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Characteristics of Selected
Lower Division Courses
at the University of Minnesota

by

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Introduction

The purpose of this report is to inform the General College (GC) community about the teaching strategies students encounter in non-GC courses. The mission of GC is to prepare students to transfer to degree granting colleges of the University. In order to adequately prepare students for transfer, the faculty and staff of GC must have accurate and up-to-date information about the curriculum and courses of other colleges. While much information is available from documents such as bulletins and course guides, detailed information about the specific requirements of courses is less generally available. The study was designed to collect information about the structure and pedagogy of non-GC courses that enroll significant numbers of GC students. The information will become part of an ongoing evaluation of the GC curriculum and provide information about ways in which GC courses should be modified to better prepare students for success after transfer.

Methods

Respondents

A survey requesting information about courses was sent to University of Minnesota faculty from a variety of departments. These faculty were chosen because they taught 1xxx and 3xxx level courses that are commonly taken by both students in GC and by those who have recently transferred from GC to another college within the University. University registration records were used to identify which courses GC students were registering for before and after transfer. Class schedules were used to identify the instructor for each course. When instructor assignment did not appear in the class schedule, departments were contacted for this information. Professors were only asked to fill out information for one course. Thus, courses were omitted from our study if the professor was asked for information on another course. The course included in the study was chosen by the authors in consultation with the Professor. In addition, courses in which enrollment was less than 10 students per quarter and courses that no longer existed were omitted. In cases where a graduate teaching assistant was the primary instructor, we requested that the teaching assistant fill out the survey.

Materials

The survey was modeled after one designed by Constance Schmitz, former director of the GC Office of Research and Evaluation, in 1987. The survey was revised in consultation with the GC Curriculum Committee. Once the survey was developed it was submitted to GC faculty as a pilot study. The faculty were asked for feedback on the content and phrasing of questions, and the time and difficulty involved in completing the survey.

The survey was split into six different sections of inquiry. The sections were:

1. the general structure of the course and number of students enrolled,
2. the amount, type, and importance of the readings required for the course,
3. the amount and type of required writing,
4. skills and basic knowledge needed for students to do well in the course,
5. assignment of students' grades,

6. method of teaching (lectures, small group work, large group discussion, etc.).

A copy of the survey can be found in Appendix A.

Procedure

Each professor was sent a packet including the survey with the professor's name and course number, a letter explaining our intent, and an envelope to return the survey. Distribution and return of the surveys was through campus mail. Professors who were in charge of assigning instructors to courses but did not actually teach them, were asked to forward the survey to the person who was responsible for teaching the course. To avoid possible confusion about who should fill out the surveys, these professors were contacted by phone and a process for distributing the surveys was agreed to. Returned surveys were given to the GC Office of Research and Evaluation to be analyzed.

Results

Of 132 surveys sent, 84 were returned completed, a return rate of 64%. Completed surveys were organized into four groups according to academic discipline. The four categories were:

1. Mathematics; mathematics, statistics and computer science (N=7);
2. Sciences; biological and health sciences (N=14);
3. Social Sciences; social sciences and speech communication (N=34);
4. Humanities; humanities, journalism, technical writing, language arts, fine arts, design, and architecture (N=29).

A complete listing of the courses and categories in which they were placed can be found in Appendix B.

General Information (Q.1-2)

The first question asked how many students enrolled in the course per quarter. Responses to this question were summarized in Table 1. Of the 84 courses, 34% were classified as small (11-45 students), 32% were classified as medium (50-125 students) and 34% were classified as large (135-550 students). All seven of the courses in the Mathematics category enrolled less than 50 students. All of the science courses enrolled more than 50 students. Social Science and Humanities courses were represented in all size categories.

TABLE 1

	Class size per quarter by course category		
	small (11 - 45 students)	medium (50 - 125 students)	large (135 - 550 students)
Mathematics	(7)100%	0	0
Sciences	0	(8) 57%	(6) 43%
Social Sciences	(9) 27%	(11) 32%	(13) 38%
Humanities	(12) 41%	(8) 27%	(9) 31%
Total	(28) 34%	(27) 32%	(28) 34%

Question 2 asked if the course included a lab or recitation. Of the total courses, 49% had no lab or recitation, 13% had a lab, and 33% had a recitation. All of the Mathematics courses included a recitation (86%) or a lab (13%). None of the Science courses included a recitation, however 43% included a lab. In the Social Sciences and Humanities, 35% of the courses included recitations and 6% included labs.

Reading (Q.3-20)

Questions 3-20 inquired about the reading required for the course. Overall, 79% of the courses required between 100 and 700 pages of reading. Seventy-one percent of the Mathematics courses required between 100 and 300 pages. In other disciplines the amount of reading varied considerably from course to course with 300-500 pages being the

median response. The amount of reading assigned per quarter is summarized in Table 2.

TABLE 2

Pages of assigned reading per quarter by course category					
	Total	Mathematics	Sciences	Social Sciences	Humanities
0 - 100	(4) 5%	0	(1) 7%	(2) 6%	(1) 3%
101 - 300	(23) 27%	(5) 71%	(4) 29%	(6) 18%	(8) 28%
301 - 500	(27) 32%	(2) 29%	(4) 29%	(13) 38%	(8) 28%
501 - 700	(17) 20%	0	(5) 36%	(7) 21%	(5) 17%
701 - 900	(8) 10%	0	0	(5) 15%	(3) 10%
900 +	(4) 5%	0	0	0	(4) 14%

Question 4 of the survey listed several types of reading and asked instructors to indicate the types required for their course. Overall, 80% of courses used textbooks for at least some of the required reading. All faculty teaching Mathematics and Science courses reported that textbooks constituted half or more of the reading for the course. Textbooks were required by 65% of the Humanities faculty, and 88% of the Social Science faculty. About 33% of the Social Science and Humanities faculty reported requiring journal articles and 52% of the Humanities faculty required fiction and poetry. Overall, approximately 15% of the faculty reported assigning magazines or newspapers, study guides, non-text or other academic materials. Table 3 reports the types of reading required by course category.

TABLE 3

Percent of courses that require a type of reading by course category.

type of reading	Total	Mathematics	Sciences	Social Sciences	Humanities
text books	(67) 80%	(7) 100%	(14) 100%	(30) 88%	(16) 65%
journal articles	(22) 26%	0	(1) 7%	(11) 32%	(10) 34%
magazines, newspapers	(12) 14%	0	(2) 14%	(6) 18%	(4) 14%
fiction, poetry	(16) 19%	0	0	(1) 3%	(15) 52%
study guide materials	(14) 16%	0	(2) 14%	(7) 21%	(5) 17%
non-text academic	(12) 15%	0	(1) 7%	(6) 18%	(5) 17%
other	(12) 15%	(1) 14%	(1) 7%	(4) 12%	(6) 21%

In questions 5-16, instructors were asked to indicate the purpose of the required readings by ranking a variety of listed purposes. The purposes are listed in Table 4. Overall, the most frequently chosen purposes were:

- familiarize students with a topic so they can follow class lecture and discussion better
- supplement the lecture, reinforce concepts, provide extra depth
- learn something specific related to the subject matter or content of the course.

In addition to these three purposes, Mathematics instructors checked enable students to perform certain procedures, analyses, calculation, routines, processes. The purpose most frequently checked by Science instructors was help students acquire knowledge of specific facts, terms, concepts, procedures and recall them later. The Social Science faculty most frequently checked familiarize students with a topic so they can follow class lecture and discussion better. The Humanities faculty most frequently checked exercise critical thinking, analytical thinking, develop healthy skepticism. They were also more likely than other groups of faculty to select teach students to critique existing products in their field.

Questions 17-20 asked about the importance of the reading assignments to performance in the class. Question 17 asked if students can gain at least 75% of the knowledge they will be tested on by attending lecture and participating in class discussions and exercises. All of the Science faculty (100%) agreed or strongly agreed with this statement. The

majority of the Mathematics faculty (72%) agreed or strongly agreed with the statement. Half (50%) of the Social Science faculty and 38% of the humanities instructors agreed or strongly agreed with the statement.

TABLE 4

Importance rankings of purposes for reading in a course by course category

	Total	Mathematics	Sciences	Social Sciences	Humanities
foster students interest in and appreciation for a topic	8th	12th	7th	7th	7th
familiarize students with a topic so they can follow class lecture and discussion better	1st	1st	3rd	1st	4th
enable students to apply ideas presented in the text to problems presented in class, assignments, or exams	4th	2nd	6th	6th	3rd
help students acquire knowledge of specific facts, terms, concepts, procedures and recall them later	7th	6th	1st	8th	8th
teach students to critique existing products in their field	9th	11th	11th	10th	2nd
help students formulate a position regarding a trend, policy, work of art, philosophy	11th	7th	12th	11th	10th
enable students to perform certain procedures, analyses, calculations, routines, processes	10th	3rd	8th	9th	11th
learn something specific related to the subject matter or content of the course	3rd	4th	4th	4th	5th
understand a range of perspectives to gain viewpoints other than the professors; to think from a diversity of viewpoints	5th	10th	9th	3rd	6th
supplement the lecture, reinforce concepts, provide extra depth	2nd	5th	2nd	2nd	9th
exercise critical thinking, analytical thinking, develop healthy skepticism	6th	8th	5th	5th	1st
other	12th	9th	10th	12th	12th

Question 18 asked instructors to indicate the extent of their agreement with the statement, It would be very difficult for a student to complete this course with a "C" or above if s/he did not read most of the required readings. At least 70% of the instructors in each category chose "agree" or "strongly agree" responses. Question 19 asked if instructors agreed or disagreed with the statement, My lectures cover some of the content covered in the text, but basically students are responsible for learning assigned material on their own. The majority of responses (71%) in the Mathematics and the Science categories were disagree or strongly disagree, meaning that lectures covered content from the text. The majority of responses (67% and 69% respectively) in the Social Science and the Humanities categories were agree, indicating that students were expected to learn the text on their own. Finally, question 20 asked if most students could pass the course with a "C" or better if they did all the reading but did not attend class. Results indicated that most instructors (90%) who teach courses in the Social Science and the Humanities disagreed or strongly disagreed with this statement and 57% of the instructors from the Mathematics and Science categories disagreed or strongly disagreed.

Writing (Q.21-41)

Questions 21-41 asked about the writing assignments required for the course. Forty-three percent of the instructors of Mathematics and Science courses indicated that writing was only required on exams. Eighty-five percent of the Social Sciences faculty and 90% of Humanities faculty required some writing in addition to exams.

TABLE 5

How many total pages of writing are required for the course?

	All classes	Mathematics	Sciences	Social Sciences	Humanities
none except on exams	(17) 20%	(3) 43%	(6) 43%	(5) 15%	(3) 10%
less than 10 pages	(18) 21%	0	(5) 36%	(9) 27%	(4) 14%
10 - 20 pages	(31) 37%	(1) 14%	(2) 14%	(16) 47%	(12) 41%
21 - 40 pages	(12) 14%	(2) 29%	(1) 7%	(2) 6%	(7) 24%
more than 40 pages	(3) 4%	(1) 14%	0	0	(2) 7%

When asked about the type of writing required, the most common responses were writing on exams (43%), essays or themes (36%) and major reports or research papers (20%). Lab write-ups were required in 28% of the science courses. Essays and themes were required in 65% of the Humanities classes and 26% of the Social Science classes. Major reports or research papers were required in 28% of the Humanities classes and 24% of the Social Science classes. When asked which type of writing has the greatest impact on students' grades, instructors gave answers similar to those reported above.

Questions 24-40 asked instructors to rank criteria on their importance in judging students' writing. The five factors most likely to be selected were:

- critical, logical, analytical thinking
- substance, understanding and depth
- develop argument, state position
- use of examples or evidence
- accuracy

Critical, logical, and analytical thinking" was listed within the top 5 most important criteria for each group. Science and Social Science faculty were more likely than other faculty to include meets purpose and intentions of assignment. Humanities faculty were more likely to include use of examples or evidence and creativity, interesting approach. Of least concern to the faculty were factors such as mechanics or grammar, appropriateness of citation style and presentation. A complete ranking of the 17 criteria can be found in Table 6.

Basic Knowledge (Q.42-64)

Questions 42-64 asked instructors to indicate what basic knowledge and skills were needed for students to succeed in their course. Instructors checked items from a list to indicate necessary knowledge and skills. Across categories, the most frequently checked items were critical reading (73%) and questioning (66%). For Mathematics courses, instructors indicated that students must know basic arithmetic (100%), graphing or charting (100%), and algebra (100%). For Science courses, instructors indicated that students must know basic arithmetic (93%), graphing or charting (86%), critical reading (71%), and algebra (64%). Critical reading (65%) and questioning (50%) were most often checked for Social Science courses. Critical reading (86%), questioning (76%), typing or word processing (59%), and oral communication (48%) were checked for the Humanities courses. Results for questions 42 - 63 are presented in Table 7.

TABLE 6

Ranking of factors that influence judgments of student writing by subject area

	Total	Mathematics	Sciences	Social Sciences	Humanities
mechanics or grammar	16	14	13	13	15
style or general coherence	9	13	14	4	9
organization	7	10	10	5	7
presentation	14	15	15	11	17

appropriate citation style	17	16	16	14	16
late papers	11	7	12	9	13
critical, logical, analytical thinking	1	1	1	1	4
develop argument, state position	3	3	7	2	2
use of examples, evidence	4	4	8	6	1
original thought	12	12	4	15	8
substance, understanding,	2	2	3	7	3
choice/definition of topic	15	11	17	16	14
application of class terms, concepts	10	6	9	10	10
accuracy	5	5	2	8	11
creativity of approach	13	17	11	17	5
sign of growth, improvement	8	9	6	12	6
meets intentions of assignment	6	8	5	3	12

TABLE 7

Percent of Instructors who indicated that students should have the listed knowledge or skill before taking their course

	Total	Mathematics	Sciences	Social Sciences	Humanities
prior content knowledge	33%	71%	50%	18%	35%
artistic skills	0	0	0	0	0
library skills	30%	14%	21%	35%	31%
oral comm skills	35%	14%	29%	29%	48%
interviewing	1%	0	0	3%	0
word processing	39%	0	7%	44%	59%
critical reading	73%	57%	71%	65%	86%
lab skills	5%	14%	7%	3%	3%
map reading	13%	29%	14%	12%	10%
questioning	66%	71%	79%	50%	76%
basic arithmetic	38%	100%	93%	32%	3%
graphing or charting	30%	100%	86%	18%	0
algebra	24%	100%	64%	12%	0
geometry	17%	86%	50%	3%	0
trigonometry	6%	29%	14%	3%	0
calculus	1%	0	7%	0	0
probability	4%	14%	14%	0	0
descriptive statistics	11%	29%	7%	18%	0
inferential statistics	2%	0	0	6%	0
computer applications	0	0	0	0	0
spreadsheet	1%	0	0	3%	0
computer programming	0	0	0	0	0

Assignment of grades (Q.65-69)

Questions 65-69 inquired about the methods of assessment used in determining students' grades. Question 65 asked the

instructor to indicate the percentage of the students' overall grade determined by each of the forms of assessment listed in the question. Overall, midterms and finals were the only forms of assessment that were commonly chosen as making up 50% or more of the students' grades. Final exams were used to assess students in 86% of the courses and midquarters were used in 71%. Major papers were used to assess students in 62% of the Humanities courses. Class or group participation was a factor in assessment in 41% of the Humanities courses and very few courses in other disciplines. A complete table of results for question 65 can be found in Table 8.

TABLE 8

Percent of instructors who use the form of assessment to determine students grades

	total	Mathematics	Sciences	Social Sciences	Humanities
major papers	40%	0	7%	41%	62%
unit or chapter tests	2%	0	0	6%	0
quizzes	30%	43%	50%	26%	20%
group papers or projects	10%	0	14%	12%	7%
group tests	6%	14%	7%	3%	7%
class or group participation	23%	0	7%	18%	41%
oral exam or presentation	2%	0	0	6%	0
student self-assessment	2%	0	0	6%	0
written assignments not major papers	25%	29%	14%	31%	27%
final exam	86%	100%	100%	85%	76%
midquarter exams	71%	86%	79%	82%	52%
attendance	4%	0	0	3%	7%
homework	8%	29%	14%	6%	3%
other	16%	29%	29%	9%	17%

Question 66 asked instructors to indicate the types of items used on their exams. Calculations or problem solving and multiple choice were the most common types of items used on Mathematics tests. Short answer and multiple choice were the most common types of items on Science exams. Short answer, short essay, and multiple choice were the most common item types on Social Science exams. Short answer and long essay were the most commonly indicated item types for Humanities exams. When asked about testing strategies, results indicated that most courses do not use take-home, open book/note, computer assisted, crib sheets, or group tests. Results for question 66 are presented in Table 9.

TABLE 9

Percent of instructors who report using the types of test items listed in question 66

	Total	Mathematics	Sciences	Social Sciences	Humanities
calculations or problems	21%	100%	57%	9%	0
short answer (2 -5 sentences)	40%	43%	57%	32%	41%
short essay (less than 2 pages)	26%	0	29%	30%	27%
long essay (more than 2 pages)	27%	0	0	26%	48%
matching	14%	14%	29%	6%	17%
multiple choice	50%	71%	64%	53%	35%
true/false	19%	14%	21%	18%	21%
sentence completion	6%	0	7%	6%	7%

other	5%	0	7%	3%	7%
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The two final questions about assessment asked about grading approach and performance feedback. Overall, 11% of the instructors indicated that they graded on a curve, 36% graded according to points and percentage and 49% used some combination of the two strategies. When asked how often students are provided with feedback in their course, 2% provided daily feedback, 19% weekly feedback, 17% feedback 6 to 9 times a quarter, 36% feedback 3 to 5 times a quarter and 16% feedback 1 or 2 times a quarter. The least frequent level of feedback was reported in Science courses, where students received feedback 3 - 5 times per quarter in 71% of the classes. The highest levels of feedback were reported in Mathematics courses where students received feedback weekly in 43% of the courses. Results for question 69 are presented in Table 10.

TABLE 10

Percent of faculty indicating they give feedback to students at the listed rate

	Total	Mathematics	Sciences	Social Sciences	Humanities
daily feedback	2%	0	0	3%	3%
weekly feedback	19%	43%	7%	15%	24%
6-9 times per quarter	17%	14%	7%	21%	17%
3 - 5 times per quarter	36%	43%	71%	27%	28%
other	5%	0	0	12%	3%
missing	5%	0	7%	9%	0

Course Structure (Q.70-79)

The final section of the survey inquired about the structure of the course. Overall, 70% of instructors indicated that lecture is the instructional strategy used for at least half of the course and only 7% indicated that they never lecture. Other common strategies are small group discussion and class discussion, but these accounted for less than half of the course. Some strategies were rarely used in courses. These included computer work (4%), student presentations (10%), in class writing (13%), small group work (15%), and guest speakers (14%). Instructors in the Social Sciences and Humanities were more likely than faculty in Mathematics and Science to report using a variety of strategies. Results for questions 70 - 79 are presented in Tables 11 and 12.

TABLE 11

Percent of faculty who reported using a listed class structure 50% of the time or more

	Total	Mathematics	Sciences	Social Sciences	Humanities
lecture	70%	72%	79%	70%	65%
small group discussion	1%	0	0	1%	0
class discussion	4%	14%	0	0	7%
other	2%	0	7%	0	3%

TABLE 12

Percent of faculty who reported using a listed class structure less than 50% of the time

	Total	Mathematics	Sciences	Social Sciences	Humanities
lecture	23%	14%	14%	21%	35%
small group discussion	42%	43%	14%	50%	45%
class discussion	43%	14%	29%	47%	52%

computer work	4%	0	0	3%	7%
presentation or perform.	10%	0	7%	12%	10%
in-class writing	13%	14%	14%	9%	17%
small group work	16%	14%	21%	18%	10%
videos or films	32%	0	21%	32%	45%
guest speakers	14%	0	7%	26%	7%
other	8%	14%	14%	9%	3%

Discussion

The results from the faculty survey provided useful information about non-GC courses that many GC students take before or after transferring. The results were especially useful when categorized according to discipline. It is quite evident from the survey, that different disciplines rely on different skills, assign different types of reading and writing assignments, and test differently. GC faculty will find it useful to study the responses of non-GC faculty in their disciplinary area.

Most of the courses included in the survey enrolled more than 50 students. In GC, few courses enroll more than 50 students. The difference in class size suggests that students are likely to be in larger classes when they enroll outside of GC. One of the risks of large classes is that students may be reluctant to approach the instructor of the course when they have questions or concerns. GC students need to be coached in strategies for approaching instructors of large classes.

Reading

Reading was an important component of almost every course. Textbooks were widely required, suggesting that students must be able to learn from them in order to be successful in non-GC courses. However, learning to read textbooks is not sufficient for success in non-GC courses. Many courses required readings besides textbooks. The selections differed in logical ways across disciplines. Journal articles and fiction or poetry were mentioned with enough frequency so that GC students should be skilled in reading them before they take non-GC courses. The purposes for the reading assignments were very similar across the disciplines and stressed the acquisition of content knowledge. Strategies that help students identify and remember the important content in the reading are likely to be important for learning in most courses. The responses to questions that asked about the importance of completing the reading assignments were varied. In some courses the reading is the major source of information, in others the reading is a supplement to lecture. Overall, instructors indicated that students could probably pass their course if they attended lectures and did not do the readings, but that students could not pass by just doing the readings and not attending lecture. These responses suggest that attendance and note taking are as important as reading for student success.

Writing

Almost all of the instructors surveyed indicated that students were required to do some writing on their exams. Other than writing on exams, lab write-ups were required in Mathematics and Sciences courses and essays, themes, major reports, and research papers were required in Social Science and Humanities courses. The information about writing assignments suggests that discipline specific writing instruction would be useful for students. The survey results suggest that students need to know how to write in a variety of ways, depending on the major they choose. Consequently, it may be beneficial for instructors in each discipline to investigate the writing that students will be doing in later classes and start teaching how to do that type of writing.

Basic Skills

We asked instructors to indicate basic knowledge and skills that students should have before taking their course. The most common answers, across categories, were critical reading and questioning. In Mathematics and Science courses students also need to know basic arithmetic, graphing and charting, and algebra. These skills should be mastered by students who intend to take courses in these disciplines, before leaving GC. Social Science and Humanities instructors

emphasized the importance of critical reading and questioning and added to that word processing and oral communication. This information suggests that opportunities to develop these skills should be incorporated into the writing, social science and humanities curriculum.

Assessment

When asked about assessment and what instructors use to determine students' grades, the responses varied. However, it was common for a midterm and final to make up the bulk of a student's grade. GC courses frequently include a wider variety of assessment opportunities. Ways should be identified to prepare students to be successful in the mid-quarter/final exam structure. Students receive feedback in GC courses very often, often daily or weekly. Feedback occurs less frequently in the courses included in this survey. Students can be taught strategies for tracking their own performance in courses and for seeking feedback when more is desired.

Method of Instruction

Finally, the survey suggests that the lecture is being used by 70% of non-GC instructors as the primary source of instruction. GC faculty are more likely to use a wide variety of teaching strategies. In weighing the benefits of those strategies, the faculty must insure that students are equipped with the listening and notetaking skills necessary for learning from lectures.

Appendix A

Transferring Within the University: A Survey of Faculty on Their Expectations of Students in Introductory and Intermediate Courses

The course for which we would like information is the day school offering of:

1. Approximately how many students enroll in this class during a single quarter?
_____ students in each section
2. Which of the following best describes this course? (Please check one):
 a class with no lab or recitation
 a class with a lab (please respond to questions with lab and lecture in mind)
 a class with a recitation (please respond to questions with recitation and lecture in mind)

These questions concern the amount, type, and purpose of reading required in your course.

3. Approximately how much reading do you assign during the quarter in this course?
(Please check one):
 none (skip to question #21)
 under 100 pages 501-700 pages
 100-300 pages 701-900 pages
 301-500 pages over 900 pages
4. What types of reading materials are required? (Please estimate the percentage of each type of reading material you assign)
 % college text books % fiction or poetry
 % journal articles, monographs % study guide materials
 % magazines, newspapers % nontext academic books
 % other: _____

What instructional purposes do your readings serve? Please rate the importance of each of the following purposes by circling one number in the column to the right. Use this scale:

1 = not important at all, 5 = extremely important.

"The purpose of reading assignments in this class is to...."

5. foster students' interest in or appreciation for a topic

1 2 3 4 5

6. familiarize students with a topic so they can follow class lecture and discussion better

1 2 3 4 5

7. enable students to apply ideas presented in the text to problems presented in class, assignments, or exams

1 2 3 4 5

8. help students acquire knowledge of specific facts, terms, concepts, procedures, and recall them later

1 2 3 4 5

9. teach students to critique existing products in their field (e.g., novels, research studies, plays, translations)

1 2 3 4 5

10. help students formulate a position regarding a trend, policy, interpretation of work of art, philosophy, etc.

1 2 3 4 5

11. enable students to perform certain procedures, analyses, calculations, experiments, routines, processes

1 2 3 4 5

12. learn something specific related to the subject matter or content of the course

1 2 3 4 5

13. understand a range of perspectives, to gain viewpoints other than the professor's, to think from a diversity of viewpoints

1 2 3 4 5

14. supplement the lecture, reinforce concepts, provide extra depth

1 2 3 4 5

15. exercise critical thinking, analytical thinking, develop healthy skepticism

1 2 3 4 5

16. other (please specify): _____

1 2 3 4 5

How crucial are the reading assignments to successful performance in your class? Indicate how much you agree or disagree with the following statements. (Please circle one response option for each statement):

handwritten or typed, format, neatness)	1	2	3	4	5
28. appropriate citation style	1	2	3	4	5
29. late papers	1	2	3	4	5
30. critical, logical, analytical thinking	1	2	3	4	5
31. develop argument, state position	1	2	3	4	5
32. use of examples or evidence	1	2	3	4	5
33. original thought	1	2	3	4	5
34. substance, understanding, depth	1	2	3	4	5
35. choice/definition of topic	1	2	3	4	5
36. application of class terms concepts, themes	1	2	3	4	5
37. accuracy	1	2	3	4	5
38. creativity, interesting approach	1	2	3	4	5
39. sign of student growth, self-awareness, improvement	1	2	3	4	5
40. meets purpose and intentions of assignment	1	2	3	4	5
41. What, if any, other criteria guide your assessment of student writing?					

The following questions assess factors that affect students' ability to do well in your course.

Please indicate (by checking YES or NO) whether or not students should have a basic knowledge of the following areas before registering for your course.

42. introductory knowledge, skills in a content area	___ YES	___ NO
43. artistic skills (drawing, painting, music, visual)	___ YES	___ NO
44. library skills	___ YES	___ NO
45. oral communication	___ YES	___ NO
46. interviewing	___ YES	___ NO
47. typing or word processing	___ YES	___ NO
48. critical reading	___ YES	___ NO
49. lab skills	___ YES	___ NO
50. map reading	___ YES	___ NO
51. questioning	___ YES	___ NO
52. basic arithmetic	___ YES	___ NO
53. graphing or charting	___ YES	___ NO
54. algebra	___ YES	___ NO
55. geometry	___ YES	___ NO
56. trigonometry	___ YES	___ NO
57. calculus	___ YES	___ NO
58. probability	___ YES	___ NO
59. descriptive statistics	___ YES	___ NO
60. inferential statistics	___ YES	___ NO

61. computer applications/data base management YES NO
62. spreadsheets YES NO
63. computer programming YES NO
64. other (please specify): _____

Student Assessment

65. What percentage of the student's overall grade is determined by the following forms of assessment? (Please estimate a percentage for each type listed):
- | | |
|--|--|
| <input type="checkbox"/> % major papers | <input type="checkbox"/> % final exam |
| <input type="checkbox"/> % unit or chapter tests | <input type="checkbox"/> % group tests |
| <input type="checkbox"/> % group papers or projects | <input type="checkbox"/> % quizzes |
| <input type="checkbox"/> % class or group participation | <input type="checkbox"/> % midquarters |
| <input type="checkbox"/> % oral exam or presentation | <input type="checkbox"/> % attendance |
| <input type="checkbox"/> % student selfassessment | <input type="checkbox"/> % homework |
| <input type="checkbox"/> % written assignments other than major papers | |
| <input type="checkbox"/> % other: _____ | |
66. What types of items are used in your exam(s)? (Estimate the percentage of the test that is based on each of the following item types)
- % calculations or problem solving
- % matching
- % short answer (25 sentences)
- % multiple choice
- % short essay (less than 2 pages)
- % true/false
- % long essay (more than 2 pages)
- % sentence completion
- % other _____
67. Do you regularly use any of the following testing strategies? (Check all that apply):
- takehome
- crib sheets
- open book/notes
- taken in groups
- computer assisted
- other _____
68. What type of grading approach do you use? (Please check one):
- tests and assignments are graded on a curve
- tests and assignments are graded according to points and percentages
- tests and assignments are graded on some combination of strategies
69. How often are students provided with feedback on their performance in the class? (Please check one):
- daily
- 69 times during the quarter
- 12 times during the quarter
- weekly

____ 35 times during the quarter
 ____ other _____

How is the class structured? Please write the percentage which most accurately indicates the amount of time each instructional strategy is used throughout the quarter:

70. lecture ____ %
 71. in-class writing ____ %
 72. small group discussion ____ %
 73. small group work ____ %
 74. computer work ____ %
 75. videos/films ____ %
 76. class discussion ____ %
 77. guest speakers ____ %
 78. presentation or performance ____ %
 79. other: _____ %
 80. Can you tell us anything else about your course its content or procedures that would help us to prepare GC students adequately for it?

To receive a brief summary of results, leave your name and campus mailing address below:

Name:

Address:

THANK YOU FOR COOPERATING IN THIS PROJECT.

If you have any questions concerning this survey,
 please call Cathrine Wambach 625-2547

Appendix B

Courses Included in the Survey Results

Mathematics	Sciences	Social Sciences	Humanities
CSci1001	Ast 1011	Anth 1102	AmI 1771
Math 1031	Bio 1009	Anth 3201	Afro 1020
Math 1051	Bio 1101	Cpsy 5303	AmSt 1001
Math 1142	BioC1404	ComD 3101	AmSt 1002
Math 1251	CBN 3001	Econ 1101	AmSt 1003
Stat 1001	Chem 1003	FSos 1001	ArtH1002
Stat 3011	Chem 3301	Geog 1301	ArtH 1921
	GCB 3022	Geog 1401	Art H 3012
	Geo 1001	Geog 1501	Chic 3105
	Geo 1002	Geog 3101	Clas 1042
	Geo 1012	HistM3003	Clas 1045
	Phys 1001	HisS1713	Comp 1027
	Phys 1106	HisS1813	Eng 1005
	Phys 1252	Hist 1023	Eng 1016
		Ling 3001	Eng 1017

		Ling 3001	Eng 1591
		Phil 1002	Eng 3008
		Pol 1001	Fren 3603
		Pol 1025	Germ 3604
		Pol 1041	Jour 1001
		Pol 1054	Jour 3003
		Pol 3051	Jour 3004
		Psy 1001	Jour 3006
		Psy 1004	JwSt 1134
		Psy 1011	Musc 1001
		Psy 3201	ThArt 1101
		Psy 3604	ThArt 1102
		RelS 3413	ThArt 3173
		Rhet 1222	
		Soc 1001	
		Soc 1003	
		Soc 1004	
		Soc 3201	
		Spch 1102	