of the repeated course will be counted in the calculation of the grade point average.

REQUIREMENTS FOR MASTER OF SCIENCE DEGREE IN APPLIED PSYCHOLOGY

To receive a Master's Degree in Applied Psychology from Francis Marion University, a student must fulfill the following requirements:

1. Complete a minimum of 51 graduate hours for the clinical/counseling option or 68 graduate hours for the school option, including the courses listed below:

a) Basic Core Courses (All options) 15 Hours

PSY 602 Biological Basis of Behavior
PSY 605 Personality and Social Psychology
PSY 632 Quantitative Psychology
PSY 634 Developmental Psychology
PSY 635 Learning and Cognition

b) Applied Core Courses

Clinical/Counseling Option 18 Hours
School Psychology Option 23 Hours

CLINICAL/COUNSELING

PSY 600	Practicum (minimum of 6 hours) Specific practica (e.g., A, B, C, or D) are required concurrently with certain courses as indicated in the course descriptions.
PSY 620	Psychopathology
PSY 630	Psychological Assessment: Intelligence and Achievement Testing in Clinical/Counseling Psychology
PSY 631	Psychological Assessment: Personality and Psychopathology
PSY 699-A	Internship: Clinical Psychology

SCHOOL PSYCHOLOGY

PSY 600	Practicum (minimum of 8 hours) Specific practica (e.g., A, B, C, or D or E) are required concurrently with certain courses as indicated in the course descriptions.
PSY 606	Psychoeducational Assessment: Intelligence, Ability, and Achievement Testing in School Psychology
PSY 615	Child/Adolescent Psychopathology
PSY 616	Psychoeducational Assessment: Diagnosis of Learning and Behavior Disorders
PSY 799-F	Internship: School Psychology (fall semester)
PSY 799-S	Internship: School Psychology (spring semester)

c) Applied Specialty Courses

Clinical/Counseling Option.....18 Hours
School Psychology Option.....30 Hours

CLINICAL/COUNSELING

PSY 610 Interviewing, Observation, and Case Formulation
PSY 633 Group Counseling and Psychotherapy
PSY 636 Individual Counseling and Psychotherapy
PSY 643 Couple and Family Therapy
PSY 651 Professional/Ethical Issues in Counseling Psychology
Elective three hours
(Practica may NOT be counted as electives)

SCHOOL PSYCHOLOGY

PSY 601 Psychology of Mental Retardation and Developmental Disabilities
PSY 604 Behavioral Assessment and Intervention
PSY 650 Professional and Ethical Issues in School Psychology
PSY 704 Academic Assessment and Intervention
PSY 706 Advanced Topics in Child and Adolescent Assessment and Diagnosis
PSY 714 Child/Adolescent Counseling and Therapy
PSY 749 Psychological Consultation in School and Agencies
EDUC 616 Curriculum and Organization of Public Schools, K-12
EDUC 620 Foundations of Education

Plus one course from the following:
EDUC 742 Procedures for the Divergent Learner
EDUC 744 Quantitative Processing and the Divergent Learner
EDUC 745 Teaching Reading and Written Language to Divergent and Exceptional Learners

2. Achieve a 3.0 cumulative grade point average on all graduate studies applicable to the student's particular program and a 3.0 overall grade point average for all graduate courses. (See exceptions under Time Limit and Repeating Courses).
3. Satisfactorily complete all other requirements as outlined for graduate students earlier.
4. Make application for graduation at the beginning of the semester in which the last course(s) will be taken.

TO:

MASTER OF SCIENCE IN APPLIED PSYCHOLOGY

SPECIALIST IN SCHOOL PSYCHOLOGY

Coordinator of Clinical/Counseling Psychology: Dr. Farrah M. Hughes
Coordinator of School Psychology: Dr. Samuel F. Broughton
Francis Marion University is responsive to the needs of the region by offering the Master of Science Degree in Applied Psychology (MSAP) and the Specialist Degree in School Psychology (SSP), and by proposing program modifications to these professional degrees as indicated. Graduates of the MSAP and SSP programs will

develop the knowledge and skills necessary to work as professionals in clinical, school, health, and other community settings as scientist practitioners. The MSAP program adheres to the standards of training of the Council of Applied Master's Programs in Psychology (CAMPP) and is accredited by the Masters in Psychology Accreditation Council (MPAC). The combined MSAP (School Psychology Option) and Specialist in School Psychology is approved as a specialist-level training program by the National Association of School Psychologists (NASP) and is recognized by the National Council for Accreditation of Teacher Education (NCATE) . Students and graduates of the MSAP and SSP programs bring scholarship and reflection to their work and an understanding of diversity in clientele, methodology, and application. Students and graduates of the MSAP and SSP programs report that their training occurred in a positive learning environment that recognized and nurtured diversity while emphasizing academic excellence. MSAP and SSP faculty produce scholarship that enhances teaching, involves students, and contributes to the profession of psychology. MSAP and SSP faculty consult with and render academic and practical assistance to local human service agencies, hospitals, and regional schools.

Enrollment in the program is limited. Students must be accepted as a graduate degree student or graduate non-degree student in order to register for courses. Students develop an organized plan of study in consultation with an adviser. Courses are offered during afternoon and evening hours. Practicum and other clinical experiences generally occur during normal business/school hours, but may require evening or weekend commitments. Courses offer a blend of classroom activities and experiential training designed to acquaint the student with both the theory and the practical applications of psychological knowledge.

While classes are taught in the afternoon and evening, school psychology students should be mindful that practicum experiences must occur during the morning and early afternoon. Additionally, the internship must be a full-time experience as a school psychologist in a public school setting during the fall and spring semesters. Clinical/counseling students should be aware that their internship also requires a full-time, six-month commitment that may require them to take a leave of absence from other employment.

After being admitted to the program and prior to enrolling in classes, students must meet with the Graduate Coordinator of Clinical/ Counseling Psychology or the Graduate Coordinator of School Psychology (as appropriate) in the Department of Psychology for advising.

ADMISSION REQUIREMENTS

Students at the graduate level are accepted to graduate study in psychology as either graduate degree students or as graduate non-degree students. Graduate degree students in psychology are accepted into either the Clinical/Counseling Psychology Option or the School Psychology Option. Students accepted into the Clinical/Counseling Psychology Option are accepted into the Master of Science in Applied Psychology (MSAP), Clinical Counseling Psychology Option. Students accepted into the School Psychology Option are accepted into the Master of Science in Applied Psychology, School Psychology Option, with the expectation that they will complete the Specialist in School Psychology (SSP) degree program. However, MSAP, School Psychology Option students will only be admitted to the Specialist degree program upon approval by school psychology faculty. Approval will be based upon performance in the MSAP program. Applicants who previously have obtained a master's degree in school psychology or a closely related field from another university and wish to improve their training to the specialist level may be accepted into the SSP degree program.

NOTE: Applicants with a master's degree from another institution's program must submit all materials required of students applying for graduate degree status, outlined below. Additionally, applicants with a master's degree from another institution who are accepted into the SSP program may have additional coursework or practica to be completed. Students who completed the school psychology option of the MSAP at FMU and received SC

certification at the level of School Psychologist II or who have obtained NASP NCSP status may not apply for the SSP.

Graduate non-degree students in psychology do not seek a graduate degree at Francis Marion University but typically already possess a graduate degree and wish to take a specific course or courses only for professional growth, certification upgrade, or recertification/license renewal.

GRADUATE DEGREE STATUS

To be considered for admission as a graduate degree student, an applicant must complete the following steps:

1. Submit a graduate application for admission and pay the non-refundable graduate application fee.

2. Submit official transcript(s) of all undergraduate and graduate work. Applicants must have earned an undergraduate degree from a regionally accredited institution as evidenced by the official transcript(s). The record should show promise of success as a graduate student, which requires maintenance of a minimum 3.0 grade point average throughout tenure within the program. Therefore, it is recommended that applicants have a 3.0 or higher grade point average in all undergraduate and graduate coursework completed at the time of application. Transcripts also are examined for relevance of undergraduate preparation for graduate education in psychology. All MSAP applicants must have completed an introductory or general psychology course, as well as a course in behavioral statistics.

   All SSP applicants with a master's degree from another institution must document relevant master's level training in school psychology or closely related field.

3. Submit scores on the Graduate Record Examination taken within the last five years. Only the General Test is required; the Psychology Subject Test is not required. A combined Verbal and Quantitative score of 850 or higher is recommended.

4. Submit two letters of recommendation from former professors or professional associates/supervisors who can attest to the academic potential of the applicant. Letters from faculty members in academic settings are preferred.

5. Submit a personal statement, 500 to 750 words in length, indicating one's interests in clinical/counseling or school psychology, career goals, and reasons for seeking admission to the Master of Science in Applied Psychology and/or Specialist in School Psychology programs.

All of the above materials must be submitted in one packet to:

Graduate Office
Francis Marion University
Post Office Box 100547
Florence, SC 29502-0547

Completed applications are reviewed for merit by the Psychology Department faculty. Determination of merit is based upon consideration of all components of the application packet. In the admissions decision process, consideration is given to both the merit of each application received and to the number of slots available in the program at the time of application. Favorably reviewed applications are submitted to the FMU Graduate Council for review. Offers for admission are given to those applicants who show the most promise of success in graduate studies.

To be guaranteed timely consideration for acceptance into the Master of Science in Applied Psychology, all of the above materials should be submitted by:

Fall Admission: March 15*
Spring Admission: October 15

*NOTE: Applicants for the School Psychology Option are only accepted for Fall Admission. Students applying for admission into the School Psychology Option must plan on beginning their studies during the Summer II session, which begins in July.

Application materials received after the application deadlines may still be considered for admission contingent upon the availability of positions within the program. It is the applicant's responsibility to gather all materials to complete his/her application. Only completed applications (with all required materials) will be reviewed for possible admission.

To receive an application or for any questions, please call the FMU Graduate Office at 843-661-1284. For more information about the program and to view admissions data for recent incoming MSAP classes, please visit the Psychology Department webpage at http://www.fmarion.edu/academics/Psychology.

GRADUATE NON-DEGREE STATUS

As stated above, graduate non-degree students typically already possess a graduate degree and wish to take a specific course or courses only for professional growth, certification upgrade, or recertification/license renewal. To be considered for admission as a graduate non-degree student, one must complete the following steps:

1. Submit a graduate application for admission and pay the non-refundable graduate application fee.

2. Submit official transcript(s) of all undergraduate and graduate work.

3. Provide the department with a written statement specifying the course(s) for which admission is being sought and why. Unless part of a program of study previously approved, step 3 must be repeated for each course.

A graduate non-degree student who wishes to become a graduate degree student may apply toward the degree program only 12 hours of graduate work taken as a graduate non-degree student. The written recommendation of the student's adviser and the department chairperson that these hours conform to an approved sequence in the student's designated program must be obtained.

GENERAL REGULATIONS

COURSE REPETITION

Only a grade lower than B can be raised by repetition of the course; a re-examination is not permitted. Any course that is repeated must be retaken at Francis Marion University. A course may be repeated only once. Psychology graduate students may repeat only one course. That one course may be repeated only with written approval from the department chairperson. Only the higher grade of the repeated course will be counted in the calculation of the grade point average.

REQUIREMENTS FOR MASTER OF SCIENCE DEGREE IN APPLIED PSYCHOLOGY

To receive a Master's Degree in Applied Psychology (Clinical/Counseling and School Psychology Options) from Francis Marion University, a student must fulfill the following requirements:

1. Complete a minimum of 51 graduate hours for the clinical/counseling option or 40 graduate hours for the school option, including the courses listed below:

   a) Basic Core Courses (Both options) 15 Hours

   PSY 602 Biological Basis of Behavior
   PSY 605 Personality and Social Psychology
   PSY 632 Quantitative Psychology
   PSY 634 Developmental Psychology
   PSY 635 Learning and Cognition

   b) Applied Core Courses

   Clinical/Counseling Option.....18 Hours
   School Psychology Option.....13 Hours

CLINICAL/COUNSELING

PSY 600	Practicum (minimum of 6 hours) Specific practica (e.g., A, B, or C) are required concurrently with certain courses as indicated in the course descriptions.
PSY 620	Psychopathology
PSY 630	Psychological Assessment: Intelligence and Achievement Testing in Clinical/Counseling Psychology
PSY 631	Psychological Assessment: Personality and Psychopathology
PSY 699-A	Internship: Clinical Psychology

SCHOOL PSYCHOLOGY

PSY 600	Practicum (minimum of 4 hours) Specific practica (e.g., A, B, or C) are required concurrently with certain courses as indicated in the course descriptions. PSY 600A is a stand alone practicum for first year students in the school psychology option.
PSY 606	Psychoeducational Assessment: Intelligence, Ability, and Achievement Testing in School Psychology
PSY 615	Child/Adolescent Psychopathology
PSY 616	Psychoeducational Assessment: Diagnosis of Learning and Behavior Disorders

   c) Applied Specialty Courses

   Clinical/Counseling Option.....18 Hours
   School Psychology Option.....12 Hours

CLINICAL/COUNSELING

PSY 610	Interviewing, Observation, and Case Formulation
PSY 633	Group Counseling and Psychotherapy
PSY 636	Individual Counseling and Psychotherapy
PSY 643	Couple and Family Therapy
PSY 651	Professional/Ethical Issues in Counseling Psychology

Elective three hours
(Practica may NOT be counted as electives)

SCHOOL PSYCHOLOGY

PSY 601	Psychology of Mental Retardation and Neurodevelopmental Disabilities
PSY 604	Behavioral Assessment and Intervention
PSY 650	Professional and Ethical Issues in School Psychology
EDUC 616	Curriculum and Organization of Public Schools, K-12

2. Achieve a 3.0 cumulative grade point average on all graduate studies applicable to the student's particular program and a 3.0 overall grade point average for all graduate courses. (See exceptions under Time Limit and Repeating Courses).
3. Satisfactorily complete all other requirements as outlined for graduate students earlier.
4. Make application for graduation at the beginning of the semester in which the last course(s) will be taken.

Students in the School Psychology Option will receive the MSAP upon satisfactory completion of all requirements outlined above. Only students who continue in the program to complete the SSP will be endorsed by the university or qualify for state or national certification in school psychology. South Carolina Certification as a School Psychologist and Licensure as a Psychoeducational Specialist require completion of the SSP degree. Any student who leaves the program after completion of the MSAP but prior to completion of the SSP degree will not be eligible for certification or licensure.

REQUIREMENTS FOR SPECIALIST DEGREE IN SCHOOL PSYCHOLOGY

To receive a Specialist's Degree in School Psychology from Francis Marion University, a student must fulfill the following requirements:

1. Complete the MSAP (School Psychology Option) from FMU, or possess a documented master's degree in school psychology or closely related field from another university, and be accepted as a SSP degree seeking student in school psychology.

2. Complete the following group of courses, practica, and internship. NOTE: Students with master's degrees from other programs who are accepted into the SSP program may have additional coursework or practica to be completed.

Specialist Degree courses, practica, and internship (minimum) 32 Hours

PSY 700	Practicum (minimum of 5 hours). Specific practica (e.g., B, C, D, and E) are required concurrently with certain courses as indicated in the course descriptions. PSY 700E is a stand alone practicum required of students during the spring semester of the year preceding the specialist internship in the school psychology option.
PSY 704	Academic Assessment and Intervention
PSY 706	Advanced Topics in Child and Adolescent Assessment and Diagnosis
PSY 714	Child/Adolescent Counseling and Therapy
PSY 749	Psychological Consultation in Schools and Agencies
PSY 759	School-Wide Prevention, Intervention, and Crisis Programs
PSY 799-F	Internship: School Psychology (fall semester)
PSY 799-S	Internship: School Psychology (spring semester)

Plus one course from the following:
EDUC 620 Foundations of Education
EDUC 721 Family, Community, and Early Childhood Education

Plus one course from the following:
EDUC 742 Procedures for the Divergent Learner
EDUC 744 Quantitative Processing and the Divergent Learner
EDUC 745 Teaching Reading and Written Language to Divergent and Exceptional Learners

Rationale: To more clearly describe and articulate the new structure of the school psychology option into a master's plus specialist degree program rather than a master's program.

Summary Rationale for transition to Specialist Degree:
The national trend in school psychology is toward the Specialist Degree as the standard nondoctoral level of training rather than the master's degree. [Fagan, T. K, & Wise, P. S. (2007), *School Psychology: Past, present, and future*. Bethesda, MD: NASP; Prus, J. (October 27, 2004) personal communication]. Of the 3 nondoctoral training programs in SC (Winthrop, Citadel, and FMU), FMU is the only program that does not offer the specialist degree as the final outcome of study, even though all three programs are approved by NASP and recognized by NCATE as specialist level training programs and offer similar courses of study.
The majority of training programs in the USA and in the Southeastern States of SC, NC, and GA have moved to the Specialist Degree paradigm. (Best Practices in School Psychology, NASP, 2002).
The current training program at FMU requires 69 semester hours of training. Graduates of our program already receive South Carolina Department of Education certification at the Level II or specialist level. Sixty-nine semester hours is too many required hours to continue granting only a master's degree, and proposed changes to the program will increase required hours slightly (3 semester hours) beyond the current level. Students should receive a degree that recognizes their level of training and their work investment in the program. Students should be granted a degree that informs the public and professional communities accurately of the graduate's level of training.
Revised South Carolina certification standards to receive credit and salary as a professional with a master's plus 30 hours requires a single master's degree plus 30 post masters semester hours, 2 master's degrees, or a master's degree plus a specialist degree (Personal Communication, Jim Turner, July 2006; South Carolina Educator Certification Manual, 2008, p. 18). Currently, the SP Option at FMU and the Speech Pathology Program at SCSU are exempted from this requirement as special case 60+ semester hour master's degree programs (Personal Communication, Jim Turner, July 2006). In short, these are the only 2 certification programs in the state requiring 60+ hours without offering the specialist.
We have lost high quality applicants to competing programs that offer the Specialist Degree and more generous assistantships/stipends. Offering a Masters plus Specialist model would create an opportunity to generate funding for students in the program, making us more competitive with other training programs [Prus, J. (October 27, 2004) personal communication]. Students with a master's degree could practice at the school psychologist I level in clinics or schools (under supervision) while continuing toward the specialist degree.
Additionally, with NASP/NCATE recognition, the program is receiving increasing numbers of applications from outside of the Pee Dee and from multiple states along the east coast, and we need to be able to compete in that environment and market. The majority of our students continue to be in-state and local students. However, as an advanced graduate training program, our pool of applicants must be larger than the regional pool in order to maintain adequate applications, enrolled student FTE, and meet accreditation standards for diversity requirements.
There are important salary issues for graduates of the program. Graduates who seek employment in Georgia are paid according to their degree level rather than their training level (GA Professional Standards Commission, personal communication November 10, 2004). Graduates who seek employment in North Carolina are paid according to their highest degree status (NC Board of Public Instruction, personal communication November

10, 2004). We regularly are required to send additional program documentation descriptions to NC in order to assist students with certification. Given SC's new certification regulations and requirements, SC may move in a similar direction in the near future, revoking the waiver currently enjoyed by FMU and SC State.

After reviewing the data in the 2008-2009 General Education Report, the Academic Affairs Committee finds:

- that the General Education goals are met and
- that the Institutional Effectiveness Committee and the Office of Institutional Research continue with the current model of assessment and prepare the report for the following academic year using the existing system.

General Education Evaluation for 2007-2008

The General Education requirements at Francis Marion University are "designed to give students an introduction to the broad areas of knowledge essential to a successful life and career," including course choices in "the humanities, the social sciences, the laboratory sciences, and basic communications" (*Catalog*, p. 63). These requirements constitute 51 credit hours for students earning the B.S. and 62 credit hours for students earning the B.A. (*Catalog*, p. 64). Based on these foundational courses, students "begin to acquire an awareness of diverse cultures of the past and present" and begin to "develop communication, conceptualization, and analytical and critical thinking skills" (*Catalog*, p. 63). In this year's report, our second overall evaluation, data for Measure of Academic Proficiency (MAPP) and the National Survey of Student Engagement (NSSE) are included in report to allow for longitudinal comparisons. Departmental data varies by discipline, but was obtained as part of the Institutional Effectiveness measures collected for graduating seniors in Spring, 2008.

General Education Goals:

More specifically, the General Education program is designed to help students achieve the following eleven goals:[i]

"Goal 1: The ability to write and speak English clearly, logically, creatively, and effectively."

"Goal 2: The ability to read and listen with understanding and comprehension."

"Goal 3: The ability to locate, organize, document, present, and use information and ideas."

"Goal 4: An understanding of the cultural heritages of the United States and a knowledge of the language or literature of another country."

"Goal 5: An understanding of the artistic processes and products."

"Goal 6: An understanding of fundamental mathematical principles and the skills to apply them."

"Goal 7: The ability to use computers for acquiring, processing, and analyzing information."

"Goal 8: An understanding of the natural world and the ability to apply scientific principles to reach conclusions."

"Goal 9: An understanding of the diverse influences which have shaped the development of civilization and which affect individual and collective human behavior."

"Goal 10: An understanding of the governing structures and operations of the United States including rights and responsibilities of its citizens."

"Goal 11: The ability to reason logically and think critically in order to improve problem-solving skills and the ability to make informed and responsible choices."

General education courses at Francis Marion University are grouped within the following areas of knowledge:

- Communications
- Social sciences
- Humanities
- Humanities/social sciences elective
- Mathematics
- Natural sciences.

Data tables, charts, and analyses in this section were provided by the University's Office of Institutional Research, the testing services which provided the standardized tests, or directors of units. The Director of Institutional Research facilitated the administration of the standardized test/surveys.

External Assessments:

Three external assessments were used: the Measure of Academic Proficiency and Progress (MAPP) exam, the National Survey of Student Engagement (NSSE), and alumni surveys provided by the South Carolina Commission on Higher Education.

Measure of Academic Proficiency and Progress (MAPP) Exam Results for Fall 2006-2007 and 2007-2008

With approval of the senior leadership of the University the Measure of Academic Proficiency and Progress (MAPP) was selected as the achievement test to assess the efficacy of the General Education Program. The MAPP is published by Educational Testing Service (ETS) and measures college-level reading, mathematics, writing, and critical thinking in the context of the humanities, social sciences, and natural sciences. It focuses on the academic *skills* developed through general education courses, rather than on the *knowledge* acquired about the subjects taught in these courses

The MAPP was administered to a sample of students (n=51) taking either English 111 or English 112—required freshman composition courses. The freshman sample was compared to a sample of graduating seniors (n=92) who had completed their general education curriculum. The initial 2006-2007 sample of seniors consisted of students in senior-level courses in the liberal arts, business and education. To continue to evaluate the performance of seniors a new sample was collected in 2007-2008. Statistical comparisons were made using independent and single-sample t-tests where appropriate.

Overall and Area Scale Score Analyses

Scale scores on the MAPP are norm based scores on the total MAPP and specific skill areas. The normative sample was the group of all students in the nation who took the exam. The mean scores for FMU students and the national sample are shown in Table 1. As can be seen in both the 2007 and 2008 data FMU seniors do not differ from the national average for all areas except for Reading scores with the 2007 sample, the difference is

not found in the 2008 sample. Essentially the performance of our seniors is comparable with the national norms for both the 2007 and 2008 senior samples.

Change in Scores from Freshman Year to Senior Year

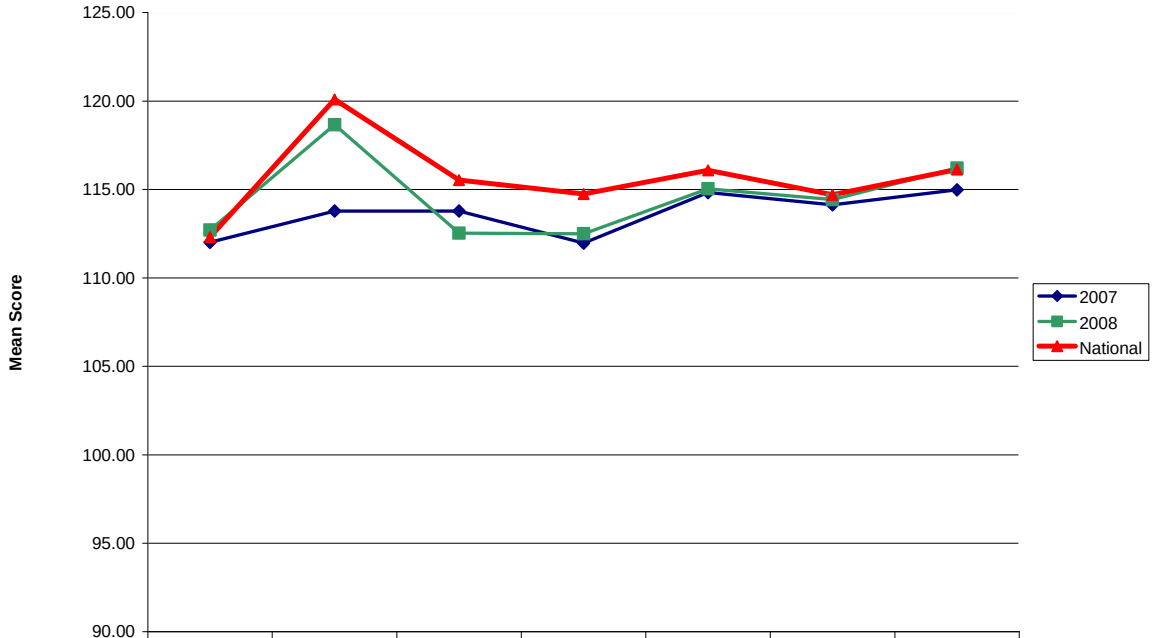
Senior scores for both the 2007 and 2008 samples are significantly higher than the freshmen samples except Reading, Writing and Math. In Total, Critical Thinking, Humanities, Social Science and Natural Science this provides evidence that our students who fully participate in our general education curriculum show meaningful improvement in their skills and knowledge. On the Reading sub-test, the 2007 Senior sample was not significantly different from the Freshman norm, but 2008 Senior sample did demonstrate improvement over the Freshman norm. Clearly this pattern needs to be examined in future assessments to determine the reliability of the findings in these two samples. For Writing and Math no significant changes in scores were found using the 2007 Senior sample. That lack of change reoccurs in the 2008 Senior sample. Note, that while we saw no significant improvement in these two areas our Seniors are not significantly below the National norms. See Table 1 for the summary statistics.

Table 1: Mean Scale Scores for Freshmen Anchor Norms and 2007 and 2008 Seniors by Content Area

		Means	
		FMU	National Senior **
Total	Freshmen Anchor	431.82	439.70
	Senior 2007*	442.07	
	Senior 2008*	444.42	
Critical Thinking	Freshmen Anchor	107.61	112.31
	Senior 2007*	112.01	
	Senior 2008*	112.70	
Reading	Freshmen Anchor	114.47	120.09
	Senior 2007	113.78	
	Senior 2008*	118.66	
Writing	Freshmen Anchor	112.53	115.53
	Senior 2007	113.78	
	Senior 2008	112.53	
Math	Freshmen Anchor	110.47	114.74
	Senior 2007	111.97	
	Senior 2008	112.49	
Humanities	Freshmen Anchor	111.96	116.08
	Senior 2007*	114.82	
	Senior 2008*	115.04	
Social Sciences	Freshmen Anchor	110.12	114.70
	Senior 2007*	114.13	
	Senior 2008*	114.43	
Natural Sciences	Freshmen Anchor	111.82	116.13
	Senior 2007*	114.98	
	Senior 2008*	116.21	

*Note: * Significant difference between FMU freshmen and FMU senior Means*
***No significant differences between FMU seniors and National Means*

Figure 1: Mean Scale Scores by Content Area for
National and FMU 2007 and 2008 Samples



	Critical Thinking	Reading	Writing	Math	Humanties	Social Science	Natural Science
2007	112.01	113.78	113.78	111.97	114.82	114.13	114.98
2008	112.70	118.66	112.53	112.49	115.04	114.43	116.21
National	112.31	120.09	115.53	114.74	116.08	114.70	116.13

National Survey of Student Engagement

The National Survey of Student Engagement (NSSE) provides information for university planning. Our students' responses were compared with those of appropriate comparison peer groups. These comparison groups are composed of three distinct samples of colleges for both 2006 and 2007. The selected peer group consisted of 12 colleges from the southeast which were most comparable to our demographics and detailed Carnegie classification. The Carnegie comparison peers consisted of those colleges in the entire NSSE sample for 2006 and 2007 which belonged to our major Carnegie groupings. The NSSE replaced selected peers with a sample of Southeastern public universities sample to allow for a larger, and perhaps, more representative sample. All reported comparisons are made as part of NSSE's annual report to the university.

Sample Characteristics

2006 Sample

A total of 397 freshmen and 417 seniors were included in our sample for NSSE. The return rate for freshmen was 21 percent and 41 percent for seniors. The return rate for seniors is higher than our comparison groups (~35%), but the return rate for freshmen is lower than for our comparison groups (~30%). The demographics of the sample are reflective of the characteristics of our entire freshmen and senior classes.

FMU students differed significantly from their peers in two ways. First, 83 percent of our freshmen sample was female versus ~69 percent for our peers. This difference appears to be due to a higher rate of return from females than males in our freshmen sample. Secondly, our percent of Black/African American students (35 and 27 % for freshmen and seniors, respectively) is significantly higher than our selected peers (15 and 17 %) and our Carnegie or NSSE peers (~6 and ~5 %, respectively).

2007 Sample

Our 2007 sample essentially replicated the characteristics found for the original 2006 sample. A total of 185 freshmen and 195 seniors were included in our sample for NSSE. The return rate for freshmen was 24 percent and 33 percent for seniors.

FMU differed from its peers in two ways. First, 73 percent was female versus ~63 percent for comparison groups. FMU students continued to differ significantly from their peers in two ways. Secondly, our percent of Black/African American students (21and 28 % for freshmen and seniors, respectively) is significantly higher than those for selected peers (13% and 11%) and our Carnegie or NSSE peers (14 % and 12 %, respectively).

2008 Sample

Basically the characteristics of our sample continued to reflect our student body and continued to be congruent with our original 2006 sample. A total of 194 freshman and 202 seniors were included in our sample for NSSE. The return rate for freshmen was 26 percent and 37 percent for seniors. The return rate for seniors is higher than our comparison groups (~35%). Unlike in 2006 our freshman return rate matched the peer and national return rates. The demographics of the sample are reflective of the characteristics of our entire freshmen and senior classes.

FMU students continued to differ significantly from our peers in two ways. First, 72 percent of our freshmen sample was female versus ~66 percent for our peers. This difference appears to be due to a higher rate of return from females than males in our freshmen sample. Secondly, our percent of Black/African American students (31and 38 % for freshmen and seniors, respectively) is significantly higher than those for Southeastern public universities (17% and 16 %) and our Carnegie or NSSE peers (13 % and 12 %, respectively).

Data Analyses

The survey items are divided into categories. Items in a category measure either frequency of events, students' intentions to engage in certain activities, students' opinions/perception concerning university services and activity, *etc*. For all items, a higher score indicates a more positive response.

In all data tables in this section, the category is presented in italicized print. Individual items are listed below the category, and the average responses of FMU and comparison groups are given. The significance probabilities and effect size were determined by NSSE.

Evaluation of Overall General Education Experience. Our seniors rate their experience at FMU as having contributed more to their knowledge, skills, and personal development in acquiring a broad general education than any of our comparison groups, as shown in Table 2.

Table 2: Overall Evaluation of General Education Experience

		FMU	Selected Peers			Carnegie Peers			NSSE Sample		
Contributed to knowledge, skills, and personal development	Year	Mean	Mean	Sig.	ES	Mean	Sig.	ES	Mean	Sig.	ES
Acquiring a broad general education											
2006	FY	3.19	3.10			3.10			3.12		
	SR	3.43	3.22	**	.26	3.23	*	.24	3.24	*	.23
2007	FY	2.57	2.72			2.82			2.73		
	SR	3.06	3.05			3.10			3.02		
2008	FY	3.06	3.21			3.18			3.20		
	SR	3.54	3.30	*	.30	3.35	*	.25	3.29	**	.31

**p<.05 **p<.01 ***p<.001 ES = Effect Size*

Ratings Related to Specific General Education Goals. The National Survey of Student Engagement also provides a means for measuring specific General Education goals, as shown in the following Tables 3-13.

Table 3: Evaluation of General Education Goal 1

Goal 1: The ability to write and speak English clearly, logically, creatively, and effectively.

		FMU	Selected Peers			Carnegie Peers			NSSE Sample		
Contributed to knowledge, skills, and personal development	Year	Mean	Mean	Sig.	ES	Mean	Sig.	ES	Mean	Sig.	ES
Writing clearly and effectively											
2006	FY	3.23	3.04	**	.21	2.96	***	.31	2.95	***	.32
	SR	3.24	3.10			3.08			3.07	*	.20
2007	FY	2.98	2.96			3.07			2.95		
	SR	3.29	3.07	*	.25	3.19			3.06	*	.27
2008	FY	3.07	3.04			3.07			3.02		
	SR	3.37	3.12	*	.29	3.22			3.11	*	.30
Speaking clearly and effectively											

		FMU	Selected Peers			Carnegie Peers			NSSE Sample		
2006	FY	2.79	2.86			2.80			2.75		
	SR	3.25	3.04	*	.24	3.01	**	.28	2.96	***	.32
2007	FY	2.69	2.77			2.88			2.76		
	SR	3.18	2.98			3.07			2.95	*	.26
2008	FY	2.81	2.86			2.92			2.85		
	SR	3.33	3.04	**	.32	3.12	*	.25	3.00	**	.36

**p<.05 **p<.01 ***p<.001 ES = Effect Size*

Table 4: Evaluation of General Education Goal 2

Goal 2: The ability to read and listen with understanding and comprehension.

		FMU	Selected Peers			Carnegie Peers			NSSE Sample		
Frequency of:	Year	Mean	Mean	Sig.	ES	Mean	Sig.	ES	Mean	Sig.	ES
Worked on a paper that required integrating ideas or information from various sources											
2006	FY	2.97	3.12	*	-.19	3.04			3.03		
	SR	3.39	3.36			3.32			3.30		
2007	FY	3.18	3.03			3.12			3.03		
	SR	3.49	3.29	*	.27	3.40			3.29	*	.27
2008	FY	3.38	3.09	*	.37	3.12	*	.34	3.06	**	.41
	SR	3.53	3.28	**	.33	3.39			3.30	**	.31
How much has coursework emphasized:											
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships											
2006	FY	2.78	2.81			2.79			2.83		
	SR	2.99	3.00			3.01			3.01		
2007	FY	2.60	2.82			2.89			2.85		
	SR	3.06	3.02			3.09			3.03		
2008	FY	3.04	2.87			2.87			2.89		
	SR	3.26	3.04	*	.27	3.10			3.05	*	.25

**p<.05 **p<.01 ***p<.001 ES = Effect Size*

Table 5: Evaluation of General Education Goal 3

Goal 3: The ability to locate, organize, document, present, and use information and ideas.

		FMU	Selected Peers			Carnegie Peers			NSSE Sample		
How much has coursework emphasized:		Mean	Mean	Sig	ES	Mean	Sig	ES	Mean	Sig	ES
Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components											
2006	FY	2.97	3.02			3.02			3.06		
	SR	3.17	3.19			3.20			3.22		
2007	FY	2.82	3.04			3.08	*	-.34	3.07		
	SR	3.17	3.22			3.024			3.23		
2008	FY	3.11	3.09			3.06			3.10		
	SR	3.34	3.24			3.27			3.24		
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships											
2006	FY	2.78	2.81			2.79			2.83		
	SR	2.99	3.00			3.01			3.01		
2007	FY	2.60	2.82			2.89	*	-.35	2.85		
	SR	3.06	3.02			3.09			3.03		
2008	FY	3.04	2.87			2.87			2.89		
	SR	3.26	3.04	*	.27	3.10			3.05	*	.25

**p<.05 **p<.01 ***p<.001 ES = Effect Size*

Table 6: Evaluation of General Education Goal 4

Goal 4: An understanding of the cultural heritages of the United States and knowledge of the language and literature of another country.

		FMU	Selected Peers			Carnegie Peers			NSSE Sample		
Plan to: (Yes/No items)		Mean	Mean	Sig	ES	Mean	Sig	ES	Mean	Sig	ES
Foreign language coursework											
2006	FY	.08	.17	***	-.23	.19	***	-.28	.22	***	-.35
	SR	.36	.36			.36			.41		
2007	FY	.09	.20	*	-.28	.20	*	-.27	.22	**	-.31
	SR	.35	.42			.36			.41		
2008	FY	.08	.19	*	-.28	.19	*	-.27	.22	**	-.33
	SR	.35	.42			.39			.41		
Study abroad											
2006	FY	.00	.04	***	-.19	.03	***	-.17	.03	***	-.16
	SR	.10	.08			.11			.14		
2007	FY	.04	.03			.04			.03		
	SR	.05	.12	**	-.23	.15	***	-.29	.14	***	-.28
2008	FY	.08	.03			.05			.03		
	SR	.07	.13			.14	*	-.19	.15	*	-.21

**p<.05* ***p<.01* ****p<.001 ES = Effect Size*

Table 7: Evaluation of General Education Goal 5

Goal 5: An understanding of the artistic processes and products.

		FMU	Selected Peers			Carnegie Peers			NSSE Sample		
Frequency of:		Mean	Mean	Sig	ES	Mean	Sig	ES	Mean	Sig	ES
Attended an art exhibit, gallery, play, dance, or other theatre performance											
2006	FY	1.95	2.18	***	-.25	2.08	***	-.15	.2.10	***	-.17
	SR	2.00	1.94			1.96			2.01		
2007	FY	2.34	2.18			2.27			2.19		
	SR	2.01	2.00			2.06			2.07		
2008	FY	2.26	2.22			2.27			2.22		
	SR	2.09	2.02			2.09			2.07		

**p<.05 **p<.01 ***p<.001 ES = Effect Size*

Table 8: Evaluation of General Education Goal 6

Goal 6: An understanding of fundamental mathematical principles and the skills to apply them.

		FMU	Selected Peers			Carnegie Peers			NSSE Sample		
Contributed to knowledge, skills, and personal development:		Mean	Mean	Sig	ES	Mean	Sig	ES	Mean	Sig	ES
Thinking critically and analytically											
2006	FY	3.19	3.14			3.12			3.16		
	SR	3.43	3.31			3.31			3.33		
2007	FY	3.09	3.16			3.22			3.17		
	SR	3.40	3.34			3.38			3.33		
2008	FY	3.13	3.21			3.20			3.21		
	SR	3.51	3.36			3.40			3.36		
Analyzing quantitative problems											
2006	FY	2.88	2.87			2.82			2.85		
	SR	3.15	3.05			3.00			3.02		
2007	FY	3.09	3.16			3.22			3.17		
	SR	3.40	3.34			3.38			3.33		
2008	FY	3.13	3.21			3.20			3.21		
	SR	3.51	3.36			3.40			3.36		

**p<.05 **p<.01 ***p<.001 ES = Effect Size*

Table 9: Evaluation of General Education Goal 7

Goal 7: The ability to use computers for acquiring, processing, and analyzing information.

		FMU	Selected Peers			Carnegie Peers			NSSE Sample		
Frequency of:		Mean	Mean	Sig	ES	Mean	Sig	ES	Mean	Sig	ES
Using computing and information technology											
2006	FY	3.09	3.03			2.98			2.99		
	SR	3.39	3.29			3.21	*	.21	3.21	*	.21
2007	FY	3.08	3.07			3.04			3.01		
	SR	3.38	3.27			3.18			3.20		
2008	FY	3.09	3.11			3.02			3.04		
	SR	3.42	3.29			3.24			3.22	*	.24
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment											
2006	FY	2.47	2.67	*	-.19	2.61			2.64	*	-.17
	SR	2.83	3.01			2.85			2.85		
2007	FY	2.59	2.64			2.59			2.61		
	SR	2.75	2.87			2.85			2.83		
2008	FY	2.64	2.66			2.55			2.59		
	SR	2.89	2.89			2.82			2.82		

**p<.05 **p<.01 ***p<.001 ES = Effect Size*

Table 10: Evaluation of General Education Goal 8

Goal 8: An understanding of the natural world and the ability to apply scientific principles to reach conclusions.

		FMU	**Selected Peers**			**Carnegie Peers**			**NSSE Sample**		
How much has coursework emphasized:		Mean	Mean	Sig	ES	Mean	Sig	ES	Mean	Sig	ES
Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components											
2006	FY	2.97	3.02			3.02			3.06		
	SR	3.17	3.19			3.20			3.22		
2007	FY	2.82	3.04			3.08	*	-.34	3.07	*	-.08

		FMU	Selected Peers			Carnegie Peers			NSSE Sample		
How much has coursework emphasized:		Mean	Mean	Sig	ES	Mean	Sig	ES	Mean	Sig	ES
Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components											
	SR	3.17	3.22			3.24			3.23		
2008	FY	3.11	3.09			3.06			3.10		
	SR	3.34	3.24			3.27			3.24		

**p<.05 **p<.01 ***p<.001 ES = Effect Size*

Table 11: Evaluation of General Education Goal 9

Goal 9: An understanding of the diverse influences which have shaped the development of civilization and which affect individual and collective human behavior.

		FMU	Selected Peers			Carnegie Peers			NSSE Sample		
Contributed to knowledge, skills, and personal development:		Mean	Mean	Sig	ES	Mean	Sig	ES	Mean	Sig	ES
Understanding people of other racial and ethnic backgrounds											
2006	FY	2.49	2.63			2.58			2.57		
	SR	2.72	2.60			2.60			2.57		
2007	FY	2.56	2.60			2.66			2.61		
	SR	2.77	2.59			2.64			2.59		
2008	FY	2.54	2.70			2.69			2.67		
	SR	2.73	2.67			2.75			2.64		
Frequency of:											
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments											
2006	FY	2.70	2.89	**	-.22	2.76			2.76		
	SR	2.84	2.90			2.83			2.78		
2007	FY	2.82	2.76			2.83			2.76		
	SR	2.83	2.79			2.97			2.80		
2008	FY	2.88	2.81			2.82			2.78		
	SR	3.02	2.81			2.95			2.81		

**p<.05 **p<.01 ***p<.001 ES = Effect Size*

Table 12: Evaluation of General Education Goal 10

Goal 10: An understanding of the governing structures and operations of the United States including rights and responsibilities of its citizens.

		FMU	Selected Peers			Carnegie Peers			NSSE Sample		
Contributed to knowledge, skills, and personal development:		Mean	Mean	Sig	ES	Mean	Sig	ES	Mean	Sig	ES
Voting in local, state, or national elections											
2006	FY	1.94	2.06			1.94			1.92		
	SR	2.34	2.13	*	.20	2.10	*	.23	2.10	*	.24
2007	FY	2.09	2.08			2.03			2.05		
	SR	2.35	2.06	*	.28	2.08			2.06	*	.29
2008	FY	2.25	2.37			2.19			2.24		
	SR	2.46	2.17	*	.27	2.12	**	.32	2.11	**	.33

**p<.05 **p<.01 ***p<.001 ES = Effect Size*

Table 13: Evaluation of General Education Goal 11

Goal 11: The ability to reason logically and think critically in order to improve problem-solving skills and the ability to make informed and responsible choices.

		FMU	Selected Peers			Carnegie Peers			NSSE Sample		
Contributed to knowledge, skills, and personal development:		Mean	Mean	Sig	ES	Mean	Sig	ES	Mean	Sig	ES
Thinking critically and analytically											
2006	FY	3.19	3.14			3.12			3.16		
	SR	3.43	3.31			3.31			3.33		
2007	FY	3.09	3.16			3.22			3.17		
	SR	3.40	3.34			3.38			3.33		
2008	FY	3.13	3.21			3.20			3.21		
	SR	3.51	3.36			3.40			3.36		
How much has coursework emphasized:											
Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components											
2006	FY	2.97	3.02			3.02			3.06		
	SR	3.17	3.19			3.20			3.22		
2007	FY	2.82	3.04			3.08			3.07		
	SR	3.17	3.22			3.24			3.23		
2008	FY	3.11	3.09			3.06			3.10		
	SR	3.34	3.24			3.27			3.24		
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships											
2006	FY	2.78	2.81			2.79			2.83		
	SR	2.99	3.00			3.01			3.01		
2007	FY	2.60	2.82			2.89	*	-.26	2.85		
	SR	3.06	3.02			3.09			3.03		
2008	FY	3.04	2.87			2.87			2.89		
	SR	3.26	3.04	*	.27	3.10			3.05	*	.25

**p<.05 **p<.01 ***p<.001 ES = Effect Size*

Alumni Survey: *There is no new data for 2007-2008 since* ***t****he next alumni survey is scheduled for Spring and Summer of 2009 per guidelines of the SC Commission of Higher Education.*

Internal Assessments:

Internal assessments of students' abilities to meet general education goals are shown through exit surveys of graduating seniors and the Institutional Effectiveness reports of individual schools and departments.

Ratings of General Education Goals, Exit Survey 2006-2007

The Office of Institutional Research conducts an exit survey of graduating seniors at the rehearsal for each graduation. The items in the survey allow graduating seniors to evaluate their educational experiences in their major and general education programs.

Ratings of Quality of Major and General Education Programs and Instruction

The students in the 2005-2006 and 2006-2007 cohorts were very satisfied or satisfied with their overall educational experiences at FMU, which is consistent with results on the alumni surveys. These ratings are on a 6-point scale (1= very dissatisfied; 6=very satisfied). The same high levels of ratings were found for overall, major and general education instruction. Single-sample t-tests show the value of the graduating seniors rated the effectiveness in all areas as higher than "satisfied", all *t*'s >7.0, *p*'s <.001, *d*'s >.15.

Table 14 shows the mean ratings given by graduating seniors.

Table 14: Ratings of Satisfaction with Major and General Education Programs

Mean Ratings of Major and General Education Programs and Instruction						
Term	Major Program	Major Instruction	General Education	General Education Instruction	Overall Academic Experience	Overall Experience
Spring 2005 (N=217)	5.18(.81)	5.43 (.76)	5.16 (.73)	5.22 (.70)	5.41(.74)	5.45(.73)
Fall 2005 (N=186)	5.60(.61)	5.58 (.61)	5.24(.80)	5.26 (.68)	5.50(.59)	5.52(.58)
Spring 2006 (N=260)	5.40(.79)	5.36(.83)	5.09(.90)	5.14(.82)	5.35(.74)	5.35(.80)
Fall 2006 (N=172)	5.6 (.64)	5.56(.61)	5.25(.73)	5.27(.75)	5.51(.60)	5.51(.68)
Spring 2007 (N=296)	5.54(.69)	5.43(.77)	5.20(.80)	5.24(.71)	5.48(.61)	5.50(.60)
Spring 2008 (N = 283}	5.54 (.68)	5.48(.72)	5.07(.82)	5.14(.74)	5.40(.70)	5.44(.70)
Fall 2008 (N=)	Administered; to	Unlikely to change				

Mean Ratings of Major and General Education Programs and Instruction						
Term	Major Program	Major Instruction	General Education	General Education Instruction	Overall Academic Experience	Overall Experience
	be entered in January	pattern				

Note: Standard deviations are in parentheses.

A MANOVA on the ratings for the six areas was done using the entire data set. A significant effect was found for area, *m*F (5, 1058) = 40.71, p <.001, Cohen's *d* >.16. The effect is due to lower ratings for satisfaction for general education and general education instruction than with major program and instruction in major. Such findings may reflect the greater freedom of choice of courses within majors and greater student interest in a major than general education. Yet, even with these lower ratings, the students are satisfied with the general education program and their instruction in their general education courses.

Goal Specific Ratings by Students

The Faculty plan for evaluation of general education goals called for the faculty to rate the preparation of students in upper-level courses on six qualitative goals. The plan called for students to rate themselves on the same goals. Ratings on the selected goals were included in the graduating senior exit survey the Fall of 2006 and Spring 2007. Faculty rated the designated goals in a survey in the Spring of 2007. The data are shown in Table 15.

Table 15: Rating of General Education Goals

	2006-2007			2008		
Goals	Mean	SD	N			
Goal 1: The ability to write and speak English clearly, logically, creatively, and effectively.	5.76	1.29	715	6.14	1.29	283
Goal 2: The ability to read and listen with understanding and comprehension	6.03	1.08	463	6.23	1.25	283
Goal 3: The ability to locate, organize, document, present, and use information and ideas.	6.14	.97	460	5.85	1.46	283
Goal 4: An understanding of the cultural heritages of the United States and knowledge of the language and literature of another country	5.74	1.24	463	5.78	1.44	283
Goal 5: An understanding of the artistic processes and products	5.46	1.31	710	6.01	1.28	283
Goal 6: An understanding of the fundamental mathematical principles and the skills to apply them.	5.93	1.13	459	6.10	1.36	283
Goal 7: The ability to use computers for acquiring, processing, & analyzing information.	5.99	1.12	458	6.02	1.26	283

	2006-2007			2008		
Goals	Mean	SD	N			
Goal 8: An understanding of the natural world and the ability to apply scientific principles to reach conclusions	5.86	1.16	458	5.99	1.41	283
Goal 9: An understanding of the diverse influences which have shaped the development of civilization and which affect individual and collective human behavior	5.68	1.22	706	6.01	1.32	283
Goal 10: An understanding of the governing structures and operation of the United States including rights and responsibilities of its citizens.	5.69	1.58	710	6.22	1.15	283
Goal 11: The ability to reason logically and think critically in order to improve problem-solving skills and the ability to make informed and responsible choices	5.63	1.27	708	5.83	1.00	269
Mean for all goals	5.60			6.04		

Clearly the faculty perceives their upper-level students as being prepared to think critically, understand their cultural heritage, the role of cultural diversity, the nature of the artistic process and capable of searching for information appropriately. The students also see themselves as well prepared in those areas and the additional five goals shown in the table.

Discipline-Specific Assessments

Departments also measure student achievement of general education goals, including discipline knowledge, quantitative skills, knowledge of scientific method, basic computer skills, and communication skills.

Proficiency in Discipline, Quantitative Skills and Scientific Method

The examples below show some of the measures that various departments use.

Biology

Assessment of General Education Requirements:

Listed below are the results and other relevant information about course-specific cumulative quizzes that were given during the end of the Fall semester 2007 and Spring semester 2008 in the lab sections of courses in which significant numbers of non-majors are enrolled (Biology 105, 104, 103 and 106). The quizzes were given for the purpose of assessing how successful the students were in meeting the two science-related goals of general education as described in Section I.

Environmental Biology (Biol103):

-10 laboratory sections (182 students total) were tested.
- Mean percentage score was 63.74.

Introduction to Biological Sciences (Biology 105):

- 12 laboratory sections (251 student's total) were tested.
- Mean percentage score was 63.41.

Organismal Biology (Biology 106):

- 2 laboratory sections 32 students total) were tested.
- Mean percentage score was 68.33.

Human Biology (Biology 104): Data was not collected this year.

Evaluation of Student Success in Meeting General Education Goals:

The mean percentage score of the laboratory sections combined for each particular course was above our benchmark of 60 %. A small number of laboratory sections "performed" below this benchmark. To the best of our knowledge, there are no reliable and widely accepted quantitative benchmarks that we can use as references. Consequently, our benchmark was chosen somewhat arbitrarily.

Because inclusion of a pre-test is more expensive and time-consuming, we have elected to give one test (cumulative quiz) only at the end of the semester. Pre- and post-testing using similar quizzes in the past have revealed that the mean score of our students typically is around 40 % on pre-tests and 60 to 70 % on post-tests. Consequently, we made the assumption that the mean score of our students would have been approximately 40 % on pre-tests had they been tested at the beginning of the course. The students met the benchmark of 60 % on the cumulative quiz, and we feel that a score of 60% indicates that at least a minimally significant degree of

learning has occurred.

Mathematics

General Education Requirement in Mathematics

The General Education requirement in mathematics for most Bachelor of Arts students and all Bachelor of Science students is six hours of mathematics. Some Bachelor of Arts students may only take three hours of mathematics plus three hours of Logic (PRS 203). Math 105 and Math 110 count as general elective college credit but not towards the required six hours of mathematics in the General Education requirements. Thus, mathematics courses must be above Math 110 in order to satisfy any of the required six hours in mathematics. Elementary Education and Early Childhood Education students are required to complete Math 170 and Math 270 to fulfill the General Education requirement in mathematics.

The mathematics courses that satisfy the General Education requirement in mathematics are designed to help students achieve *Goal 6: An understanding of fundamental mathematical principles and the skills to apply them.*

Assessment Activities

Although any six hours of mathematics above Math 110 may be used to satisfy the General Education requirement, the Department of Mathematics will restrict its analysis of understanding of fundamental mathematical principles and the skills to apply them to Math 111, Math 120, and Math 121, as well as the Math 170-270-370 sequence for Early Childhood and Elementary Education majors. These courses eventually include about 80-90% of each entering freshman class. About 20-30% of each entering freshman class is placed in Math 105, which does not yield general education credit. The other main courses such as Math 132, 134, and Math 140 will be considered service courses as evaluated using service criteria.

The Department of Mathematics uses several assessment tools, such as an internal assessment exam, an internal portfolio analysis, the University student and course evaluations, and the external Praxis I (PPST Mathematics) exam.

Assessment	2006-07	2007-08
Overall quality of Math 111 course as a learning experience[1]	1.91	1.89
Overall quality of Math 120 course as a learning experience[1]	1.75	1.78
Overall quality of Math 121 course as a learning experience[1]	2.21	2.36
Overall quality of Math 170 course as a learning experience[1]	1.47	1.93
Overall quality of Math 270 course as a learning experience[1]	1.53	1.37
Mean assessment score of students who received an A, B, or C in Math 111[2]	67.0	73.2
Assessment of Math 120 Portfolios[2]	Not evaluated with current numerical assessment method	45.9

Assessment of Math 121 Portfolios[2]	Not evaluated with current numerical assessment method	47.2
Percentage of students who completed Math 170-270-370 sequence and not passed Praxis I[2]	7.74	8.70

1. Data as recorded on University Course and Instructor Evaluations (1-excellent, 2-good, 3-fair, 4-poor, 5-cannot rate).
2. Explanation of assessment described in designated section.

Primary Issues Identified and Actions Taken During 2006-2008

Issues of Concern 2007-08	Actions Taken
Proper placement of incoming freshmen based upon high school achievement	Dr. West is investigating an online placement exam being developed by MAA and Maplesoft. A crucial goal of the Department is to have all incoming freshmen enrolled in a mathematics course in the fall semester. All freshmen and transfer students needing mathematics general education credits are placed into mathematics courses by the department chair. This placement is based on SAT or ACT scores, high school background, major desired, and any clarifying interviews. While this process has worked well over the past years, it requires a lot of work on the part of the department chair.
Proper placement of incoming freshmen based upon projected major	Math 110 will be offered on a trial basis in Fall 2008 for students regardless of their major. Math 110 is a hybrid of Math 105 and Math 120. Math 110 is a four hour course which includes a lab section Math 110L. Math 110 incorporates the lecture component of Math 120 including group projects using technology and the self-paced component of Math 105 which focuses on drills and skills.
Consistency of topics covered in non-terminal mathematics courses	Our Curriculum Committee needs to agree on formative standards.

Physical Sciences

Modifications in General Education Courses

A. Revisions to the Physical Science 101 lab manual are planned and will include several new experiments.

B. The astronomy faculty within the department is planning additional course offerings which may involve topics such as imaging, photometry, and data analysis, which may, in part, lead to the department's ability to offer a minor in astronomy.

C. Several improvements have been made to the observatory, which include two new telescopes. This should result in an improved observing experience for students in the astronomy courses as well as for the public at large.

D. New laboratory experiments are being developed for Physical Science 103:Earth Science that will include topics in geology, meteorology, and astronomy.

Assessment of General Education Courses

The Department of Physics and Astronomy has chosen to assess its General Education offerings by having students complete a survey concerning the results of an experiment the students have just designed and completed. The techniques of data acquisition, experiment design, and analysis required in this experiment are considered representative of the students' mastery of the laboratory course material.

The experimental problem given to the students concerns a simple pendulum. The students must identify variables that may affect the time period of a pendulum (length, mass, amplitude) and investigate to see which one(s) actually have an influence. By analyzing the results, the students attempt to develop an empirical equation that correctly predicts the time period for any simple pendulum.

The tabulated results for the fall and spring semesters combined appear on the following page. A total of fourteen different laboratory sections across the two semesters are represented.

2007-2008 SURVEY RESULTS FOR FINAL EXAM
SIMPLE PENDULUM EXPERIMENT

242 SURVEYS COMPLETED

Directions: In response to the following questions, circle the answers that best characterize your results from the Simple Pendulum Experiment.

1. Did variations in the amplitude of the oscillating pendulum affect its time period?

97 a) The amplitude had no effect on the time period.
126 b) The amplitude seemed to have a slight effect on the time period.
19 c) The amplitude had a major effect on the time period.

2. Did variations in the length of the oscillating pendulum affect its time period?

0 a) The length had no effect on the time period.
39 b) The length seemed to have a slight effect on the time period.
203 c) The length had a major effect on the time period.

3. Did variations in the mass of the oscillating pendulum affect its time period?

109 a) The mass had no effect on the time period.
116 b) The mass seemed to have a slight effect on the time period.
17 c) The mass had a major effect on the time period.

4. Which of the following expressions best characterizes the relationship between the time period (T) of a simple pendulum and its length (l)?

125	a)	T = kl	83	b)	$T = k\sqrt{l}$
17	c)	$T = kl^2$	12	d)	$T = \frac{k}{l}$ `
5	e)	none of the above			

Key to color code:

Green=number of students with correct answer

Blue= number of students with reasonable, but incorrect answer

Red= number of students with answers not supported by data (incorrect)

Analysis of Survey Results

Q.1	Correct	52%	Reasonable	40%	Incorrect	8%
Q.2	Correct	84%	Reasonable	16%	Incorrect	0%
Q.3	Correct	45%	Reasonable	48%	Incorrect	7%
Q.4	Correct	34%	Reasonable	52%	Incorrect	14%

Commentary

In general, the results of the survey are somewhat encouraging, in that the vast majority of the students obtained at least reasonable results. In particular Q.4, which represents the students' final results for the experiment, indicates that 34% of these students must have exhibited careful thought, careful data collection, and a very good understanding of plotting their data and reaching a sound conclusion based on graphical analysis. For the 52% of the students that could reach a reasonable, though incorrect, conclusion, more thought and care in data collection is generally the reason for the shortcoming. Overall, the fact that 86% of the students could reach at least a reasonably satisfactory conclusion demonstrates, we feel, a respectable result for the course.

Chemistry (check on update)

Of the department's courses, the two which fulfill the University General Education requirement are Chemistry 150 (Chemistry for Everyday Life) and Chemistry 101 (General Chemistry I). The assessment procedure used in each course involved a quiz based on a recently completed laboratory experiment. While the lab experiments

carried out in Chemistry 150 are not the same ones carried out in Chemistry 101, we selected experiments which involved the same chemical and logical concepts. Each quiz began with a brief description of the experimental procedure, followed by six multiple choice questions designed to assess six core aspects of chemistry.

Table 23. Assessment of Chemistry 100 and 150

Problem	Chemistry 101 (N=343) Percent Correct	Chemistry 150 (N=21) Percent Correct
Experimental control of a variable and experimental error	77.26	52.31
Chemical formula notation	49.56	80.95
Chemical composition and mass relationships	71.64	47.19
Completeness of chemical process	49.56	38.10
Proof of conversion of reactant	77.84	57.14
Concept of limit reagent	44.02	47.62

On every question on both quizzes, the most commonly given answer was the correct answer. Overall, the students showed, as indicated by the correctness of their responses, that they generally understood the chemical principles being questioned

Psychology

General Education Assessment: Psychology

Evaluation of Use of Scientific Method

Since our general education goals rest upon the ability of our students to use the basic tenets of the scientific method in everyday life situations, we decided to require students to produce rather than deduce or recognize the basic tenets of the scientific method and actually compare actual research reports. The assessment problems require students to show to the following when testing a hypothesis:

a. layout an appropriate design to test the efficacy of differing drugs

b. use randomization to control for extraneous variables

c. specify an appropriate sample and/or note the law of large numbers

d. specify type of data necessary to compare populations of differing sizes

e. specify that there are alternative explanations of results

f. specify the possibility of sampling bias

g. specify the possible ambiguity of operational definitions

h. specify that there are multiple causes for results

There was no significant change from 2007 to 2008 on any of the results found for the measurement of the core facets of research methodology. The results are reported below. The major strengths continue to be recognition of appropriateness of the research design used to test a hypothesis (over 85% correct). Use of randomization and use of operational definition are the weakest areas for our students (less than 5% correct). Recognition of the importance of sample size, appropriateness of data for a comparison, alternative explanations, sample bias, and recognition of multiple causality while low (~40% correct), but close to the bench marks set in our design of the test (performance of upper-level students). Further work on the exercises in the Introductory Psychology laboratory on nature of randomization and operational definition are needed. For the Fall, 2008 several modules were changed and evaluation will be made in Spring of 2009.

Facet of Methodology			
	Spring 2007 (N=110)	Spring 2008 (N=75)	Bench Mark
Use of appropriate design	89.2	88.2	70.0
Use of randomization as control device	7.2	5.3	20.0
Recognition of importance of sample size	37.8	35.5	50.0
Appropriateness of data for comparisons	31.5	31.6	50.0
Recognition of alternative explanations for results	51.4	46.1	55.0
Recognition of sampling bias	25.2	28.9	30.0
Use of operational definition	3.6	1.3	20.0
Recognition of multiple causality	30.6	34.2	40.0

Evaluation of Reported Research

In everyday life, the layman is often confronted with reports of scientific research. As a result a person with adequate understanding of the scientific method should be able to recognize the following aspects of research reports:

a. the research hypothesis the study was designed to test

b. appropriateness of conclusions from the results

c. specification of the actual usefulness of a study's results

d. specification of major limitations of the results

In addition the layman should be able to decide which of two studies has the strongest support for its hypothesis.

Two actual research studies were selected and students were provided with the abstracts from those studies. Students were asked to evaluate each study on the four issues listed above and then compare the strength of the two studies on the strength of their findings. The results are shown in Table 2.

As seen in the following data our students continued to be able to recognize the research hypothesis (correct >.70%) and identification of hypothesis, appropriateness of conclusions from results (>95%) for Study 1. In

Study 2 the students continued to exceed the bench mark of 60 percent correct for these two evaluations of actual research results, but at a lower level than found in Study 1. Research on the nature of the difference between the two studies will be carried out during January 2009 and the findings used for either modification of the items or changes in modules as appropriate.

	Spring 2007		Spring 2008		
Evaluation of actual research abstracts	*Study 1*	*Study 2*	*Study1*	*Study 2*	*Bench Mark*
Identification of hypothesis	76.6	64.0	73.7	63.2	60
Conclusion from results	95.5	85.6	97.4	86.8	60
Usefulness of results	31.5	18.9	36.8	31.6	50
Limitations of results	42.3	21.6	47.4	19.7	50
Comparison of study quality	63.1 (Study 1>2)		53.9 (Study 1>2)		50

Overall, our introductory laboratory course appears to increase student ability to recognize and use the scientific method with both actual research and popular reporting of research. Research findings on the understanding of the scientific method and statistics by the layman and patients have indicated a need to increase the layman's understanding of the scientific method and statistics. For example, a new monograph has presented strong evidence that patients are not literate in research methods and statistics resulting in poor decision making (Gigerenzer, G., Caismaier, W., Kurz-Milcke, E., Schwartz, L., and Woloshin, S. Helping doctors and patients make sense of health statistics. In *Psychological Science in the Public Interest* (2007, Volume 8 (2)). To pursue this need the literacy of consumers of research, a new exam will be developed and evaluated during the Spring, 2009. If the exam proves to be both reliable and valid, then the new exam will replace the current exam.

Basic computer skills

All students are required to take Computer Science 150 as part of the general education curriculum. The faculty developed a performance/skill based assessment to provide documentation of the computer literacy of students passing the course. The data for Spring, 2007 is cited below.

Table 26: Assessment on Statistics/Excel Performance Test and Word 1

Assessment on Statistics/Excel Performance Test		
Course Grade	Met Benchmark (>=70%)	Did Not Meet Benchmark (<70%)
Pass	98% (221)	2% (5)
Failed	100% (4)	0% (0)

Assessment on Word 1

Course Grade	Met Benchmark (>=70%)	Did Not Meet Benchmark (<70%)
Pass	92% (201)	8% (18)
Failed	100% (4)	0% (0)

A very high percent of our students who pass the required computer science course demonstrate that they can make appropriate use of two primary computer programs. Appropriate use of these programs is often seen as a valid measure of literacy in computers.

Proficiency in listening, reading, speaking, and writing

Speech

The Speech program resides within the Department of Mass Communication. There are currently four speech courses listed in the university catalogue. Although no major or minor is offered in speech at this time, students may receive collateral in speech. American institutions recognize proficiency in oral communication as a vital aspect of education.

The university (no cap) has adopted speech requirements into student assessment; Speech 101, Basics of Oral Communication (Public Speaking), is a general education requirement; and Speech 203, Voice and Diction, is a core requirement for Theatre Arts majors.

Assessment Activities

To meet the SACS requirement that all FMU students be orally competent, the program in Speech Communication used its new assessment procedures during the Fall 2007 and Spring 2008 semesters.

Under the new system, which was implemented in the 2006-2007 academic year, we measured student ability two times during the course. The first assessment came at the beginning when students delivered informative speeches, and the second came at the end of the course when students presented their persuasive speeches. Through this process, we were able to measure the impact of the course on student ability more accurately than we were with the previous assessment procedure.

Process

Before each semester began, instructors distributed to all Speech 101 instructors a randomly generated set of five numbers, each under twenty. By applying these five numbers to their rosters, instructors identified the random list of five students to assess in each of their sections.

During the first major speech, the informative speech, all Speech 101 instructors used the *Competent Speaker* evaluation form to assess these five students in each of their sections. The Competent Speaker form is designed by the National Communication Association. It measures topic selection/focus, clarity of purpose, organization, audience analysis, vocal techniques, language use, and physical behaviors. There are eight categories on the evaluation form, and students were given a 1 (unsatisfactory), a 2 (satisfactory), or a 3 (excellent) for a total between 8 and 24.

These same five students in each section were then evaluated using the same form and guidelines during their presentations of their persuasive speeches near the end of the semester. Their performances on each evaluation were then compared.

Writing

Program Mission and Goals

The mission and rationale for the writing sequence is based primarily upon two related concepts. The first is the notion of decentering, which holds that developing writers find it easiest to write about themselves and the things that are most important to them. As their writing skills develop, they become more adept at writing to people and about subjects that are beyond their own personal perceptual sphere. The second basic concept underlying the sequence of courses is the idea (from James Kinneavy) that a basic communications triangle (addresser-message-addressee) can become a heuristic for identifying distinct types of discourse depending upon the emphasis of each type.

Generally speaking, the emphasis in English 111 is on addresser (expressive discourse), in English 112 on addressee (transactional discourse and argument), and in English 200 on message (referential). The progression of composition courses moves students from I-centered writing into writing that is focused on creating arguments appropriate for academic and professional audiences; and the final course in the sequence is largely oriented around writing in various academic disciplines.

Given the above sequence, there are four primary goals for student performance in the composition courses:

a. The ability to use language conventions appropriately.
b. The ability to develop ideas interesting to the audience and appropriate to the context.
c. The ability to organize ideas for clarity and logic.
d. the ability to use information from external sources appropriately.

Although the following report provides various types of information regarding student performance, the centerpiece of the composition assessment process is the student writing assessment, which occurs each January. There are four groups of papers read in the student writing assessment: English 111 papers, English 112 papers, English 200 papers, and full portfolios of work consisting of either six papers (two each from English 111, 112, and 200) or four papers (two each from English 112 and English 200, representing the work of those students who were exempt from English 111). Papers are scored using both the four criteria above and the course goals for each individual course.

Assessment Activities

1. **Student Writing Assessment**

We collected writing samples from students who had completed at least one course in the composition sequence in the spring, summer, or fall of 2007. From these portfolios, we chose to read and assess a total of 210 papers. We read 45 English 111 papers, 45 English 112 papers, 30 English 200 papers, and 20 “full” portfolios which consisted of both two papers each from English 111, 112, and 200 or two papers each from English 112 and English 200 (representing the work of those students who were exempt from English 111).

For the individual courses (from English 111, 112, or 200), each paper was read three times and was scored for both the four composition program goals and for the individual course goals established by the Department. One group read the full portfolios, assessing them according to whether or not the writing seemed to progress through the courses and giving narrative comments on the portfolios.

The scoring involved a blind system: readers did not know the names of students or their instructors. Furthermore, second and third readers did not have access to first and second readers’ scores.

2. **Writing Attitude Survey**

The Composition Program conducted a writing attitude survey among all students taking a composition course in fall 2007. This survey was completed by 948 students, or about 72% of fall composition students. The responses to key items were compared with survey results from past years.

3. **Praxis I**

For the past nine years (1999-2008) all students wishing to qualify as education majors took the PRAXIS I Writing Exam. The percentage of students passing is a rough indication of the quality of preparation in their writing courses.

4. **Performance Comparison of Students Starting in Different Composition Courses**

Performance of students starting the composition sequence in English 111 and English 112 was compared through spring and fall 2007. Areas of comparison were average SAT verbal scores, as well as composition grade point averages. All students taking English 111 and/or 112 in spring or fall 2007 were included in this study.

Results and Evaluation

1. **Student Writing Assessment**

In 2007, we altered the student assessment so that papers were read for both the programmatic goals and also for the goals that were specific to each course. We believe that this more detailed data will allow us to make more informed choices about teaching methods, the focus of professional development workshops, and the curriculum in general.

Additionally, we decided to change the scoring system from a 1-4 point scale to a checkmark system. The 1-4 scale used in previous years produced numbers that were not easily translated into action items. Therefore, we have adopted a checkmark system where instructors rate each student paper in the English 111, 112, and 200 groups with a checkmark if the student is competent in a particular area.

Each paper was read three times, and only those items marked by at least two evaluators were counted in the results. We were able to then ascertain what percentages of students are considered "competent" or "not competent" in both the four programmatic goals and the individual course goals.

In addition to the groups reading papers from 111, 112, and 200, one group read "full portfolios." This group was asked to note the areas in which the writer showed progress. Reading these full portfolios enables us to get a sense of how, or if, students are progressing as they move through the three-course composition sequence.

ASSESSMENT OF PROGRAMMATIC GOALS

Goal A. The ability to use language conventions appropriately

The table below shows the numerical data from the 2005 portfolio scoring as well as the results from past years in Goal A.

	English 111		English 112		English 200	
Fall 1999	**Early**	**Late**	**Early**	**Late**	**Early**	**Late**
	2.03	2.40	2.29	2.4	2.25	2.38
Fall 2000	**Early**	**Late**	**Early**	**Late**	**Early**	**Late**
	2.10	2.16	2.40	2.16	2.13	2.29
Fall 2001	**Early**	**Late**	**Early**	**Late**	**Early**	**Late**
	1.86	2.04	2.33	2.45	2.28	2.70
Fall 2002	**Early**	**Late**	**Early**	**Late**	**Early**	**Late**
	2.23	2.23	2.13	2.42	2.13	2.20
Fall	**Early**	**Late**	**Early**	**Late**	**Early**	**Late**

2003	2.42	2.19	2.60	2.44	2.33	2.75
Fall 2004	**Early**	**Late**	**Early**	**Late**	**Early**	**Late**
	2.75	2.67	2.83	2.78	2.85	2.65
Fall 2005	**Early**	**Late**	**Early**	**Late**	**Early**	**Late**
	1.83	1.79	2.40	2.26	2.06	2.42

For 2006, we revised our assessment, focusing on progress throughout the course sequence rather than progress within the discrete courses. We did, however, continue to chart the four goals of the Composition Program, and the data for Goal A for 2006 and 2007 is as follows:

Goal A. The ability to use language conventions appropriately (percentages indicate percentage of students deemed "competent" in this area)

	2006	2007
English 111	75%	89%
English 112	95%	80%
English 200	93%	90%
Average	**86%**	**86%**

Goal B. The ability to develop ideas interesting to the audience and appropriate to the context.

The table below shows the numerical data from the 2005 portfolio scoring as well as the results from past years in goal B.

	English 111		**English 112**		**English 200**	
Fall 1999	**Early**	**Late**	**Early**	**Late**	**Early**	**Late**
	2.33	2.37	2.49	2.63	2.39	2.56
Fall 2000	**Early**	**Late**	**Early**	**Late**	**Early**	**Late**
	2.53	2.60	2.42	2.46	2.25	2.81
Fall 2001	**Early**	**Late**	**Early**	**Late**	**Early**	**Late**
	1.86	1.93	2.30	2.36	2.18	2.61
Fall 2002	**Early**	**Late**	**Early**	**Late**	**Early**	**Late**
	2.41	2.82	2.39	2.36	2.13	2.23
Fall 2003	**Early**	**Late**	**Early**	**Late**	**Early**	**Late**
	2.12	2.23	2.67	2.13	2.10	2.52
Fall 2004	**Early**	**Late**	**Early**	**Late**	**Early**	**Late**
	2.08	2.04	2.33	2.15	1.85	2.50
Fall 2005	**Early**	**Late**	**Early**	**Late**	**Early**	**Late**
	2.5	2.54	2.54	2.54	2.54	2.65

For 2006, we revised our assessment, focusing on progress throughout the course sequence rather than progress within the discrete courses. We did, however, continue to chart the four goals of the Composition Program and the data for Goal B for 2006 and 2007is as follows:

Goal B: The ability to develop ideas interesting to the audience and appropriate to the context (percentages indicate percentage of students deemed "competent" in this area)

	2006	2007
English 111	85%	64%
English 112	75%	77%
English 200	53%	85%
Average	**71%**	**75%**

Goal C. The ability to organize ideas for clarity and logic

The table below shows the numerical data from the 2005 portfolio scoring as well as the results from past years in goal C.

	English 111		English 112		English 200	
Fall 1999	**Early**	**Late**	**Early**	**Late**	**Early**	**Late**
	1.97	2.23	2.35	2.46	2.21	2.53
Fall 2000	**Early**	**Late**	**Early**	**Late**	**Early**	**Late**
	2.47	2.47	2.36	2.11	2.28	2.14
Fall 2001	**Early**	**Late**	**Early**	**Late**	**Early**	**Late**
	2.29	2.17	2.41	2.25	2.11	2.47
Fall 2002	**Early**	**Late**	**Early**	**Late**	**Early**	**Late**
	2.36	2.68	2.31	2.18	1.91	2.00
Fall 2003	**Early**	**Late**	**Early**	**Late**	**Early**	**Late**
	2.15	2.27	2.31	2.38	2.10	2.63
Fall 2004	**Early**	**Late**	**Early**	**Late**	**Early**	**Late**
	2.33	2.54	2.45	1.93	2.35	2.33
Fall 2005	**Early**	**Late**	**Early**	**Late**	**Early**	**Late**
	2.42	2.25	2.54	2.60	2.48	2.25

For 2006, we revised our assessment, focusing on progress throughout the course sequence rather than progress within the discrete courses. We did, however, continue to chart the four goals of the Composition Program, and the data for Goal C for 2006 and 2007 is as follows:

Goal C. The ability to organize ideas for clarity and logic (percentages indicate percentage of students deemed "competent" in this area)

	2006	2007
English 111	75%	80%
English 112	50%	80%
English 200	35%	40%
Average	**53%**	**67%**

Goal D. The ability to use external resources appropriately

The table below shows the numerical data from the 2005 portfolio scoring as well as the results from past years in goal D.

	English 111		English 112		English 200	
Fall 1999	**Early**	**Late**	**Early**	**Late**	**Early**	**Late**
	N/A	**N/A**	**N/A**	**2.44**	**2.25**	**2.34**
Fall 2000	**Early**	**Late**	**Early**	**Late**	**Early**	**Late**
	N/A	**N/A**	**N/A**	**1.56**	**1.76**	**2.18**
Fall 2001	**Early**	**Late**	**Early**	**Late**	**Early**	**Late**
	N/A	**N/A**	**N/A**	**1.66**	**1.80**	**2.20**
Fall 2002	**Early**	**Late**	**Early**	**Late**	**Early**	**Late**
	N/A	**N/A**	**2.63**	**2.17**	**2.22**	**2.36**
Fall 2003	**Early**	**Late**	**Early**	**Late**	**Early**	**Late**
	N/A	**N/A**	**N/A**	**1.70**	**1.5**	**1.20**
Fall 2004	**Early**	**Late**	**Early**	**Late**	**Early**	**Late**
	N/A	**N/A**	**N/A**	**1.94**	**1.96**	**2.37**
Fall 2005	**Early**	**Late**	**Early**	**Late**	**Early**	**Late**
	N/A	**N/A**	**1.67**	**1.94**	**2.29**	**2.15**

*N/A or "not applicable" is applied to all courses where there is little emphasis on using external sources.

For 2006, we revised our assessment, focusing on progress throughout the course sequence rather than progress within the discrete courses. We did, however, continue to chart the four goals of the Composition Program, and the data for Goal D for 2006 and 2007 is as follows:

Goal D. The ability to use external sources appropriately (percentages indicate percentage of students deemed "competent" in this area)

	2006	2007
English 111	100%; 24% N/A N/A	42%; 58% N/A
English 112	45%; 23% N/A N/A	49%; 13% N/A
English 200	45%	80%
Average	**63%**	**57%**

ANALYSIS OF DATA FOR PROGRAMATIC GOALS: We are pleased with the overall scores for Goals A, B, and C across the courses. This tells us that students are very competent in using the conventions of academic writing, responding to rhetorical situations, and using external sources. We would, of course, like students to be more competent in using sources in both English 111 and English 112, but we are satisfied that they finish the composition sequence with the ability to competently use sources.

We continue to be concerned about students' ability to organize their writing (Goal C). While the percentages for Goal C have increased for both English 112 and English 200, we believe that the low percentage for Goal C in English 200 is due to the fact that the assignments in English 200 are more complicated and require students to consider a number of rhetorical elements (argument, audience, sources, purpose, etc.) and to marshal numerous sources in their work.

INDIVIDUAL COURSE ASSESSMENT

In addition to charting the four programmatic goals, the Composition Program now charts the goals that are specific for each course. We believe that this information will give us a more detailed picture of what students are learning in individual courses and will also inform programmatic decisions regarding professional development workshops and curriculum changes.

English 111

The four goals for English 111 are closely related to the four basic goals of the Composition Program; therefore, in assessing these papers, we read only for competency in these four areas.

Goal Description	Average 2006	Average 2007
Writing is organized logically and effectively	75%	80%
Writing indicates the writer's recognition of a specific rhetorical situation and audience and indicates a deliberate use of clear techniques relative to the purpose and situation	85%	64%
Sources are documented thoroughly and competently (if applicable)	100%; 24% N/A	42%; 58% N/A
Writing generally follows academic conventions of spelling, grammar, and style	70%	89%

English 112

English 112 is a course in argumentation, emphasizing the analysis and production of argumentative texts—both textual and/or visual. Therefore, we thought it best to expand our evaluation of English 112 papers to include factors that were specifically related to argument and using sources to support arguments.

Goal Description	Average Score 2006	Average Score 2007
Writing is organized logically and effectively	50%	53%
Writing indicates the writer's recognition of a specific rhetorical situation and audience and indicates a deliberate use of clear techniques relative to the purpose and situation	75%	77%
Writing generally follows academic conventions of spelling, grammar, and style	95%	80%
Argumentative theses are clearly stated	90%	77%
Arguments are well-reasoned and convincing	35%	45%
Arguments show an awareness of opposing positions	35%	39%
Sources are reliable and appropriate for the audience	100%; 15% N/A	86%; 13% N/A
Sources are documented thoroughly and competently	45%; 23% N/A	49%; 13% N/A

English 200

English 200 builds on the research and argumentation skills introduced in English 112 and will ask students to explore texts with greater depth and write projects that require the careful reading and integration of multiple sources. Students will read, critique and synthesize materials from a variety of longer and/or more complex sources than those read in English 112 and from a variety of disciplines to form reasoned arguments which indicate the students' engagement in the subject and its relevance to their lives and the larger world outside of the academy.

Therefore, to assess English 200 papers, we now evaluate the students' ability to both document sources and incorporate them smoothly and responsibly into their writing. (Please note that there is no 2007 value given for "Sources support an argumentative thesis." We revised that goal this year to read "Sources act as support.)

Goal Description	Average Score 2006	Average Score 2007
Writing is organized logically and effectively	35%	40%
Writing indicates the writer's recognition of a specific rhetorical situation and audience and indicates a deliberate use of clear techniques relative to the purpose and situation	53%	85%
Writing generally follows academic conventions of spelling, grammar, and style	93%	90%
Arguments are well-reasoned and convincing	33%	45%
Sources are reliable and appropriate for the audience*	73%	95%; 5% N/A
Sources are synthesized effectively	53%	60%

Sources are documented thoroughly and competently	45%	80%
Sources support an argumentative thesis	60%	N/A
Sources act as support		65%

ANALYSIS OF INDIVIDUAL COURSE GOAL ASSESSMENT: This data provides us with more details about student performance in particular areas. For instance, while students in English 112 seem to be choosing reliable and appropriate sources for their papers, the percentages indicate that they may need more instruction in creating well-reasoned and convincing arguments that also include the articulation of opposing arguments. Some similar issues are also a concern in English 200, as students are documenting sources correctly but are not always synthesizing or using those sources to help support their arguments.

Last year was the first year using our new assessment methods; therefore, we believe that beginning next year, we can reach more reliable conclusions about how students seem to be performing from year to year.

ACCURACY OF SCORING: All English 111, 112, and 200 papers were read three times. The result common to two of the three evaluators was recorded.

FULL PORTFOLIO ASSESSMENT

English instructors read 100 papers compiled in "full" portfolios which consisted of either two papers each from English 111, 112, and 200 or two papers each from English 112 and English 200 (representing the work of those students who were exempt from English 111). Instructors were asked to read the portfolios holistically, marking whether students showed progress in six key areas.

Instructors were asked "Does the writing in the portfolio show signs of the writer's progress from 111/112 through 200? If yes, in what areas?" Instructors were given a list of five areas where students might show progress.

Progress Area	Average Score 2006	Average Score 2007
Development of argument skills	44%	55%
Development of effective organization	33%	55%
Use of rhetorical techniques appropriate to purpose and audience	56%	20%
Documentation of sources	33%	60%
Use of academic conventions of spelling, grammar, and style	33%	20%

ANALYSIS OF FULL PORTFOLIO ASSESSMENT: We are pleased that the majority of student writers show improvement in developing argument skills, organizing their writing, and documenting sources. However, we would like to see more marked improvement in students' ability to use appropriate rhetorical strategies and academic conventions.

ACCURACY OF SCORING: Each full portfolio was read three times, and only those items marked by both evaluators were included in these results. Also, if the student was already a strong writer in an area, the evaluator would not have marked that the writing showed progress.

2. Writing Attitude Survey

Below are results for responses to key items on the Writing Attitude Survey, which is administered each fall to all composition students.

Percentages refer to those who answered a (very satisfied/greatly improved) or b (somewhat satisfied/somewhat improved), the 2 most positive responses out of 5.

Rate your ability as a writer at the end of the semester.

	English 111	English 112	English 200	AVG.
Fall 2002	93	92	83	89
Fall 2003	90	86	84	88
Fall 2004	Data Unavailable			
Fall 2005	88	90	87	88

Last year we revised the student attitude survey. This question now reads, “Has this course helped you improve your writing?” The options are “yes” and “no.” The percentages refer to those who answered “yes.”

Fall 2006	86	87	81	**85**
Fall 2007	**90**	**93**	**81**	**88%**

How do you rate your general satisfaction with the course?

	English 111	English 112	English 200	AVG.
Fall 2002	90	83	78	85
Fall 2003	84	93	78	85
Fall 2004				

	81	88	76	81
Fall 2005				
	83	84	78	81

Last year we revised the student attitude survey. This question now reads, "How would you rate your general attitude towards this course?" The options for answers were "very satisfied," "mostly satisfied," "somewhat satisfied," and "not satisfied." The percentages here refer to those who answered "very" or "mostly satisfied."

Fall 2006				
	71	72	64	69
Fall 2007	**77%**	**86%**	**74%**	**77%**

How do you rate your general satisfaction with the lab? (applies only to Eng. 111)

Fall 2002	
	81%
Fall 2003	
	82%
Fall 2004	
	86%
Fall 2005	
	79%

This question now reads, "How would you rate your general attitude toward the lab?" The options for response were "very satisfied," "mostly satisfied," "somewhat satisfied," and "not satisfied." These percentages refer to those who answered "very" or "mostly satisfied."

Fall 2006	
	80%
Fall 2007	**84%**

We also added several new questions to the writing attitude survey which we will track on a regular basis. For each of the English 112 and 200 surveys, we asked students to what extent their previous composition courses had prepared them for this course. The options for response were "very well," "somewhat," "not at all," and "I did not take English 111" or "I did not take English 112." These percentages refer to those who responded "very well" or "somewhat."

If you took English 112, to what extent do you feel that English 111 prepared you for English 112?

Fall 2006	87%

Fall 2007 92%

If you took English 200, to what extent do you feel that English 112 prepared you for English 200?

Fall 2006 100

Fall 2007 89%

ANALYSIS: Based on these numbers, we conclude that students believe that their composition courses help them improve their writing. They are also generally satisfied with both their courses and the English 111 Lab. We are also pleased that students feel as though each course in the composition sequence prepares them for the next.

3. PRAXIS I

Early Fall 2002 through Late Spring 2003: The PRAXIS I test was administered 86 times to students at FMU, most of whom completed their composition work at FMU. There were 52 (60%) passes overall. Of that number, 45 were first-time passes (students have 3 chances to pass it.).

Early Fall 2003 through Late Spring 2004:
DATA NOT AVAILABLE.

January 2004 through December 2004
The PRAXIS I test was administered 127 times to students at FMU, most of whom completed their composition work at FMU. There were 67 passes (53%) overall and 59 first-time passes.

January 2005 through December 2005
The PRAXIS I test was administered 210 times to students at FMU, most of whom completed their composition work at FMU. There were 101 passes (48%) overall.

January 2006 through December 2006
The PRAXIS I test was administered 174 times to students at FMU, most of whom completed their composition work at FMU. There were 94 passes (54%) overall.

January 2007 through December 2007
The PRAXIS I test was administered 210 times to students at FMU, most of whom completed their composition work at FMU. There were 114 passes (54%) overall.

Analysis: The 2006 and 2007 pass rate is higher than in the past two years, but it is still a cause for concern. Figures for the past several years are somewhat misleading because students may retake the PRAXIS I exam if they fail it initially. Also, students may now take the computer-based test at any time as an alternative to the regularly-scheduled paper and pencil tests.

The Writing Center is now offering a workshop for students taking the PRAXIS. We hope that this workshop will help with the overall pass rate.

4. Performance Comparison of Students Starting in Different Composition Courses:

Comparison of 112 performance of students who completed 111 before taking 112 to students who did not take 111.

	S02	F02	S03	F03	S04	F04	F05	S05	S06	F06	S07	F07		
Avg. SAT Verbal of 111-starters:	463	472	458	447	454	458	458	448	453	460		447	457	
Avg. SAT Verbal 112-starters:	517	516	507	528	503	518	533	489	501	506		502	513	
Avg. 112 grade of 111-starters	2.4	2.2	2.3	2.2	2.1	2.4	2.3	2.3	2.4	2.3	2.5	2.5		
111-starters with C or better in 112	78%	62%	78%	75%	75%	57%	69%	71%	82%	74%	82%	77%		
Avg. 112 grade of 112-starters	2.0	2.1	1.9	2.0	2.1	2.1	2.0	2.1	2.5	2.5		2.4	2.8	
112-starters with C or better in 112	62%	69%	49%	74%	NA	73%	66%	50%	81%	80%	76%	89%		

Analysis: SAT verbal scores among incoming students continue to remain close to 500 for students starting with English 112 and slightly lower for those starting with English 111. It seems as though those students who do take English 111 are adequately prepared for their work in English 112.

Improvements in Place

1. We continued to use optional supplemental texts in composition classes. In the fall, the supplemental text was *This Boy's Life* by Tobias Wolff, and the author met with our composition students during the Fiction and Poetry Festival. The supplemental text in the spring was Toni Morrison's *The Bluest Eye*, and we held a colloquium featuring a panel of discussants including Jo Angela Edwins, Jacqueline Jones, and student Heidi England.

2. We conducted a fall workshop for the English Department faculty on teaching themed English 200 courses. This workshop featured Jennifer Kunka, Laura Morris, Bill Ramsey, and Patrick Rabon. Our spring workshop was on using creative writing in composition classes. The speakers were Beckie Flannagan and Lynn Kostoff.

3. We created a composition wiki which includes course descriptions and sample syllabi and assignments. Using this wiki, faculty will be able to easily add and update their teaching materials.

4. We adopted a new handbook for our composition courses—*The Prentice Hall Reference Guide.* Additionally, we reviewed textbooks for English 111 and updated the recommended textbook list.

5. Dr. Edwins, Assistant Composition Coordinator & Director of the English 111 Writing Lab, held a mid-semester training session for the lab tutors to encourage conversation about tutoring issues and to provide extra support for lab tutors.

6. We conducted an evaluation of the administration of the composition program. These findings will be reported to the department in the Fall 2008 semester.

7. We secured funding from Pearson Publishing for four new composition awards. Next year we will be able to offer $250 to the McCrimmon Award winner and three additional awards of $50 each for the best papers in English 111, 112, and 200.

8. The department approved an expanded version of *Final Draft* which will be printed and sold in the bookstore as a required text for all composition courses. This new version will include student writing as well as information about placement into composition courses, course descriptions and objectives, and plagiarism policies.

9. Dr. Edwins, working with Academic Computing Services, was able to improve the temporary wiring setup in the English 111 Writing Lab.

10. We discontinued the use of floppy disks in the English 111 Writing Lab and are now using USB drives.

11. We conducted an evaluation of the composition program and presented those findings to the department in the spring semester.

Planned Improvements

1. In the fall, we will form a committee to examine new English 112 textbooks for adoption.

2. We will host a colloquium in the Fall 2008 semester with Tom Perrotta, author of the Fall 2008 supplemental text *Election*. In Spring 2009, we will use Jon Krakauer's *Into the Wild* as our supplemental text and will hold a colloquium for students.

3. Next year we will conduct a workshop on techniques for teaching argument.

4. We will be using a new Orientation Guide for new faculty that includes information about teaching in our Composition Program.

5. We will continue to explore possible options for collecting student writing electronically to aid in our student writing assessment.