



**Formative Assessment of Core A
101 and 103 for the Fall
Semester 2009 Based on Faculty
and Student Perceptions of
Student Learning Outcomes**

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August 20, 2010

TABLE OF CONTENTS

ABSTRACT	1
ACKNOWLEDGEMENTS.....	2
INTRODUCTION.....	2
THE ASSESSMENT MISSION.....	3
BACKGROUND INFORMATION.....	3
PROCEDURES.....	8
LOGISTICS.....	8
ASSESSMENT DESIGN.....	8
FINDINGS.....	19
TRAINING.....	19
WRITTEN COMMUNICATION.....	19
ORAL COMMUNICATION	20
CRITICAL THINKING.....	21
TECHNOLOGY/INFORMATION LITERACY.....	23
LOGISTICS:.....	26
SYLLABUS.....	26
TIMELINE.....	27
TEXTBOOKS	28
COMMUNICATION AND SUPPORT.....	29
CLASSROOMS.....	32
ANALYSIS OF DATA: STUDENTS.....	33
RESULTS OF STUDENT RESPONSES TO MATERIALS/ACTIVITIES THAT ASSISTED STUDENT LEARNING:	33

WRITTEN COMMUNICATION.....	33
ORAL COMMUNICATION	34
CRITICAL THINKING.....	35
TECHNOLOGY/INFORMATION LITERACY SKILLS.....	36
SUMMARY OF INTERVIEWED STUDENTS.....	37
Student Results of the One Time Formative Survey/Questionnaire	37
SUMMARY OF STUDENTS' PERCEPTIONS OF CORE 101/103.....	41
END OF SEMESTER STUDENT WRITTEN EVALUATIONS OF CORE 101/103	41
DISCUSSION OF STUDENT THEMES AND COMMENTS REGARDING CORE 101	45
Student Written Comments/Quotes Core 103	46
Student Written Comments/Quotes: Core 103.....	47
Suggestions:	48
SUMMARY OF STUDENT THEMES & COMMENTS REGARDING CORE 103.....	48
ANALYSIS OF DATA: FACULTY	48
WRITTEN COMMUNICATION	49
Faculty RESponses Regarding Written Communication.....	49
ORAL COMMUNICATION.....	50
Faculty Responses Regarding Oral Communication	50
CRITICAL THINKING	51
Faculty Responses Regarding Critical Thinking	51
TECHNOLOGY/INFORMATION LITERACY	52
Faculty Responses Regarding Technology Information Literacy.....	53
SUMMARY OF FACULTY RESPONSES	53

RESULTS OF FACULTY RESPONSES TO MATERIALS/ACTIVITIES THAT ASSISTED STUDENT LEARNING	54
OVERALL SUMMARY OF FACULTY AND STUDENT RESPONSES TO MATERIALS/ACTIVITIES THAT ASSISTED STUDENT LEARNING	55
DISCUSSION.....	55
REFERENCES	61
APPENDIX A: Radford University IRB-Investigators Form.....	62
INITIAL APPLICATION FOR REVIEW	62
APPENDIX B: Faculty Vitas.....	72
PROFESSIONAL ACTIVITIES.....	73
COURSES TAUGHT	75
APPENDIX C: Institutional Review Board Approval Letter	99
APPENDIX D: Student Response Data Sheet.....	100
APPENDIX E: Faculty Response Data Sheet	109
APPENDIX F: Coordinator Response Data Sheet.....	116
APPENDIX G: Administrators Questionnaire.....	119
APPENDIX H: Adult Informed Consent Form	120
APPENDIX I: Table 4-Results of One Time Student Survey for Core 101 Fall Semester 2009	121
APPENDIX J: Table 5-Results of One time Student Survey for Core 103 Fall Semester 2009	124
APPENDIX K: Table 6- Student Responses to Materials/Activities That Assisted Student Learning	128
APPENDIX L: Table 7-Faculty Responses to Materials/Activities That Assisted Student Learning	129
APPENDIX M: Table 8-Summary Comparison of Student and Faculty Responses/Activities That Assisted Student Learning	130

APPENDIX N: Table 9-Results of Faculty Responses to the Four Goals131

ABSTRACT***Formative Assessment of Core A 101 and 103 for the Fall Semester 2009
Based on Faculty and Student Perceptions of Student Learning Outcomes***

***Dr. Lee Stewart, Professor Emeritus, Recreation, Parks & Tourism
Dr. Carol Geller, Professor Emeritus, Teacher Education & Leadership
Dr. Sam Zeakes, Professor Emeritus, Biology***

This report presents the findings of the formative assessment of Core 101 and 103 taught during the 2009 Fall semester. The assessment was conducted by professor emeriti, Dr. Lee Stewart, Dr. Carol Geller, and Dr. Sam Zeakes. Two other professor emeriti, Dr. Karolyn Givens and Dr. Clay Waite, assisted with interviews. The assessment was based on the analysis of four sources of data: University documents, interviews with faculty and students, a post interview questionnaire, and a one-time end of semester student survey.

Seventy-eight percent of the teaching faculty, all Core A Coordinators, and administrators associated with the Core were interviewed. Six Core 101 and 103 students volunteered to be interviewed. The survey results included 834 Core 101/103 students who responded to questions reflecting their perceptions of the courses. University documents were used to obtain background information and establish timelines.

The findings indicate that written and oral communication goals were accomplished to a greater extent than the critical thinking and technology/information literacy goals. The success of the Core A Curriculum was compromised as a result of the condensed timeline in the creation and implementation of the courses. Overall, faculty supported the concept of the Core A Curriculum. The findings indicate, given the appropriate time and resources, that Core 101 and 103 have the potential to better prepare students for the demands of the future. Continuous assessments would benefit the overall program and help determine the future direction of general education at Radford University.

“One of the things that I would want to make clear is I know that there were a lot of really, really good people working on this, people with really good intentions. So, even the ones, the people who made the check boxes, they weren't...they weren't these faceless administrators who didn't care about education. They were educators who were trying to do the best job that they could, given the time that they were given. Just given the speed of the implementation, given the fact that they weren't able to pilot it, it was almost doomed to fail despite people's best efforts. I think that would be my final thought”

Faculty Member Quote

ACKNOWLEDGEMENTS

It cannot be overstated as to the appreciation we have for the students, faculty, and staff that gave their time and knowledge to help with this project. We want to thank the people who were interviewed for their honesty and willingness to talk with us. We also want to thank the following for their contributions to our efforts: Damien Allen, Bethany Bodo, Kim Chiapetto, Kim Crowe, William Dixon, Cliff Dumais, John Fox, Dr. Karly Geller, Patty Hill, Dr. Myrl Jones (editorial consultant), Lisa McDaniel, Sandy Rose, Michael Slate, Edward Smith, and Dr. Debra Templeton. We would also like to thank the entire staff at the RU Computer Help Desk for their assistance. All of these individuals gave of their time to help us.

The three of us accepted this project because we are committed to the people that work so hard to make Radford University (RU) a quality educational experience for students. We were cognizant of the difficult period that those employed at RU had been through and the role the new core curriculum had played during this stressful time. We also respect and appreciate each person that shared stories with us. In this light, we understood the importance of confidentiality and were committed to protecting individual rights. As a team, we worked independently of any Radford University office, committee, and/or individual. We have thoroughly enjoyed working together and hope this report will help provide the information necessary to determine the future of general education at Radford University.

INTRODUCTION

This report documents the findings of a formative assessment of Radford University's Core 101/103, part of the new core curriculum. The assessment was conducted during 2010 spring and summer by retired Radford University faculty, Dr. Lee Stewart, Dr. Carol Geller, and Dr. Sam Zeakes. These faculty members formed the Core Assessment Team (CAT). Two additional retired faculty

members, Dr. Karolyn Givens and Dr. Clay Waite, assisted with interviews. After approval by the Institutional Review Board, information from interviews, focus groups, questionnaires, and one-time end of semester formative student evaluations were assimilated into the final report. Additional findings were garnered from Faculty Senate records, the RU 7-17 Strategic Plan, the General Education Assessment Plan, and other documents. This report presents the assessment mission, background information, procedures, findings, and discussion.

THE ASSESSMENT MISSION

The mission of the formative assessment was to identify curricular strengths and weaknesses of Core 101/103 for the 2009 fall semester. The findings were based on perceived achievement of course goals as well as issues associated with the creation and implementation of the new general education curriculum. The study was designed to assess opinions of those directly involved in Core 101/103. This included students, teaching faculty (full-time, adjunct, and graduate students), core coordinators, and administrators.

BACKGROUND INFORMATION

The background and history are vital to understanding the circumstances that occurred prior to the beginning of the new core curriculum. Apprehension was felt by most of those working and learning at Radford University, especially the faculty teaching in the Core and the core coordinators. The manner and speed at which the curriculum was developed created a climate of controversy and ill-will surrounding the design and implementation of the new core curriculum.

According to the “Report of the *Ad Hoc* Investigative Committee to the Radford University Faculty Senate Executive Council” (October 1, 2009), the process used to develop the Core Curriculum was one of the major issues identified as a problem. Integral to this process was the committee’s findings that:

. . . in the end, the appropriate channels were utilized to bring about the new core curriculum and that its legitimacy or quality is not under question. However, the chain of events leading up to its submission to the General Education Curricular Advisory Committee (GECAC) remains troubling to many. As the issue of faculty primacy in matters such as the Core Curriculum is at the heart of maintaining the proper direction of educational programs, this situation should not be dismissed as a moot point because it seemed to work out in the end. The entire campus community recognized that there was an established

process for changing General Education. The reasons for not following that process initially remain unclear. (p. 5)

The report by the *Ad Hoc* Investigative Committee (October 1, 2009) further documents the process used to establish the new core curriculum:

At its meeting on August 23, 2007, the Board of Visitors approved a resolution mandating that a Core Curriculum be designed within the parameters of Directive 2: Goal 2.1 of the *RU 7/17 Strategic Plan*. It also mandated that the new curriculum was to be in place for the freshman class entering Radford University in the fall of 2008. The next day the Provost sent a memo to faculty that summarized the Board actions and established a plan for accomplishing the Board's requirements. (p. 5)

Although the General Education Curricular Advisory Committee (GECAC) existed as a standing body to review general education, the Provost named an *ad hoc* Core Curriculum Committee (CCC) to develop a new general education program. The creation of the CCC resulted in confusion about its role as well as the role of GECAC. It also created another layer of work for faculty trying to meet the demands made by the Board of Visitors (BOV) and resulted in complaints by faculty that the Provost had not followed established procedures.

The reason for the drive to create a new general education program seemed to originate from several sources. Numerous people who were interviewed commented on the reason for the new core curriculum. According to the interviewees, there was an impression that the general education program had not been substantially changed for many years and that it was not effective. According to a report by GECAC in spring 2006, the general education program at RU had never been effectively assessed. Therefore, there was no information that documented the success or failure of past general education programs. As a result of new guidelines from the Southern Association of Colleges and Schools (SACS), GECAC developed a "course embedded assessment" plan for the existing general education curriculum and the Faculty Senate approved it in Spring 2006. The plan involved all departments teaching general education courses. The departments were responsible for creating a system to assess the effectiveness of those courses in relationship to the learning outcomes in the area of study. Previously, the Faculty Senate had approved goals and objectives for each study area that were developed by GECAC. The goals and objectives made it possible to assess the impact of the general education program on student learning. According to the report (Spring 2006),

GECAC has developed a multi-stage plan for the assessment of general education courses. The plan will be implemented over a period of approximately five years, with courses in different areas beginning the process each year. (p. 3)

This plan was implemented, and departments were in the process of assessment at the same time the new core curriculum was being developed. Areas 1 – 6 of the existing general education were assessed and individual area assessment reports were started. The last two areas, Areas 7 and 8, were not assessed and a complete formal report was never written. The departments were directed to discontinue assessing the existing general education program prior to completion of the formal assessment. This meant that the work done by department chairs and faculty as well as GECAC members was not used to identify the strengths and weaknesses of the old general education program.

Other accrediting bodies also required assessment of the curriculum. According to Faculty Senate minutes, January 29, 2004, Dr. Steve Owen reported on behalf of the Curriculum Committee, the following:

... the committee is exploring the objective regarding the impact of NSSE and the QEP and is working collaboratively with the General Education Assessment Committee to develop and test assessment processes that can be administered systematically to meet the planning needs of academic units, accreditation agencies, and SCHEV.

Another influence on the change of general education may have been the Spellings Report. In September 2005, Margaret Spellings, the US Secretary of Education, established the Commission on the Future of Higher Education. The 2006 report, "A Test of Leadership: Charting the Future of U.S. Higher Education" indicated that the higher education system in the United States was lacking and it was not adequately preparing students for future employment. According to the report (2006),

As other nations rapidly improve their higher-education systems, we are disturbed by evidence that the quality of student learning at U.S. colleges and universities is inadequate and, in some cases, declining. (p. 3)

Perhaps as a result of this report, other universities and colleges were also redesigning and piloting new general education programs similar to that developed at Radford University.

As mentioned in the BOV's mandate, the Core Curriculum was to be designed within the parameters of the Directive 2: Goal 2.1 of the "RU 7-17 Strategic Plan". The Plan (August 23, 2007) indicated the following be done:

... revising, streamlining, and bringing into alignment our core curriculum (General Education) with processes and programs at institutions nationally recognized for academic excellence and broad-based student preparation. . . (p. 5)

The 7-17 Plan also included a requirement for 24 hours of common coursework and a decrease in total general education hours from 50 to 42.

It is important to note that the total number of weeks in the semester was decreased from 15 to 14 starting in January 2008. Every university course syllabus had to be rewritten and adjusted to address this shortened schedule. Faculty felt the reduction in classroom time had a negative impact on student learning. The additional work for this revision took away from faculty productivity and creativity, resulting in additional stress.

Faculty members have spent much time and effort throughout the years working on general education. A review of Faculty Senate minutes provides an idea of the work done toward general education improvement and assessment. A total of 52 entries related to general education were recorded in the Faculty Senate minutes from December 2001 to April 2009. These minutes mostly related to issues surrounding the assessment plan for the existing general education program and the development of the new core curriculum. The Faculty Senate minutes describe the process followed to approve the new core curriculum. These records also identify forums and meetings that were held to gather information about the Core. Numerous concerns by the faculty are also documented in the minutes. These concerns include the request for piloting the Core Curriculum, the difficulties in meeting the time demands mandated by the BOV, the concern about lack of resources including not having enough faculty to teach the Core, the need for faculty training, and the lack of flexibility for those teaching in the Core. On October 9, 2008, Dr. Webster Garrett reported the following:

... that her constituents were concerned about implementation, and wished to know why a pilot program was not a possibility before resources were committed to the full implementation of the program. Dr. Owen pointed out that the Board of Visitors' time line did not allow for a pilot program. Dr. Waldron noted that when the idea of a pilot program was addressed with the BOV, the reaction was very negative.

Dr. Rosemary Guruswamy, Chair, Department of English, also requested that a pilot be conducted before the Core Curriculum was initiated. The idea of a pilot was not supported by the administration; therefore, the Core was implemented for incoming freshman in Fall 2009 semester.

The administration and management of the new core curriculum were an ongoing issue that created many problems. Initially, the Provost had appointed an *ad hoc* committee, the Core Curriculum Committee (CCC), that reviewed general education models and made recommendations. The creation of this committee added to the controversy because it went outside the control of the faculty. After

their recommendations were made, this committee was disbanded. The Provost referred the CCC's proposal as well as others to GECAC in November 2007. Twelve proposals were reviewed and none were endorsed. GECAC proposed another curriculum and presented it to the Faculty Senate on January 24, 2008. The proposal was presented to the BOV at their January 28-31, 2008 meeting. During the 2008 spring semester, the Core A Committee was established and the members served as coordinators. The Core A Committee developed Core 101, 102, and 103 and the Faculty Senate approved them in Spring 2009. During Summer 2009, the arduous task of training faculty members, designing and ordering textbooks, reviewing and selecting a course management system, and identifying course specific technology was completed. Under severe time constraints, Core 101/103 were implemented in Fall 2009.

Poor communication was a major issue during this time. Faculty retirements, changes in responsibilities, new coordinators, and lack of a clear chain-of-command created miscommunication, confusion, and angst with all those involved. Although referring specifically to expedited program review which was happening at the same time as the development of the new core curriculum, the following quote from Dr. Steve Owen's report to the Faculty Senate (February 26, 2009) demonstrates the problem with communication.

It is imperative that faculty are consulted regarding decisions impacting academic affairs. Consultation was imperfect regarding the recent merger and relocation of departments, including the merger of Chemistry and Biology; the merger of Dance and Theatre; the creation of the School of Environmental and Physical Sciences, comprised of Physics, Geology, Geography, Physical Anthropology, and the Forensic Science Institute; the movement of Foods and Nutrition to Exercise, Sport, and Health Education; and the movement of Recreation, Parks, and Tourism to the College of Education. After a frank but productive discussion with the Provost, we received a commitment that the Faculty Senate would be kept apprised of any future plans regarding these sorts of changes. The Faculty Senate also approved a motion (at its February 12 meeting; this is the same motion referenced in the bullet point above) that emphasizes the importance of faculty consultation when making decisions that impact departments/programs/etc. within academic affairs. To date, no mergers, relocations, new degree programs, etc., have been proposed, but in the event that any are, the Faculty Senate Executive Council is committed to ensuring that they include the appropriate consultations, lines of communication, and provisions of the curriculum path document.

<http://senate.asp.radford.edu/current/reports/president/09022>

Consistently voiced by faculty and department chairs were concerns about staffing the new core curriculum. Although the Provost stated that the Core would be supported, departments were experiencing a loss of faculty from the Workforce Transition Act (WTA) plus constraints from reduction

of the Commonwealth's budget. As a result, departments were having difficulty staffing their major courses and were fearful that resources would be limited to hire faculty. This situation resulted in more stress for faculty in departments who felt resources were going to the new Core rather than to replacing needed faculty.

Because of these factors and others, there was much controversy surrounding the decisions made by the President and the Provost. There had not been raises since fall 2007 and the university budget had been severely cut. Departments had been merged and moved without agreement from faculty and chairs. Programs were earmarked for elimination. The WTA resulted in many experienced faculty retiring and the severe shortfall in the Commonwealth's budget resulted in many positions going unfilled. There were many administrative positions that were changed, moved, and altered. At the same time, the United States and world economies were in a severe downturn. According to many, the morale on campus was at an all-time low. There was a lack of stability and a sense of anger across campus; it was in this climate that the new core curriculum was initiated.

PROCEDURES

LOGISTICS

The Core Assessment Team (CAT) convened during the latter part of February, 2010. The team was housed in a separate suite in Martin Hall – Offices 234-236. Dr. Debra Templeton and staff, Office of Institutional Planning, Research and Assessment assisted the team by providing logistical, technical and statistical support. The team was given total freedom to conduct its research independent from any other offices or groups on campus. Upon completion of the project, the Team submitted its findings in the form of a formal written report directly to the Provost.

ASSESSMENT DESIGN

In researching general education programs that preceded the current Core Curriculum (“new core”) at Radford University, the Assessment Team was unable to locate any published or formal evaluations of previous general education programs. Neither was the Team able to locate any formal written reports or published information that investigated the impact that prior general education

programs required courses or course sequences had on student learning. Thus, neither qualitative nor quantitative information was available to the Team that it could use to compare the new Core Curriculum with prior general education programs.

Since the current Core Curriculum is only one year old, the amount and type of information available to the Assessment Team for use in assessment was extremely limited. Therefore, the Team designed a formative investigative approach that would make use of information that was available and that would obtain new information through interviews with students and faculty who were involved with the Core 101/103 classes during the fall semester 2009. This was the first semester that the new Core was offered.

In order to obtain data for use in assessment, the Team designed the following approaches:

SOURCES OF DATA:

STUDENTS

1. Statistically and thematically analyze the end of semester Core 101 and Core 103 student completed Course Surveys.
2. Interview students using focus groups (no more than six students per session) selected from a representative sample of students who completed the Core 101/103 courses during the fall semester, 2009 based on the four major course goals plus associated course criteria.
3. Compile student responses from the interviews and categorize them thematically.
4. Administer, and then statistically analyze, student responses to a post interview questionnaire based on course goals, materials, etc.

FACULTY

1. Interview faculty who taught or were directly involved with the Core 101/103 classes during the fall semester, 2009.
2. Compile faculty responses from the interviews and categorize them thematically.
3. Administer, and then statistically analyze, faculty responses to a post interview questionnaire based on course goals, learning outcomes, course materials, etc.

4. Interview administrators, off campus program coordinators, higher education consultants, etc., to obtain background information for use in assessment.

During the first part of March, the Team met with Dr. Greg Sherman, Chair of the Radford University Institutional Review Board (IRB), and reviewed guidelines for completing and submitting a formal IRB proposal for conducting research involving human subjects. All team members completed IRB training and successfully completed IRB certification requirements.

A formal proposal (Appendix A: Page 61) was submitted to the IRB outlining the rationale and procedures for conducting a formative assessment of the Core 101/103 courses for the fall semester 2009 relative to the impact the courses had on student learning. The proposal was approved by the IRB (March 10, 2010). (Appendix C: page 98).

Questionnaires for recording interview data for student focus group interviews, as well as specific questionnaires for interviewing teaching faculty, faculty mentors, course coordinators, and administrators, were developed. Copies of these questionnaires are included in the Appendix. (Appendices D, E, F, G: pages 99-118).

Other forms related to the assessment, such as the Adult Informed Consent Form (Appendix H: page 119), as well as the Student Responses to Materials/Activities That Assisted Student Learning and the Faculty Responses to Materials/Activities That Assisted Student Learning were also developed. Copies of the questionnaires are included in the appendix. (Appendices K & L: pages 127-128)

COLLECTION OF DATA

STUDENTS

1. Information used in assessment of students was obtained using a four step protocol. Results of end of semester student surveys for Core 101/103 from the fall semester 2009 were tallied and statistically analyzed (Tables 4 & 5 - Appendices I & J: pages 120-123).
2. Seven hundred twenty-nine student written responses that were part of the surveys listed above were read by team members. The comments were categorized into thematic groups for assisting in the assessment. The “themes” are discussed in detail in the Findings section of this report.
3. One hour individual or focus group interviews were conducted with students. The interviews were recorded and transcribed. The transcriptions were analyzed in relationship to the learning outcomes and themes.

4. The post interview questionnaire titled *Student Responses to Materials/Activities That Assisted Student Learning* were tallied and analyzed. (Appendix K: page 127).

The specific procedures for completing steps 1, 2 and 4 above are self-descriptive. A detailed description of the procedures for accomplishing step 3 follows.

A computer generated representative sample was generated from a class list of the 1171 students enrolled in the core courses during the fall semester 2009. Two hundred-two Core 101 students and 130, Core 103 (Honors) students, were sent an email message from the Provost asking them to participate in a focus group relative to their Core 101/103 course experiences. Included with the email message were directions that told students how they could sign up for an interview session. They were directed to a Web-based on-line management system named *GatherGrid* where they could select a “best time” interview slot along with two additional time slots that would best fit their schedules. A representative sample was selected in order to allow for diversity in the student pool and also minimize potential bias.

The Team expected students to sign up in mass for the opportunity to participate in interviews of the Core courses. Surprisingly, this was not the case.

In a further attempt to recruit students, two follow-up emails were sent to them by the Provost requesting their participation. After sending out three email requests to each of the 332 students selected in the original representative sample, the number of students signing up continued to be low.

Since the original plan to involve students was not working, the remaining group of 839 students were contacted via an email from the Provost and invited to participate in interview sessions. Again, student sign-ups were low. Two follow-up emails from the Provost were sent to these students, but still the number of students who signed up for interviews still remained low.

In total, each of the 1171 enrolled students was contacted by email three times. Out of the total number of students contacted, 15 signed up for interview sessions. Once students selected a time, a follow up email was sent to them confirming the date, time, and location for their interview session.

The Team was surprised by the unwillingness of students to participate in interview sessions. Since this project represented the first ever formal assessment of a general education curriculum, the Team proceeded to interview the students that did sign up.

The Team considered two other options for recruiting students for interview sessions.

1. Ask faculty who taught in the Core during the spring semester 2009 to permit an Assessment Team member to come into their class and allow the Team member to recruit students from their classes for interview sessions.
2. Ask faculty who taught in the Core during the fall semester 2009 and who were teaching a Core 102 class during the spring semester 2010 to read a request from the Assessment Team inviting students to sign up for a focus group. Interested students could sign up on line by logging onto the *GatherGrid* Web site for sign-up options.

The Team decided against asking faculty to allow them to come into their classes to recruit students for focus group. The Team had two major concerns relative to this approach. The first was that the Team didn't want to encroach on faculty classroom time. All Team members are former teaching faculty and vividly remember how the loss of classroom time impacts on a faculty member's schedule. Secondly, the recruitment of students during class time had the potential for increasing bias which could skew the final results.

Initially, the Assessment Team was against asking faculty to read a statement from the Assessment Team requesting students to sign up for interview sessions. However, as it became clearer that the number of students signing up continued to be low, the Team acquiesced and decided to utilize this option for recruiting students for interviews.

Faculty who were teaching in Core 102 during the spring semester 2010 were contacted by email or in person, and asked if they would be willing to read a prepared statement from the Assessment Team requesting that students participate in interviews. Students who were enrolled in the Core 102 classes during the spring semester 2010 and had completed Core 101/103 during the fall semester of 2009, were asked to sign up for an interview session.

Faculty who agreed to help were provided with the statement to read. It included information relative to the interviews as well as the Web address for *GatherGrid* along with directions as to how to sign up on line.

Again, the number of students who signed up was low and resulted in no significant increase in the total number of students signing up for interviews. The Team tried what it thought was a fair and reasonable approach for recruiting students for interviews; however, students didn't respond.

STUDENT FOCUS GROUP INTERVIEWS

Students who agreed to participate in focus group were contacted by a member of the Assessment Team to confirm the time and location for their interviews. All student interviews were conducted in Walker Hall-Room 130. Two Assessment Team members conducted the interview sessions. Students were asked to respond to a series of questions from a questionnaire designed specifically for students relative to their perception of what they learned in their Core course based on the four major goals. The student questionnaire also included questions related to other aspects of the class such as the student's impression of the course management materials, including, but not limited to texts, modules, etc., as well as in class and out of class assignments.

Prior to beginning the interview, a statement was read to participants indicating their responses would be maintained in strictest confidence, and access to their information would be limited directly to individuals on the Assessment Team. Students were asked to read the Adult Informed Consent Form (a signed copy was required of all participants by the IRB) containing a brief description of the research study as well as the risks posed by their being involved in the project, along with specific details relative to confidentiality as it related to their participation. The form briefly described how the information would be used, along with a description as to what would happen to the information once the assessment was completed. Individuals had the option of not signing the Adult Informed Consent Form, which equated to their opting out of the interview. The Adult Informed Consent form also made mention of the fact that the interview sessions would be digitally recorded and that the recordings would be transcribed.

As a point of reference, the Team was acutely aware of the potential sensitivity of comments made during interviews including written comments recorded on questionnaires. The Team was cognizant of the importance for protecting the confidentiality of interviewees in all aspects of the interview process. Thus, information obtained from personal interviews or other recorded sources related to students, faculty and administrators was maintained as strictly confidential. Access to this information was limited directly to the individuals on the Assessment Team and to a transcriptionist contracted from outside the university, who agreed, via a signed contract, not to share any transcribed or other related information with anyone other than members of the assessment team. All records were stored in secure office location under lock and key.

In transcribing the digitally recorded interview sessions, the transcriptionist was directed to remove, not only the name/s of the interviewees, but any reference that could potentially identify them. For example, in completed transcriptions, students were referenced as student 1, student 2, etc. The faculty were referenced simply as professor. To further protect the anonymity of participants, all confidential information will be destroyed by members of the Assessment Team after completion of the study

Following interviews the digitally recorded MP3 audio files of the interview sessions were uploaded from the digital recorders to a computer and imported into Audacity. Audacity is an easy-to-use multilingual audio editor and recorder for Windows, Mac OS X, GNU/Linux and other operating systems that can be used to convert tapes, records and digital recordings into a digital format that lends itself to transcription.

Each of the Audacity converted interview files was burned onto two CD's. One of the CD's became a part of archived files and served as a backup. The second CD was picked up by the transcriptionist who transcribed the interviews into a written form using Microsoft Word 7. The transcribed Word files were burned on a CD and personally returned to the Assessment Team members by the transcriptionist.

Upon receipt of the transcribed files, Assessment Team members read through each of the transcriptions and recorded information based on interviewee responses on to an Student Response Data Sheet (Appendix D: page 99). This information was compiled and, where applicable, placed in a thematic category for use in assessment.

FACULTY

For the sake of discussion and unless otherwise specified, the term "faculty" will include teaching faculty, faculty mentors, core coordinators, and the director. Teaching faculty consisted of tenured professors, tenure track professors, special purpose faculty, adjunct professors, and graduate teaching fellows. All teaching faculty were from the Department of English.

Collection of data from faculty was done (in all but one case) via a one-hour personal interview. Faculty who taught in the Core 101/103 classes during the fall semester 2009 were contacted by email or phone by an Assessment Team member and invited to participate in one-hour interviews relative to

their experiences with the Core A 101/103 courses. Upon receipt of a return email confirming their willingness to participate, a team member contacted them via a follow-up email or phone call and formalized an interview time. All interviews except for one were conducted in a private office, Martin Hall-Room 236. Two graduate students were interviewed using a focus group approach in Walker Hall-Room 130.

Except for the questions, the same procedures and guidelines used in interviewing students were employed when interviewing faculty. Following the interview, faculty were asked to complete a questionnaire titled *Faculty Responses to Materials/Activities That Assisted Student Learning* (Appendix L: page 128)

The faculty interview pool consisted of a diverse group of individuals. Table 1 below provides a synopsis of this pool.

TABLE 1
Faculty Interview Pool

Core Position	Total Number of Faculty Contacted	Total Number of Faculty Interviewed	Interviewed Based on Administrative Function	Interviewed as Teaching Faculty
Director	1	1	1	0
Coordinator s	6	6	6	1*
Mentors	6	6	6	6*
Special Purpose Faculty	3	3	0	3
Adjunct Faculty	10	6	0	6
Graduate Teaching Fellows	6	3	0	3
TOTALS	32	25	13	18

*Served an administrative function and also taught a Core course.

The total number of faculty contacted for interviews was 32. Of these, 25 (78%) agreed to be interviewed. Twelve of these (48%) served administrative functions and/or also taught a Core 101/103 course. Please refer to Table 1 above for more detailed information.

Table 2
Administrator or Other Interview Pool

Position	Total Number of Contacted	Total Number Interviewed	Interviewed	
			based on Administrative Function	Interviewed as Teaching Faculty or Other
University Administrator	5	5	5	2*
Consultants	3	3	1	2
Off-Campus Program Coordinators	2	2	2	0
TOTALS	10	10	8	4

*Served a dual role as an administrator and teaching faculty

In faculty interviews, specific questionnaires were designed based on the faculty member's role. For example, all the faculty mentors served dual roles. They served as mentors for graduate students (an administrative role) and also taught a Core course. Thus, the interview questions were structured based on the duality of their roles. Coordinators served an administrative function, but they did not teach a Core 101/103 course. Thus, the questions they were asked were specific to their role as administrators.

The Assessment Team (for the sake of obtaining background information) also conducted one hour personal interviews with RU administrators who were directly involved with the Core program. If the individual did not teach in the Core program, then the interview session was not recorded. Please refer to Table 2 above for more detailed information relative to the interview pool.

Other sources of information were obtained via one-hour conference phone interviews with Dr. Elaine Gray, Assessment Coordinator for Appalachian State University's General Education Program, Boone, NC, and Kristy L. Byrd, M.A., Coordinator of Assessment for University College, Virginia

Commonwealth University, Richmond, VA. Three higher education consultants familiar with assessment were also interviewed (Table 2).

In total, the Assessment Team conducted 35 interviews: 25 faculty, five administrators, two off campus program coordinators, and three higher education consultants.

Overall participation by faculty who taught Core 101/103 courses during the fall 2009 was excellent. Seventy-three percent agreed to interviews. Table 3 below shows a more detailed breakdown of faculty participation in interview sessions based on position.

Table 3
Summary of Faculty Participation in Interviews Based on Position

Position	Percent Participation
Director	100
Coordinators	100
Mentors	100
Special Purpose Faculty	100
Adjunct Faculty	60
Graduate Teaching Fellows	50

The procedural information provided above is being reported in a great detail to assist others in conducting program assessments. Investigators will be able to quickly evaluate what worked, what didn't work, and select approaches that will expedite the assessment process.

FINDINGS

Although the assessment focused on the impact of the Core on student learning, the problems resulting from the manner and time of the implementation became the major issue. This section reports the findings in relationship to the identified programmatic issues. The issues centered on training, logistics, syllabus, timeline, textbooks, communication, support and classrooms.

TRAINING

WRITTEN COMMUNICATION

Faculty evaluations of the training they received prior to teaching in the Core classes was highly variable and was dependent upon the specific area evaluated.

Two, one week training sessions were offered during summer 2009; one in May the other in June. A third, condensed, three and one-half day training session was offered in August for graduate students, and another two day session was offered for late hire adjunct faculty. Faculty who participated in training sessions were paid a stipend based on the number of sessions attended.

There was a large turnover in the Core A Coordinator staff during summer 2009. This affected the training that faculty received in that the individuals who went through the May training sessions may have covered different material than those faculty who went through training during the June and August sessions. Since the Core was evolving on the run, these changes in staff at critical times affected consistency in training. Further, late hire adjunct faculty only received two days of formal training, the graduate students three and one-half days, compared to a week for the faculty who went through sessions during the May-June time periods. Adjunct faculty and graduate students comprised a major block of faculty teaching in the Core and yet were provided the least amount of training.

Some faculty commented that they did not receive adequate training based on the amount of time provided. Others stated that the training was highly variable and was dependent upon the subject being covered. The training for each learning outcome varied and they were addressed separately. In brief, faculty felt the training they received in Written Communication was good. This would be expected since all faculty who taught Core 101/103 classes were from the Department of English and written communication was their area of expertise. Other than logistical considerations (see comments

below), faculty were very confident relative to the training they received in this area. They were already familiar with much of the information provided during the training sessions.

FACULTY QUOTES WRITTEN COMMUNICATION

- ✓ *"They spent a lot of money training us and telling us how to teach something we've taught for years, and we knew more about teaching it than they did. I'm sorry, but that's the truth. It was demeaning, and I wouldn't go through that again for a million dollars."*
- ✓ *"We covered all the points that the girls wanted us to cover in the meetings, but they did not prepare us adequately for what they wanted. The whole thing was from the top-driven. There was no academic input into any of this. It was bad. It was really bad."*

ORAL COMMUNICATION

In the area of Oral Communication faculty were less comfortable with the training they received than in the area of Written Communication. Most faculty were familiar with aspects of Oral Communication because they had oral communication exercises built into their English 101 and/or English 102 classes. So the "vocabulary" of the discipline was not totally new to them. There were several logistical considerations/problems. One was that the individuals serving as the coordinators for the Oral Communication component of the Core changed four times prior to the beginning of the fall 2009 semester. These changes affected faculty training as well as creating logistical and communication problems.

FACULTY QUOTES ORAL COMMUNICATION

- ✓ *"Obviously, oral communication is not an area of expertise for me even though it's been a part of our English 102 objectives for a long time. I've not been in the position of teaching an entire course on speech and oral communication. We had some training during the workshops, and that was helpful, and I felt like I did a good job with it because I did assignments very similar to what I have also done in the past that do come out of my area of expertise, but probably some more training in oral communication would be helpful if, as long as in Core we're expected to teach out of our discipline area, any additional training would be helpful."*
- ✓ *"There was only one brief oral communication assignment. But, in terms of development, there was really no way to chart the development because it was a single assignment, and I'm not sure that that's an accurate measure of someone's ongoing development of oral communication skills. The problem was that there wasn't time to do other things. So like, we had so many things to take care of. We had the oral communication, we had the technology, we had the multitude of written assignments. We were scrambling...and I say we, I don't mean that in the disingenuous sense that I'm trying to speak for other people when it's really just my opinion, I was hearing this from the mentors and from the teaching assistants who were just near universal frustration about all of this...there wasn't time to devote more of your class to oral communication. It was, "okay get this done, check the box, get it out of the way and move on to the next thing."*

- ✓ *"It's not that I didn't feel competent doing it, it's just that's not what we do. We're English teachers. We're writing teachers. We don't...you know our experience with being in front of people is teaching. So, it's a different kind of interaction than standing in front and reading cards and trying to get a speech across. It's not that I didn't understand what to do or that any more training would have helped, it was just the matter that I did not feel like I had the right to be teaching this sort of thing."*
- ✓ *"The core training we had for the week did not prepare me to teach the oral communication segment of the course."*
- ✓ *"okay, we've got some names attached to these courses" and professional development can begin now with those people, but the other individuals apparently are going to be identified fairly late, and I'm assuming a fair number of them are going to be adjuncts, and we're asking them not only to maintain and reinforce writing skills but oral-communication skills, critical-thinking skills and information literacy skills, and some of them may come on board literally just a couple of weeks before the class, and I'm feeling somewhat horrified."*
- ✓ *"the training was not adequate and it could not have been adequate in the time period because you're asking us to take on a whole different discipline and teach that. So we had a crash course of, I don't know how many hours, maybe two or three hours on how to teach speech. Given that we are teachers and we speak regularly, we have a lot of experience but we don't know the theory and we don't know best practices. To be honest, I'm not real interested in teaching that, because it's top down.."*
- ✓ *"There could definitely be more training, but I'm not sure I want to give up my time for that."*

CRITICAL THINKING

The Critical Thinking component of the training proved to be the most challenging for faculty and caused them the most frustration. Their most common complaint was that the discipline specific vocabulary they were being taught, based on a philosophical approach rather than a rhetorical approach, seemed foreign. Without a doubt, this area of faculty training proved to be one of the most difficult, if not the most difficult. Faculty were concerned as to how they were going to teach something they themselves didn't understand based on a "new vocabulary" and a new way of thinking. Further, they were concerned that they were expected to grasp this new vocabulary and approach to teaching and apply it after only a limited number of hours of training.

During the summer (end of June 2009), the original coordinator for the Critical Thinking component transitioned out, and a new coordinator came on board during late summer 2009.

FACULTY QUOTES CRITICAL THINKING

- ✓ *"in terms of readings, this was the area that really had the most difficulty because...and I'm going to have to kind of step back and give kind of a disciplinary overall perspective...critical thinking has been a part of first year composition for a long time, but it's a part of it from a rhetorical perspective. There is millennial-long debate going back to Plato and Aristotle over*

rhetoric versus logic, and that's played a role here. We've been use to talking about thesis, claims and support in a particular way, and it's in our textbooks in a particular way. We use a particular terminology, and philosophy has been developing the same thing using a different set of terminology, a different kind of approach to the same problem of making an argument and supporting it, and that clashed in 101 and 102. It clashed from the very beginning in our discussions, and it clashed in the selection of the readings. What we're working on now in terms of the next version of the handbook are readings that are coming more from the rhetorical side that the 101 and 102 instructors are already familiar with."

- ✓ "We had some training with this in our seminar, this week-long seminar that we took in the summer. The one that I took was early in the summer, it was in May. I'm not a philosophy teacher, and I struggled with it. I do not have the background, the depth of knowledge nor the skills of teaching in that area that a philosophy professor would have, nor should I be expected to. I can teach it as it relates that what I'm doing with my students in writing the induction/deduction example that I gave you, but I think if we're to continue teaching that, we'll need more instruction, any in-house seminars would be helpful and a textbook that will work better for us than the **Think** book."
- ✓ "They are very different because during the workshop, the August workshop, we were given a 2-hour bafflegab...I guess that's what I'll call it...on how to be a philosopher. The terminology that we would use in talking about rhetoric was completely inconsistent with how a philosopher would talk about it, and we were told we had to use the philosopher's terminology. Um...we had to use the philosopher's examples. We had to teach them syllogisms and enthymemes. The why, I still don't know. I don't know what the...I guess just for fun. I don't know."
- ✓ "If we're going to keep the critical-thinking objectives, they need to be strongly modified so that they actually support the writing. I think the same thing for the communication stuff. I think the communication stuff is interesting and useful if it can be integrated with the writing objectives, but the writing objectives, I believe, need to be given primacy. They need to be what everything else feeds in to. Anything that doesn't support the writing objectives needs to be deleted."
- ✓ "It was the vocabulary that they wanted them to get, that I felt not too motivated to teach that, again, that seemed added on and not how I normally think about critical thinking myself. So, that was a problem."
- ✓ "I think the thing I would leave out would be the technical terms, would be to say, you know, don't make it a course on vocabulary. Make it a course on communication that's actually happening in the world. And when we raised that complaint even within the Core A committee, the response that we got was, "no, no, we need the vocabulary. We need them to just hear the words and then in future classes they can build upon that vocabulary." So, it was very much this idea of taxonomy, start at the simplest level. In this case, hear the term major premise, okay, and then maybe next semester you can do something with it, which just seemed reductive in the extreme."
- ✓ "The problem was that critical thinking was the sole purview of the philosophy department, and so formalized logic was critical thinking. Evaluating someone's rhetoric wasn't critical thinking or doing a close reading of a poem wasn't critical thinking. Identifying major premise, minor premise conclusion and some fallacies, that was critical thinking. So...um...yeah, it was another outcome that we needed to fulfill. We needed to say, "Yes, they read this stuff on critical thinking. Now, let's move on." And, so there was no organic implementation of critical thinking into the class as a whole."
- ✓ "Well, we were told that we had to cover inductive and deductive logic, and we were told we had to use the **Think** book and we were told which chapters we had to use. It was a complete

disaster. It was...talk about feeling incompetent. I felt completely incompetent. I can talk about being logical from a writing perspective. I cannot teach it as a philosopher or a logician. I don't think I should have to."

- ✓ *"So, our work in logic...it seemed divorced from the other types of communication that we were doing or from the other modes of inquiry that we were doing, because it was very much philosophers' logic...um...formalized. And, everything else that we were doing was rhetorical, informal stuff."*
- ✓ *"So there really wasn't a systematic way of slowly developing their critical thinking skills like you would in an undergraduate logic course or an intro to philosophy course"*
- ✓ *"Yeah, but at the same time, that is just not what we do. So, that is a completely different, I mean it's gonna take more than, you know, a few training sessions to understand these complex ideas. It's just not feasible."*
- ✓ *"Didn't find it helpful. It...okay, there's two types of training. Okay, whenever we were receiving training in critical thinking, it never seemed to be oriented to, "what are the needs of our students and how do we integrate critical thinking into their thinking, writing and speaking." It just seemed oriented to...it seemed to go off just kind of technical details regardless of context."*
- ✓ *"Um...the whole formal rhetoric is...I'm not sure needed at this level. I guess, yeah, we were told during the training...I mean, in writing it looks like students are expected to know all these terminologies at the 100 level, but then we were told in the training that was more 200 level. So, clarification on that and keeping it at the 200 level, I think, is best".*

TECHNOLOGY/INFORMATION LITERACY

The second most challenging area of training for faculty was in the area of technology. Coming into the training, faculty background in technology was highly diverse. All faculty were familiar with how to do word processing, view and send email and make use of search engines such as Google, Bing, etc. Some were familiar with PowerPoint, Excel, Photoshop, etc. Fewer were familiar with WebCT, Facebook, U-tube, Twitter, iTunes and other popular technology sites. Some faculty had never used WebCT.

As would be expected, graduate students were most proficient with technology across the board and were the least intimidated with new technology. That is not to say the other faculty were not proficient in these areas. Some were. But the willingness to incorporate or adapt "new" technology into classes seemed to parallel the age spectrum.

Our findings suggest that the staff involved in the technology training sessions did their best to teach the applications they were going to be used in classes. But a set of situations beyond their control created numerous setbacks.

In order to teach the core courses based on the timeframe the Core A Committee was given, it was necessary to make as much use of the technology infrastructure at the time when classes were to begin. WebCT was the course management system that was in place, even though it was recognized by the Core A Committee as being outdated. Although outdated, it was what was available on campus at the time.

The following quote illustrates the status of WebCt at the beginning of the Core classes.

“WebCT “is a system that worked well in its prime, but has not kept up with the times and, most recently, since the company was acquired by Blackboard, the support structure necessary to keep a system like that running has not been provided.”

Plans were to utilize an on-line E-portfolio titled “Angel” to track and assess the learning outcomes of the courses. Related to the E-portfolio were multimedia modules produced by Pearson Publishing. The plan was to use the multimedia modules to address some of the developmental outcomes relative to the course/s and the students, specifically to facilitate the assessment of student performance using the power of the computer to track student performance.

The quotes that follow more clearly identify faculty concerns relative to the technology components of the Core 101/103 classes.

FACULTY QUOTES TECHNOLOGY

- ✓ *“We underwent an extensive process to select the next learning management system since Blackboard/WebCT is going to go out of service within the next year or so. The choice was made to select Angel. Within hours of getting approval to pursue the purchase of Angel, we got an announcement that Blackboard bought the company. Since this is exactly what happened with WebCT and since, after months of negotiating, we weren’t given any assurances that Angel wouldn’t suffer the same fate as Blackboard, we decided it was too risky to adopt Angel.”*
- ✓ *“The modules were separate from the E-portfolio. Were they designed as a way to monitor course development and student learning using the performance of student’s scores on the modules as a method for providing a means to quickly assess course development: student performance using the power of the computer?
--the modules were as much instructional/content support as they were a assessment initiatives. Since our initial directive was that every outcome needed to be assessed, we wanted to make sure that we had both content and a means of assessing achievement for each objective. The modules were created to address gaps in the textbook. In other words, where there were objectives that didn’t have related content in the textbook, Pearson custom-designed modules to make sure that there was something that instructors could lean on to provide that info to their students. The assessments were derived from that content and created in WebCT to give instructors a means by which to address the achievement of those specific outcomes”*
- ✓ *“Since nothing worked, I needed work with the WebCT, because I don't use it. I don't use it because I'd rather have written things. I'm old-fashioned. The ANGEL never worked. I would've liked to have learned that, but now they say they've scrapped that and are going to go*

with something else, I don't know what. I would've liked to have had more training in those areas."

- ✓ *"Let's see...and then once we got the modules, they were filled with bugs and it was on the fly trying to debug them. So, the training that we had was the best that they could do, but the product was so new, the materials were so new that we didn't feel...I don't know anybody who said, "oh, I feel completely comfortable doing these modules."*
- ✓ *"To use technology in the general term, in a general sense? No, because they use technology every day. They know how to upload and download files. They know how to post pictures and videos of themselves. What they learned were the idiosyncrasies of WebCT. So, any obstacle that they overcame was more about WebCT and the course shell that Pearson Publishing gave us to impose upon the WebCT. So, yeah, anything they learned was just how to figure out their way around annoying quirks in the technology. I think that they could probably blow all of us away in terms of their technology facility."*
- ✓ *"I mean, I was fine with it. It just wasn't, it wasn't necessary. It wasn't something that needed to be focused on. Again, it was more class time that got taken up with "here's how you load things, here's how you keep it to your portfolio, here's how you get to your H drive." I mean, they knew these things. There was only like 1 or 2 of them who didn't know it. I would rather have that person come by my office for a few minutes and I can show them as opposed to taking up 20, 30 minutes of class of a 50-minute class to explain it."*
- ✓ *"Well, there was a lot of difficulty last semester with WebCT, and particularly controversial last semester was requiring students to upload projects and papers. But one of the things that happened this semester is that students ran out of printer money. They only get so much money now per year, and that runs out fast and so then they came back saying, "can we upload*
- ✓ *"There were folks that, you know, hadn't touched WebCT...a handful of folks who'd never touched WebCT, and their skills were not what they should've been to use it in a meaningful way. Most of the adjuncts and graduate assistants were fine. It was a few of the tenured faculty and mentors that were...yeah, a little bit more, because it was just one more thing in this new course. That was, you know, understandably...it was stressful and..."*
- ✓ *"Or if a student couldn't...they had this shell that you had to download in your WebCT course. The names on the shell for the assignments might not match the names on my syllabus. Trying to go in and change the names of the assignments on the shell...there was all of this...it was just no help and being told, "well, you can't change that, because the assessors might not know what you're doing." My opinion was, well then, what monkeys do you have doing this anyway? And, nobody's going to look at it. You know, it was like busy work. It was lots of busy work with no support and no compassion for what the instructor needed to have happen to make things coherent and consistent for the students, who are really...I felt like the students got completely lost in the shuffle, like their needs were not front and center. They were way behind the needs of the technology, right. You know, "you have to do this because WebCT says it" or "you have to do this because Pearson wants you to do it this way," which I think is completely unconscionable."*
- ✓ *"WebCt seemed to give a lot of folks trouble especially the older, tenured faculty who were not as Tech savvy as some of the younger folks."*
- ✓ *"You know, I mean, really are we pimping ourselves out to publishers or are we here to provide an educational experience for our students? Which is it? I think that our values are completely screwed up with 101. Not to put too strong a point on it, but yeah."*
- ✓ *"There was a lot of misunderstanding about the modules and a lot of problems with the modules."*

In the Core 101 classes, information literacy was paired with technology and dealt with the component of *“how to teach students to use, access, and be critical consumers of technology mediated information.”* Since the Core 101 classes did not have a large component dealing with information literacy, faculty training sessions focused on *“how to teach students how to avoid plagiarism.”*

For the Core 103 classes, professors were provided personal training in Information Literacy. One of the most important components was in teaching faculty how to teach their students to do research and make use of reliable sources.

FACULTY QUOTES INFORMATION LITERACY

- ✓ *“At this point, I don't feel like I need any additional training in that field, working with our reference librarians and others, we're in good shape with that.”*
- ✓ *“...one thing I need to do more of is take advantage of the stuff that's available at the library, because they already have a lot of ...yeah, those guys are great and they have, like a lot of workshops already prepared that they do from semester to semester.”*

LOGISTICS:

SYLLABUS

A large number of faculty commented that during the semester, they became increasingly frustrated by the constant “mid-stream changes in the syllabus”.

FACULTY COMMENTS SYLLABUS

- ✓ *“I felt like we needed an advocate who could go to the Core committee and say, “stop moving the target around and let our people do what they need to do.” I didn't feel like there was any advocacy for us whatsoever on that level. The other support was that, because there were so many technology issues and there was such a high demand on being technology proficient...I'm pretty good at technology. I'm really interested in digital humanities work. I love it, but this was mind numbing...I don't know how to describe it, but it made my brain freeze up because it was so tedious and so pointless. There was no technology person. If you had a problem, you were on your own.”*
- ✓ *“You know, my textbooks have been mandated. My assignments have been mandated. The pedagogy is incoherent. Everything's changing every other day.”*
- ✓ *“Moving assessment created problems: removed diversity....we were all teaching to the same “ruler”....had to upload what we doing for assessment. A good idea but impractical since nothing worked”*
- ✓ *Not enough time to cover all components of the course”.*

- ✓ *The preparation, the changes in rules, the rules themselves, having somebody outside of my department looking over my syllabus the week before classes started, no I don't think I enjoyed that very much".*
- ✓ *Someone had to approve my syllabus. I had to have in two weeks before the semester started, and I had to send it to the entire Core committee. I did, and I hit reply. I sent it to all of them at once. I got individual responses that contradicted one another, and the responses that I got that asked me to change things or question things were all from people outside of my department, and that was fairly frustrating."*
- ✓ *"The Core training could've been ongoing. They could've stopped mucking around in my syllabus and given me support for what they had decided upon in August. They could've had workshops. They could've been very proactive and, instead they were reactive and changing things. It was incoherent. It was a disaster from that perspective".*

TIMELINE

Faculty reported a high degree of frustration due to the rapidity in which they were required to cover material specified in the syllabus. They felt overwhelmed by the amount of material they were required to cover and felt they had so many things to do it proved impractical to cover anything well.

In trying to "teach to the syllabus" and yet meet the demands of the course relative to assessment requirements, utilize technology that didn't work, and work with texts that had incorrect pagination or were coming apart and try to complete the required exercises assigned over a shortened 14 week semester proved overwhelming. In defense of the faculty, most hung in there. Some, out of frustration, resorted to doing what worked for them in their English classes.

FACULTY COMMENTS TIMELINE

- ✓ *"It's...this part always makes me want to swear. Um...it was the time. It was that incredibly unreasonable deadline for getting it into the classroom, led to...out of desperation...decisions being made about things that shouldn't have been decided on, that should have been left to the instructors...in order to try to control what the instructors would do. Yes, and didn't allow the coordinators to really bring in the instructors and get their input in ways that...into the creation of the course, into the ways that the handbook was being put together and so on...it was just fast, fast, fast, fast, fast, fast, fast. We're restarting in August, we're starting in August. Well, how are we ever going to have everything done? And, I was actually really surprised that they tried to put the handbook together in that amount of time. To me, that should have taken a lot longer, but...on the one hand, it's a massive achievement that we managed to do it in the time that we had, but because we were forced in to doing in that really short amount of time, decisions were made that alienated people."*
- ✓ *"I think the way it was implemented, the rush job, the 14-week semester, poor communication; those things made it kind of a headache for a lot of us this year."*
- ✓ *"A proposal to pilot the Core courses was forwarded to the Provost/Vice Provost Academic Enhancement/Rector but was overridden."*

- ✓ *"The Core Committee reported back to the Provost and Vice Provost Academic Enhancement that we could not teach the skills required by SCHEV in less than 15 hours. The Committee was overridden. Fourteen weeks was too short of a time to teach the skills required. Students learn by practice*
- ✓ *"The shortening of the semester: I think that was a problem, big time, for what we were asked to cover."*

TEXTBOOKS

Both student and faculty impressions of the *Think* textbook and the *University Core A Handbook* will be discussed in more detail in other parts of this narrative. The comments included here are to clarify, in greater detail, faculty perceptions of these texts.

FACULTY COMMENTS TEXTBOOKS

- ✓ *"Okay, well there are a couple sections in the book that we had to use, the Think book that deals specifically with critical thinking. So I think that those readings really challenged the students because it gave them sort of a foundation and it gave real-world examples of when, you know, good critical-thinking skills are necessary. So in some ways I think that book was really, really good because it's a hard subject to teach and the way it was presented was maybe approachable, but the one thing that I did notice though is that students are savvy, like this book has got some really, really dense material and it's presented in a way that supposed to be approachable but students only have to read a few paragraphs to know that this is really, really dense material and, "I don't like it anymore." So, it was really...I don't know...it was really kind of...I don't know what to say about that. That book, the sections on critical thinking and reasoning and logic are good, but...for some students it was a little over their heads."*
- ✓ *"I loathe the handbook. It's full of extraordinarily useful information, but it's presented in such a dull and matter-of-fact way that it is like pulling teeth to get students to really read. I thought the Think book was poorly put together. If I were going to choose my textbooks, I wouldn't have chosen either of those quite frankly."*
- ✓ *"Objected to the Core handbook. Pearson put it together. We had to deal with Pearson and they were terrible. The Pearson resources were poor. The Handbook was received one week before school started. The book fell apart. Pages didn't match the index. Students thought it was terrible. Assignments were too specific."*

Some faculty commented that the *Think* textbook was "patronizing" and was a "dumbed down" version of a textbook that was below the level of our students. *"The book missed the mark."*

- ✓ *"The Handbook was "expensive for the student even without the modules. It was, in my opinion, a slap in the face to Radford University. None of the exercises were written by RU faculty. None of the exercises modeled the RU plan.....there was no RU input. It did not target our students."*
- ✓ *"The critical thinking, it had some good stuff in it probably somewhere. Those students had to pay over \$160.00, I think, for those two books, and I kept telling them, "it's okay, you're going to be using it in 201, you'll be using it in 201." And, they were worthless. They learned APA from Perdue...the OWL site, that's where they learned their APA. That's where we went. The library would put out APA RU style."*

COMMUNICATION AND SUPPORT

In conducting its research, the Assessment Team quickly recognized that other than the haste at which the Core 101/103 classes were implemented, the second biggest cause of frustration for faculty was the breakdown in communication at all levels, including, but not limited to the upper administration, mid-level administrators down to the Core A Committee then on down to faculty. Faculty as well as Core A Committee members, chairs and deans were consistent in commenting *“there could've been a better and more visible chain of command.”*

The original Core A Committee staff, many of whom also served as Core A Coordinators (and who were scheduled to teach summer training sessions for faculty) underwent several major changes during spring and summer 2009. This was the time when faculty were being trained to teach in the Core courses.

The original Core A Oral Communications committee member (who was working on the developmental and implementation aspects of the Core during the fall semester 2008) went on sabbatical during the spring semester 2009. This individual was replaced by a colleague who assumed the role of Oral Communication representative to the Core A Committee. This individual served in this capacity until the end of the spring semester 2009 and was then succeeded by a colleague who served in the position and taught faculty training sessions during the May-June training sessions. This individual was replaced at the end of June 2009 by a fourth Oral Communications Core A Committee member who taught the August training sessions for graduate students and the late hire adjunct faculty.

Within eight months there had been four different Core A Committee members involved with the Oral Communication aspects of the Core. Certainly, these changes created logistical problems and impacted communication.

In the area of Critical Thinking, the Core A Committee member who taught faculty during the May-June training sessions was replaced by a second (new) Core A Committee member/Coordinator at the beginning of August 2009. This individual participated in training sessions for late hire adjunct faculty and graduate students. Again, within three months, two different individuals were involved in teaching the training sessions for faculty in the area of Critical Thinking, as well as serving on the Core A Committee. This lack of continuity created more logistical and communication problems.

Relative to the Technology component, the original Core A Committee member rotated off the committee and was replaced by a new technology committee member in January 2009. This individual taught the summer sessions for faculty. A coordinator for the Graduate Teaching Mentoring program was added late summer 2009.

Further, a major personnel change occurred mid-year (December) of the 2009-2010 Academic Year in the Core Director's position. A new Core Director officially came on board in January of 2010. This was a major change and certainly impacted the whole Core A program. These changes in key positions relative to individuals who were instrumental in developing and implementing the Core A classes had a major impact on core logistics and impacted communication across the board.

Some adjunct faculty commented they felt they were left out of the loop relative to communication with the Core A Committee. In quoting one of them:

"Adjuncts are the last to know, and need to be better informed. We should be the first to know, since adjuncts are teaching many of these courses. Make sure we have a voice."

Some faculty stated that if they had a question during the training sessions that the questions weren't always answered to the degree expected. Faculty commented that it appeared that due to time constraints some individuals leading the training sessions were more concerned in *"getting through the training session in the amount of time allotted"* so they could move on to the next thing. When faculty asked questions, some felt the answers they received were *"tainted with hints of anger and frustration."*

Faculty also commented that during the semester they were *"not able to get help with their questions."* They didn't know whom to contact. Faculty were especially frustrated due to what appeared to be *"on-going changes in the syllabus"* without the changes being communicated to all faculty by the Core A Committee. Faculty became increasingly frustrated and discouraged because of the misinformation along the way.

Mid-level administrators commented that it was hard to get resources. In quoting one of them, *"We need a commitment from the administration that we didn't get. We were told that the resources would be there."*

Another stated, *"in my opinion I think the most difficult part of this has been, of course, the conception of it and how it all happened. But, also, you know, the change-over on third floor Martin has been hard because it's been left for (name deleted) and second (name deleted) with no real good support to make this happen. I mean, for something this size, there needs to be an upper level administrator that is coaching, helping, supporting and giving resources. I think, to me, that's been the biggest void in this."*

The following are quotes relative to communication made by faculty and administrators.

FACULTY AND ADMINISTRATIVE QUOTES

- ✓ *"There was conflict within the committee because a lot of the members of the English department who would actually be teaching this course or supervising the people teaching this course were pushing back and saying, "our instructors are professional, we can't ask them to do this." The ones who were not to be teaching said, "I'm sorry, this is what we need to do because the assessors want it." There was no formal institutional hierarchy set up, and that's what eventually led to the dissolution of the Core A AdHoc committee was because there was...they were given a charge to set up the course, and that's it, but they weren't given any institutional standing. They weren't a subcommittee of GECAC. They weren't....you know, I guess that's the best way I can explain it. It was, "this is what we've been told to do." My guess is that it was from higher administration, and it seemed like there was nebulous hand so to speak saying, "this is what must be done."*
- ✓ *"My honest take on it was that they were not ill-intentioned, but they were not cut out for the job that they were given. They were being...I think that there was a high level of incompetence, and I think they were in a horrible position and they didn't feel like they could...I feel like they tried to do the best job they could do, but the job was impossible. They weren't skilled for it. They did not have the experience or the training to do what they were asked to do, and they didn't have the courage to say no. So, I guess if I saw any downfall, it was in their weakness. They should've said no. They should've just said no."*
- ✓ *All this high-stakes assessment crap that's interfering with the actual classroom experience needs to be deleted and put back where it belongs, which is not in the instructors' classroom.*
- ✓ *"The ball keeps moving from the Core A committee, lack of academic freedom and lack of support.*
- ✓ *Core A committee as it was filtered down to us. So, they couldn't get their story straight, which meant that our syllabi were changing even up to the day before classes.*
- ✓ *"Well, I got confusing information on that from the Core A committee. At one point, I was told it had to be people in the local community. Then I was told that it had to be RU people. Then I was told it could be anybody. Then I was told it had to be a sit-down, you had to be able to meet the person. Then I was told, "oh, okay, you can use Skype." Then I was told, you know, all these different...which made it difficult to design the assignment when the ball kept moving. The target moved constantly, and so...I think what I recognized about the eighth week in was I wasn't listening to anybody anymore. I'm just going to do it my way. By then, half the semester was over. So, a lot of the damage had been done."*
- ✓ *"We were told that you had to audio tape and transcribe. So, like a good soldier, I made my students do that. I showed them the audio recorder, forced them to go out and get those. I got I can't tell you how many E-mails panicked because the audio didn't work or it didn't upload*

or...I don't know...they erased it by accident, and they were panicked. Then I find out that we didn't have to do the audio in the first place, that we didn't have to upload it."

- ✓ *"There were a lot of communication problems, also because of the lateness of the implementation."*
- ✓ *"Communication problems-modules changed in the middle of the semester."*
- ✓ *"Had hard time getting consistent answers to questions."*
- ✓ *"In the meetings themselves, our questions were not answered. They were more concerned with getting their segment in. Each person had to talk. They were more concerned with the stuffed cows on the tables than they were with what we had to say...our questions and our concerns...and that's the truth. It was a mess. The textbooks...I'm going to tell you...the textbooks were a disaster. The Pearson wasn't even finished. It didn't have an index. It didn't have a table of contents. The students couldn't find anything in it, and when they found something, it was wrong. Pearson's terrible. I don't use Pearson at all."*

CLASSROOMS

The most common faculty comments relative to classrooms were in reference to Young Hall. Faculty felt the rooms, which were designed to accommodate 15 students, were too small to comfortably accommodate the Core classes of 20-21 students. The classrooms were overly crowded and created a very uncomfortable teaching/learning environment for faculty and students. Some faculty reported that on class days, students helped faculty move furniture out of the rooms so that the classes could fit in the rooms. After class, furniture would have to be moved back into the room. This proved to be very time consuming and created more frustration.

The technology, viz. the computer station, overhead projector as well as the document camera didn't work consistently. Thus, technology based class presentations such as PowerPoint had to be shelved. Dry erase whiteboards (often times a backup for improperly functioning technology) were not available until the middle of the semester. Overly crowded classrooms with technology that didn't work consistently created major problems for faculty teaching in Young Hall.

FACULTY QUOTE CLASSROOMS

- ✓ *"Young Hall, which was brand new online, was a mess. For my graduate (delete) students, the technology didn't work. They were in a room where the document camera and the computer alternated which one would be broken, and they didn't even have a whiteboard. They had all these bells and whistles crap, and they didn't have a whiteboard with Dry-Erase markers, and these are (deleted)...never been in a classroom in that role before. I E-mailed my department chair and E-mailed the technology person and raised hell. Instead, I got kind of blowback in the sense of, "we're trying the best that we can," but it was unconscionable. I thought it was unconscionable to make them teach this course that had never been tested and then to put*

them in a classroom that nobody had even walked through it to see if everything worked. I thought it was...it was..."

The information provided above has detailed the Assessment Team and faculty's perceptions relative to training, and logistics, including the syllabus, timeline, textbooks, communication/support, and classrooms. Following are the Team's findings relative to analysis of student and faculty data.

ANALYSIS OF DATA: STUDENTS

RESULTS OF STUDENT RESPONSES TO MATERIALS/ACTIVITIES THAT ASSISTED STUDENT LEARNING:

At the end of fall semester 2009, students in Core 101 and 103 completed a one-time formative survey developed by the Office of Institutional Research, Planning and Assessment. An average of 729 students in Core 101 responded to 40 questions, and an average of 105 students in Core 103 responded to 44 questions reflecting their perception of course materials/activities. A complete list of all survey items can be found in Tables 4 & 5 (Appendices I & J: pages 120-123) along with the percentages reflecting student responses.

Included in the summary of these results are nine Core 101/103 students who completed the one-time survey and also volunteered to be interviewed individually or in a small focus group. Due to the nature of the interview format, investigators had more opportunity for discussion concerning students' overall learning experiences in either Core 101 or 103, and their suggestions for change. The interview questions were similar but not identical to the questions asked faculty and highlighted the learning objectives (i.e., *Written Communication, Oral Communication, Critical Thinking, and Technology/Information Literacy*) of the Core (Student Response Data Sheet, Appendix D: page 99).

The following presents the survey and interview data, which are categorized into the four learning factors targeted by both courses: *written communication, oral communication, critical thinking, and technology/information literacy*. Students were asked to respond on a 4-point Likert scale: 4=strongly agree, 3=agree, 2=disagree, and 1=strongly disagree.

WRITTEN COMMUNICATION

The following means and standard deviations are derived by averaging the six questionnaire items assessed in written communication using the results of the 4-point scale. The mean results

indicate students agreed they benefited from their instruction in written communication for both Core 101 and 103.

Written Communication	N	Mean	Standard Deviation
Core 101	663	3.14	0.20
Core 103	94	3.15	0.53

Interviewed students were split on whether they thought they improved in written communication; four of the six students already felt competent in written communication, but didn't mind taking the course because of the professor.

STUDENT INTERVIEW RESPONSES REGARDING ASSIGNMENTS

- ✓ *"Learning difference between formal & informal writing."*
- ✓ *"Research project was helpful."*
- ✓ *"Annotations helpful."*
- ✓ *"Interview-how to ask questions."*
- ✓ *"Beneficial to talk with other students."*
- ✓ *"Someone from library came into class and taught citations which were helpful"*

STUDENT SUGGESTIONS/COMMENTS

- ✓ *"You always hear best writers are good readers, we didn't read any books."*
- ✓ *"I wanted a good example of good research so I have a model."*
- ✓ *"I knew more about APA than my teacher, more like high school".*
- ✓ *"Put more in one semester – moved slowly." (combine papers and oral presentations)*
- ✓ *"Can we test out of Core?"*
- ✓ *"Not so many worksheets."*

ORAL COMMUNICATION

The following means and standard deviations are derived by averaging the five questionnaire items assessed in oral communication using the results of the 4-point scale. These results indicate that

on average Core 101 students agreed they benefited from their instruction in oral expression. While the mean score (2.93) reflects some Core 103 students agreed they benefited from oral expression, between 26-41% disagreed or strongly disagreed that oral communication was beneficial to their learning experience. A review of Tables 4 & 5 (Appendices I & J: pages 120, 123) identifies several items under oral communication that may have contributed to this lower score. The specific items students did not think contributed to their overall learning experience included; *explaining the influences on the communication process differentiating among public speaking, interpersonal, and small group communication identifying obstacles to effective listening; and explaining the different types of speeches and presentations.*

Oral Communication	N	Mean	Standard Deviation
Core 101	665	3.11	0.54
Core 103	93	2.93	0.59

STUDENT INTERVIEW RESPONSES REGARDING ASSIGNMENTS

- ✓ *"Helpful in oral communication were the song assignment and the speech about career goals."*
- ✓ *"The rubric was helpful."*

STUDENT SUGGESTIONS/COMMENTS

- ✓ *"Add another oral communication project."*
- ✓ *"Need more debates-that would help with oral communication."*
- ✓ *"Didn't do speeches in Core 101 but are doing them now in 102."*

CRITICAL THINKING

The following means and standard deviations are derived by averaging the six questionnaire items assessed in critical thinking using the results of the 4-point scale. While the mean score of 2.8 (Core 103) and 2.9 (Core 101) would indicate students agreed that critical thinking was beneficial to their learning, there were some students who disagreed. A review of specific items on the One-Time Student Survey (Tables 4 & 5, Appendices I & J: pages 120, 123) reflect that over half the students in

Core 103 and one-fourth of Core 101 students disagreed or strongly disagreed that *inductive and deductive arguments* were beneficial.

Critical Thinking	N	Mean	Standard Deviation
Core 101	649	2.95	0.56
Core 103	92	2.80	0.62

STUDENT INTERVIEW RESPONSES REGARDING ASSIGNMENTS

- ✓ *"Did a paper Opinion vs. Fact that was interesting."*
- ✓ *"Made me think about the world-how to think on my own."*
- ✓ *"How to analyze what people are telling you." (Prison example)*

STUDENT SUGGESTIONS/COMMENTS

- ✓ *"Let students talk."*
- ✓ *"More interaction and more current events."*

TECHNOLOGY/INFORMATION LITERACY SKILLS

The following means and standard deviations are derived by averaging the five questionnaire items assessed in critical thinking using the results of the 4-point scale. These results indicate students agreed their instruction in technology for both Core 101 and 103 was beneficial to their learning experience.

Technology/Information Literacy	N	Mean	Standard Deviation
Core 101	699	3.17	0.59
Core 103	106	3.17	0.52

STUDENT INTERVIEW RESPONSES REGARDING ASSIGNMENTS

- ✓ *"Felt better prepared." (four of the six students)*
- ✓ *"Learned the use of computer for searching data base, Smart Board, downloading from camera to computer, APA, can distinguish between primary and secondary sources."*

STUDENT SUGGESTIONS/COMMENTS

- ✓ *"Library and finding sources-easier to Google"*
- ✓ *"WebCT"*
- ✓ *"Our library has a lot of good stuff, it's just figuring out how to get that stuff."*
- ✓ *"Promote the library better."*
- ✓ *"Confused about web mail and RU e-mail."*
- ✓ *"WebCT looks like a cheaply made website."*
- ✓ *"Didn't know how to use some of the technology."*
- ✓ *"Modules a waste of time."*
- ✓ *I was concerned how inconsistent students were graded across the Core.*

SUMMARY OF INTERVIEWED STUDENTS

Student comments reflected different experiences across the Core courses. For example, students were split on whether they thought they improved in written communication. Four of the students already felt competent in written communication, but didn't mind taking the course because they enjoyed their professor. However, one student wanted the opportunity to test out of the Core. Also, two of the interviewed students indicated they did not have oral communication in Core 101 but were getting the oral communication in Core 102. Student interviews suggested the library needed to be promoted more because there was so much to learn, while several end of semester evaluation comments stated the library workshops were helpful.

The majority of students felt they improved in critical thinking skills and enjoyed the readings and activities related to that learning objective. Likewise, most of the interviewed students expressed they had been introduced to and had become more competent in technology skills. However, they all agreed the *modules* were a waste of time.

STUDENT RESULTS OF THE ONE TIME FORMATIVE SURVEY/QUESTIONNAIRE

The student survey data also provided results for both CORE courses relative to student perceptions of *class lectures*, the textbook *Think*, the *University Core Handbook*, *in and out of class*

activities/assignments, as well as *course products*. The six interviewed students completed a questionnaire *Student Responses to Materials/Activities That Assisted Student Learning* (Table 6, Appendix) following their interview responding to the same questions mentioned above. Question responses were rated on a sliding scale from a Waste of Time (1) to Extremely Helpful (5). The data for each category is presented as percentages (Table 6, Appendix), as well as means and standard deviations. The means and standard deviations reflect a combination of both Core 101 and 103 student responses.

CLASS LECTURE

Ninety-one percent of the Core 101 students (N = 729) and 93% of the Core 103 students (N = 105) rated the *class lectures* positively with 90.9% of Core 101 and 92.6% of Core 103 selected the lectures as *Very Much Helpful* or *Somewhat Helpful*. These results were substantiated with 100% of the interviewed students selecting either *Extremely Helpful* or *Helpful*. The information below presents the mean and standard deviation of the helpfulness of class lectures using results based on a 4-point scale.

CORE Course Material	N	Mean	Standard Deviation
Lectures	828	3.41	0.73

THINK TEXTBOOK

End of semester student evaluations reflected 71% of Core 101 and 89.6% of Core 103 students rating the *Think* textbook as *Not At All Helpful* or of *Very Little Help*. Likewise, 100% of the interviewed students perceived the textbook *Think* as either *Not Helpful* (33%) or a *Waste of Time* (67%). The table below presents the mean and standard deviation of the helpfulness of the *THINK* textbook using results from the 4-point scale.

CORE Course Material	N	Mean	Standard Deviation
THINK Textbook	825	1.87	0.87

UNIVERSITY CORE HANDBOOK

Opinions about the *University Core Handbook* elicited a miscellany of responses. Sixty-six per cent of Core 103 students rated the *Core A Handbook* as *Very Much* or *Somewhat Helpful*, while 34% rated it *Very Little* or *Not At All Helpful*. The Core 101 students were closely split with 48.7% rating it *Very Much* or *Somewhat Helpful* and 50% rating it as either *Very Little* or *Not At All Helpful*. The interviewed students were equally disparate with 33% selecting the *Core Handbook* as *Helpful*, 17% had *No Opinion*, and 50% rated it *Not Helpful* or a *Waste of Time*. The table below presents the mean and standard deviation of the helpfulness of the *CORE A Handbook* using results from the 4-point scale.

CORE Course Material	N	Mean	Standard Deviation
Core A Handbook	838	2.45	1.02

CLASS ACTIVITIES

The majority of the end of semester students rated class activities as positive, with 90% selecting *Very Much* to *Somewhat Helpful*. The majority of the interviewed students felt class activities were *Extremely Helpful* or *Helpful* (67%) while 34% found the class activities *Not Helpful* or a *Waste of Time*. The table below presents the mean and standard deviation of the helpfulness of in-class discussions and exercises using results from the 4-point scale.

CORE Course Material	N	Mean	Standard Deviation
In-Class Discussions	843	3.58	0.67
In-Class Exercises	841	3.45	0.73

COURSE PRODUCTS

Course products included a *Self-Expression Essay*, *Interview*, *Textual Analysis Using Readings*, *Research or Thesis Driven Argument*, and a *Reflections Paper*. Overall, the end of semester students indicated course products were beneficial. Of the interviewed students, only one student thought the course products were Extremely Helpful (17%) while the rest of the students had No Opinion (83%). The table below presents the mean and standard deviation of the helpfulness of each course product using results from the 4-point scale.

CORE Course Material	N	Mean	Standard Deviation
Self-Expression Essay	830	3.28	0.80
Interview CORE 101 Only	719	3.17	0.89
Textual Analysis	826	3.10	0.86
Research or Thesis Driven Argument	825	3.26	0.79
Oral Presentation or Reflection Papers	809	3.20	0.81

OUTSIDE ASSIGNMENTS

Only the interviewed students were asked to rate outside assignments. Twice as many rated the outside assignments either Extremely Helpful (17%) or Helpful (50%), while the remaining respondents had No Opinion (33%).

CORE DIFFICULTY

Students responded using a 3-point Likert scale (3=very challenging, 2=very little, 1=not at all). The mean score would indicate that students thought Core 101 and 103 were either *not at all challenging* or *somewhat challenging*. However, a review of student assessment regarding class

activities and assignments reflects that students felt the Core 101 and 103 courses were very helpful. In other words, students seemed to be saying that while Core 101 and 103 were not difficult, the courses were beneficial to their overall learning experience.

CORE Course Material	N	Mean	Standard Deviation
How Challenging was Core 101?	732	1.76	0.51
How Challenging was Core 103?	107	1.95	0.57

SUMMARY OF STUDENTS' PERCEPTIONS OF CORE 101/103

In sum, students' perceptions of the materials and activities provided in Core 101 and 103 reflected strong agreement amongst all students that *class lectures* were *Very Helpful* in assisting in their overall learning experiences. Likewise, most students regarded *class activities* and *course products* as beneficial. Only the interviewed students (N = 6) responded to *No Opinion* (86%) concerning course products. The *Think* textbook was viewed by the majority of students as *Not At All Helpful* or of *Very Little Help*. There was more diversity in student responses regarding the *University Core Handbook*. While responses were observed across all available choices (e.g., Scale 1-5), there was almost a 50/50 split on whether the *University Core Handbook* was useful or not regarding their overall learning experiences.

END OF SEMESTER STUDENT WRITTEN EVALUATIONS OF CORE 101/103

Another section of the one-time formative survey asked Core 101/ 103 students to identify three things in the Core course that helped them learn the most, plus three things they would change in the Core course (e.g., materials, assignments, etc.). Seven hundred twenty-nine written responses from students in Core 101 and 103 were reviewed and categorized into themes. The following themes and

student remarks reflect the most frequently observed responses for both positive attributes of Core 101 and 103 impacting student learning, and changes students suggested for Core 101 and 103.

Themes & Comments from Core 101 Students

What three things in the Core 101 helped you learn the most?	
Most commonly observed themes	Responses Tallied
Writing Good Papers	188
In Class Discussions	173
The Professor	119
Lectures	106
Interview	92
Plagiarism, Citing, APA	86
Thesis Driven Argument	79
Peer Editing	68
Core Handbook	64
In Class Exercises /Assignments	57
On Line Modules	46
Reading Essays	45
Conferences With Professor	38

STUDENT WRITTEN COMMENTS/QUOTES

- ✓ *"The structure of writing a paper was something I learned in Core 101 that helped me a lot."*
- ✓ *"I learned how to cite things, understand plagiarism here in college and write less casually, and more formally."*
- ✓ *"How to write a rhetorical analysis paper."*
- ✓ *"Core helped me with giving other students good criticism on the writing and taking theirs to improve my own writing. Also, helped me understand how to establish and write an effective argument."*
- ✓ *"How to write a good college paper."*
- ✓ *"How to speak in front of an audience better."*
- ✓ *"The teacher, she was extremely helpful."*
- ✓ *"My teacher made the course valuable. She did an excellent job helping us learn what was important. "The course itself I don't feel like was helpful. I think the class would have been pointless without her." "The only valuable part is the English component."*
- ✓ *"The actual teacher, that's about it."*
- ✓ *"The availability of my professor made it far easier to get assistance and answer questions."*
- ✓ *"I feel that the lectures that the teacher gave were the most helpful to me, followed by their consulting on papers, and doing pre-writing assignments."*
- ✓ *"The debates and discussions."*
- ✓ *"How to analyze articles better."*
- ✓ *"Core helped me learn appropriate skills, read more into stories, and be more open about reading."*

Themes and Comments from Core 101 Students

What three things would you change in the Core 101 course (e.g., materials, assignments, etc.)?	
Most Commonly Observed Themes	Responses Talled
Didn't Like Books (Think textbook, Core Handbook)	209
Didn't Like Modules	145
Get WebCT Figured Out	67
Interview Essay/Transcription	51
Not So Many Writing Assignments	30
Less Reading Assignments	25

STUDENT WRITTEN COMMENTS/QUOTES: CORE 101

- ✓ *"Book modules were useless."*
- ✓ *"The books didn't help. I wasted my money buying them. Stop trying to be so 21st century to interest students, it doesn't help."*
- ✓ *"Modules were the dumbest things ever created". The Core and Think Books were a waste of money and space and the interview and transcription was torture. Teachers should be able to teach their own material at their own pace, that's why they were hired."*
- ✓ *"I learned everything in high school." "I learned everything in elementary school."*
- ✓ *"Would rather have a regular English class."*
- ✓ *"I would rather be taking English 101. This class doesn't roll over if transferred. It seems fairly dumbed down to me. I was VERY disappointed."*
- ✓ *"More class discussion-those were fun. Do more activities during class. More 3rd person papers instead of informal personal papers."*
- ✓ *"Let the professor design their own course."*
- ✓ *"It did nothing more than make me realize the education level in America is getting worse and worse due to the education system".*

- ✓ *"There are no three things in particular...You need to change EVERYTHING!! Otherwise this is a waste of time and money for Radford."*
- ✓ *"Fix the system."*

DISCUSSION OF STUDENT THEMES AND COMMENTS REGARDING CORE 101

Each of the top four themes selected by students to be most helpful had 100 or more student tallies. The majority of students identified writing good papers (188 tallies) as helping them learn the most. In class discussions (173 tallies), the professor (119 tallies), and lectures (106 tallies) were also noteworthy in supporting student outcomes.

The top four themes suggested by students that needed to be changed included the *Think* textbook, the *Core A Handbook* (209 tallies), the modules (145 tallies), WebCT (67 tallies), and the interview essay/transcription (51 tallies). Some students felt the books were useless, some said they never used them, and 145 students responded that they did not like the modules. Many students found WebCT difficult and the essay/transcription problematic.

Themes & Comments from Core 103 Students

What 3 things in the Core 103 helped you learn the most?	
Commonly Observed Themes	Responses Talled
Teachers Were Helpful	30
Core Handbook	27
Learning APA	26
In Class Discussions	25
Readings (i.e., Three Cups of Tea; I Say They Say)	23
Construct A Decent Argument	22
Good Lectures	15
Writing Assignments	15
Communicate Orally	12
Library Workshop	11
Web CT Resources (i.e. How to cite sources)	8
Peer Evaluations	6
Learning Environment (i.e., small classes)	5

STUDENT WRITTEN COMMENTS/QUOTES CORE 103

- ✓ *"The professional and friendly qualities of my professor."*
- ✓ *The handbook was very valuable if I wasn't sure how to do something when writing (e.g., citations, stating/ending, free writing, etc.)*
- ✓ *"I learned a lot about APA style that will help me in classes in the future."*

- ✓ *"The class discussion questions when we got in groups and shared answers."*
- ✓ *"I also thoroughly enjoyed reading Three Cups of Tea." "I really enjoyed reading Three Cups of Tea, it helped reinforce the kindness in people."*
- ✓ *"The They Say I Say book was also very helpful with many useful tips."*
- ✓ *"The research argument project helped a lot because it helped me for good arguments."*
- ✓ *"The in class discussions and lectures. Being able to talk about what we were learning." "How to write a good rough and edit my paper before its due."*
- ✓ *"Analyzing myself and my thought process through papers, this is something I had never done or thought to do."*
- ✓ *"The well explained assignments."*
- ✓ *"The final project helped to give me a better idea of what I want to do in my future."*
- ✓ *"How to present a good oral speech."*
- ✓ *"I learned so much about my career through the oral presentation project".*
- ✓ *"Going to the library showed me how to use those resources."*

Themes and Comments from Core 103 Students

What 3 things would you change in the Core 103 (e.g., materials, assignments, etc.)?	
Most Commonly Observed Themes	Responses Talled
Books Were A Waste Of Time	38
Modules Weren't Helpful	33
I Learned Nothing	8
Create A Placement Test	5
Library Not Helpful	5

STUDENT WRITTEN COMMENTS/QUOTES: CORE 103

- ✓ *"We never used the books."*
- ✓ *"Handbook seemed childish."*
- ✓ *"Combine readings in one book."*
- ✓ *"Eliminate on-line uploads."*

- ✓ “Didn’t learn anything new that I had learned from AP English.”
- ✓ “The entire program needs work. No one even understands what Core is and I didn’t appreciate being a guinea pig for a class that was poorly thrown together in an attempt to change everything we learned in our English courses”.
- ✓ “This class reminds me of the pointless SOL’s in high school”.

SUGGESTIONS:

- ✓ “More creative writing.”
- ✓ “More public speaking.”
- ✓ “More time in lecture and class discussion.”
- ✓ “Don’t do technology.”
- ✓ “I miss English.”

SUMMARY OF STUDENT THEMES & COMMENTS REGARDING CORE 103

There were six commonly observed themes identified by Core 103 students (N = 103) that helped them learn the most. Students perceived their professors as very helpful (30 tallies) in their learning experience. Even those students who thought the course was useless (8 tallies) praised their professors. Other commonly identified themes supporting student learning were the *Core A Handbook* (27 tallies), *learning APA* (26 tallies), *in class discussions* (25 tallies), *readings* (23 tallies), and *constructing a decent argument* (22 tallies).

The two major themes for changes to Core 103 focused on the *Think* textbook and modules. Students thought both were a waste of time and money. Some students felt Core 103 was just like a high school class and suggested a placement test that would allow them to test out of the course. Their suggestions for improving Core 103 included adding more creative writing, public speaking, lecture, and class discussion.

ANALYSIS OF DATA: FACULTY

A total of 18 RU teaching faculty were interviewed and their responses recorded in the Faculty Response Data Sheet (Appendix E:, page 108). The interview questions were similar but not identical to the questions asked students, and highlighted the learning outcomes (i.e., Written Communication, Oral Communication, Critical Thinking, and Technology/Information Literacy) for the Core 101 and 103. An example question for faculty was, “What did you observe about the students’ written communication

skills as the semester progressed?" Faculty's responses were categorized into one of the following four categories: *"Improved, Stayed the Same, Hard to Measure, or No Response."* A follow-up question for each learning outcome asked faculty if the competency level of their students was appropriate for the specific learning outcome. For example, did students have the necessary prerequisite skills to be successful in each of the four learning outcomes. Faculty responses were then placed into one of the following five categories: *"Appropriate, Variable, Hard to Measure, Poor", or No Response"* as determined by the investigators. Table 9 (Appendix N: page 130) depicts the results of faculty perceptions regarding both student learning outcomes and student competency levels. Following each learning objective below is a summary of faculty statements and a candid analysis of faculty concerns and suggestions.

WRITTEN COMMUNICATION

The majority of faculty (63.2%) perceived that students *improved* in written communication, while 26.3% suggested students *stayed the same* and 10.5% had *difficulty measuring* their students' improvement in written communication. Faculty responses fell into each of the five response categories regarding their students' competency in written communication with the majority (42.1%) stating student competency levels were *variable* (e.g., *Some students had the prerequisite skills, while others did not*), 26.3% stating *appropriate*, 21.1% reported *poor* and 5.3% had *no response*. (Table 9 - Appendix N: page 130)

FACULTY RESPONSES REGARDING WRITTEN COMMUNICATION

STUDENT NEEDS/ASSIGNMENTS IN WRITTEN COMMUNICATION

- ✓ *"Need more writing. Just more emphasis on writing. I think that has been completely lost."*
- ✓ *"Add more papers."*
- ✓ *"The things that were sent out to us that we had to cover, it was mindboggling trying to do it all. So, things had to be sacrificed. One of the things that got cut was the writing."*
- ✓ *"Not enough time and practice."*
- ✓ *"Reflections were meaningless."*
- ✓ *"Transcriptions were not helpful."*
- ✓ *"Research papers-did two-most beneficial."*
- ✓ *"Least helpful-personal essay."*

- ✓ “So, all of these other things I felt were crowding out what should just be a writing class. So, I felt bad because I don’t like to send students on to somebody else and, you know, their writing isn’t as good as it can be.”
- ✓ “Those 103 students all needed thesis. They needed conclusions. They needed introductions. They needed the whole bit all over again, and that’s what I had to do.”
- ✓ “Takes a lifetime to learn to paraphrase and summarize.”
- ✓ “I just think they didn’t get enough information on writing during the year.”
- ✓ “Part of what the course is supposed to do is figure out what their competencies are and make sure that I as an instructor get them to where they need to be.”
- ✓ “...most of them were still in that high-school mode of writing where it was hard to find the main idea and if you can regurgitate the main idea back to the instructor, then that constitutes an A, and then there were quite a few whose stylistic, grammatical issues were not up to snuff.”

OVERALL COMMENTS REGARDING WRITTEN COMMUNICATION

- ✓ “Failed more students than I did in the past.”
- ✓ “Saw improvement in the next semester.”

ORAL COMMUNICATION

Most (63.2%) faculty perceived an *improvement* in their students’ oral communication, while 15.8% identified students *stayed the same*. In addition, 5.3% of the faculty agreed their students’ improvement in oral communication was *hard to measure* whereas 15.8% had *no response*. Relative to students’ level of competency in oral communication, the majority (47.4%) of faculty indicated their students had the prerequisite skills to be successful in oral communication. However, 26% agreed it was *hard to measure*, 21.1% had *no response*, and 5.3% identified their students’ competency as *variable*. (Table 9 - Appendix N: page 130)

FACULTY RESPONSES REGARDING ORAL COMMUNICATION

STUDENT NEEDS/ASSIGNMENTS IN ORAL COMMUNICATION

- ✓ “I think that probably of the four areas, oral communication is where they were better aligned in terms of the expectations. I don’t know if the high schools are giving them more exposure to that, but I didn’t have any students in 101 who had a problem.”
- ✓ “Mock interview was helpful.”
- ✓ “Move interview to 102.”
- ✓ “More complicated than it looks, need more time.”

- ✓ *"To say that they sat down with somebody and asked them questions for 20 minutes, and their oral skills improved, I don't think so."*
- ✓ *"Transcriptions may be better in Core 201 and 202."*
- ✓ *"Frustrated with interview-many logistical problems, person didn't show up. For me, I know I wasted a lot of time with the interview part, you know, because I wanted to give the students the time to do it."*
- ✓ *"the interview...the whole project unit was so confusing, which I think was a marker of the class as a whole in its incoherence, at least to me as an instructor, was that in the summer workshop we were told that you had to do an interview. That was consistent. We were told that you had to do a profile. You had to take that interview and you had to like make it into a snapshot of a person. Then we were told, "No, you don't have to do that. Take it out." Then we were told, "Yes, you do have to do it." So, it went back and forth and back and forth and back and forth, which was very confusing."*

OVERALL COMMENTS

- ✓ *"Don't delete the oral communication part."*
- ✓ *"This professor copped out...did not try to incorporate the oral component...flew by her collar"*
- ✓ *It appears the oral communication segment suffered...boiled down to time constraints...English didn't suffer as much as oral...expected because most of the faculty teaching were English faculty."*

CRITICAL THINKING

In terms of critical thinking, faculty agreed that the majority (68.4%) of their students *improved*, while 5.3% said they *stayed the same*. Another 21.1% felt it was *hard to measure* student improvement and 5.3% had *no response*. Faculty responses were more disparate when judging their students' competency levels. The majority of faculty (57.9%) felt it was *hard to measure* and only 26.3% felt students' prerequisite skills were *appropriate* for this learning outcome. The minority (5.3%) identified their students' competency as *poor* while 10.5% had *no response*. (Table 9 - Appendix N: page 130)

FACULTY RESPONSES REGARDING CRITICAL THINKING

STUDENT NEEDS/ASSIGNMENTS IN CRITICAL THINKING

- ✓ *"My firm belief is that that's (critical thinking) the first thing that our students should learn, especially at the college level, is how to look at something thoughtfully and intelligently, and that to me is the foundation of good writing and good communicating."*
- ✓ *"Must be integrated into other assignments, not stand-alone subject."*
- ✓ *"Too much vocabulary, too technical."*

- ✓ *“What I saw at the beginning was they didn’t understand what I meant by analyze. They didn’t even understand the terminology, let alone understand the freedom that they had along with the ability to think and apply meanings to something. In high school they said the only thing they ever had to do was read whatever the reading was as a class together, like a novel or short stories or whatever...”*
- ✓ *“Not as much progress in logical reasoning as in the writing and the oral communication. For one thing, it’s very difficult. We certainly teach that and have been trying for quite some time with writing to have this logical reasoning, but approaching it from a philosophy standpoint instead of an English writing standpoint has been confusing for the teachers as well as the students, and I don’t think the outcomes have been as great as we would like.”*
- ✓ *“The only logical kind of reasoning thing that I noticed them even getting better with is their reading logs, where they would read something and then make more concrete kind of comparisons. No... it had nothing to do with the Think book or any of the critical reasoning things that we taught. It was more their experience moving them through writing that they actually did better.”*
- ✓ *“I want them to be able to look at an argument and see the parts of that argument that need to be, you know, looked at more closely. I’m not really concerned with whether it’s inductive or deductive. To be honest, I find that distinction not very helpful at the level we’re working on.”*
- ✓ *“Think book should be held back for 201 and 202. I think that vocabulary is important, but I think there are more basic skills that Core needs to deal with in 101.”*

OVERALL COMMENTS

- ✓ *“I don’t care much for the modules, but as far as the basic premises of critical thinking, I constantly refer to the slides that were given because I thought those were a wonderful resource.”*
- ✓ *“The little tips, like critical thinking games we got in email were helpful.”*
- ✓ *“I’m of the mind that the critical-thinking skills that we were expected to do in the class are best taught by the folks in our philosophy department.”*

TECHNOLOGY/INFORMATION LITERACY

Faculty perceptions of students’ improvement in the technology/information literacy component were quite diversified. Thirty-one percent said students *improved* in technology, while 26.3% thought they *stayed the same*. Another 26.3% thought student improvement was *hard to measure* and 15.8% had *no response*. When asked about the competency level of their students, once again faculty responses were variable and fell into four of the five categories. Faculty responses for *appropriate*, *variable* and *hard to measure* were each 26% with 21% having *no response*. (Table 9 - Appendix N: page 130)

FACULTY RESPONSES REGARDING TECHNOLOGY INFORMATION LITERACY

STUDENT NEEDS/ASSIGNMENTS IN TECHNOLOGY /INFORMATION LITERACY

- ✓ *"I think there's a misconception about the technology the students are bringing in with them. They certainly know some of the technology, but most of it is entertainment technology. But in terms of using the technology software that we use, just the basic Microsoft stuff, particularly the Word."*
- ✓ *"It was suggested that students knew all the new technology and we need to focus on what they don't know (Microsoft Word, etc.)."*
- ✓ *"So much varied skill level in technology-a placement test?"*
- ✓ *"They don't even know how to use Microsoft Word, and they can't even run spell check, and they can't take the time to read through their paper".*
- ✓ *"We discussed technology instead of using it."*

OVERALL COMMENTS

- ✓ *"As far as implementing technology like that as far as technology are concerned, I think the instructors need to be really, really comfortable with it so that any kind of problem the student is having, it can be taken care of at the lowest level like that."*
- ✓ *"Some students would come up and say "I heard these technology are done, that we don't have to do those anymore". I'm like, "well, where did you hear that?" They say, "Well some other kids were talking, and their teachers not doing them and they said that they're just doing away with them". I said, "Well, no."*
- ✓ *Modules- "Busy work-big brother/big sister looking over shoulder."*
- ✓ *"Technology needs to be integrated."*

SUMMARY OF FACULTY RESPONSES

The majority of faculty perceived that students improved in their *written communication*. However, faculty comments reflected concerns that students weren't provided enough information on, or practice with writing, and would need more writing experience than provided in Core 101 and 103.

Findings were similar regarding *oral expression*. While the majority of faculty felt students improved in oral expression, there were concerns with the interview/transcription assignment. Once again faculty expressed that time constraints inhibited them from providing enough information and/or practice necessary for their students to be successful.

Faculty also observed improvement in their students' *critical thinking* skills. However, some faculty stated that student improvement was more often observed when it was connected to their

writing. In order to meet this learning outcome, some faculty expressed their opinion that our students would be better served by faculty in our philosophy department. Faculty comments suggested the *Think* book would be more appropriately used in Core 201 and 202, and they felt uncomfortable with the modules.

There were many different opinions expressed regarding student improvement in technology/information literacy. Some faculty thought their students knew more about technology than they did, while others thought that student skills were more in line with entertainment (i.e., Facebook, Twitter, etc.). It was suggested that students learn how to use Microsoft Word and to use new technology instead of just discussing technology. A placement test was suggested due to the varied skill level of their students.

RESULTS OF FACULTY RESPONSES TO MATERIALS/ACTIVITIES THAT ASSISTED STUDENT LEARNING

Upon completing the individual faculty interviews, participants were asked to complete a similar, but not identical questionnaire (*Faculty Responses to Materials/Activities That Assisted Student Learning* (Table 7-Appendix L: page 128) to the one completed by students. Responses reflected their perceptions of the impact on student learning of Core 101/103 regarding the textbook *Think*, the *University Core Handbook*, *in and out of class activities/assignments and, course products*. The questions were based on a five choice scale with five signifying *Extremely Helpful* and one signifying *A Waste of Time*. The following results are summarized from a total of 18 respondents.

While faculty rated the *Think* textbook in each of the five categories, the majority (66.6%) responded that it was either *Not Helpful* (33.3%) or a *Waste of Time* (33.3%). Responses relative to the *University Core Handbook* were more diverse. Thirteen percent perceived the *Core Handbook* to be either *Extremely Helpful* or *Helpful*, while 50% perceived it to be *Not Helpful* or a *Waste of Time*. The remaining faculty rated it as *No Opinion* (6%). The majority (76.2%) of the respondents rated *in and out of class activities/assignments* as *Extremely Helpful* (28.6%) or *Helpful* (47.6%), while 4.8% selected them as *Not Helpful* and 19% had *No Opinion*. *Course products* were perceived as *Extremely Helpful* (19%) or *Helpful* (47.6%) accounting for 66.6% of the responses, while approximately one-third (33%) of the faculty perceived the required course products as *Not Helpful*. *Outside assignments* were viewed by faculty as either *Extremely Helpful* (23.8%) or *Helpful* (52.4%) while 9.5% had *No opinion*.

OVERALL SUMMARY OF FACULTY AND STUDENT RESPONSES TO MATERIALS/ACTIVITIES THAT ASSISTED STUDENT LEARNING

Faculty and students were in agreement concerning the textbook *Think*. The majority of both groups perceived the textbook *Think* as either *Not Helpful* or a *Waste of Time*. Perceptions of the *University Core Handbook* by both students and faculty were more ambiguous with responses being distributed across all 5 categories. The majority of Core 103 students rated the *Core Handbook* as *Very Much Helpful* or *Somewhat Helpful*, while Core 101 student responses were equally divided between *Very Helpful* to *Somewhat Helpful*. Half of the faculty respondents indicated they perceived the *Core Handbook* as *Not Helpful* or a *Waste of Time*.

Both students and faculty agreed that *in and out of class activities/assignments* were beneficial to the overall learning experiences of students. Likewise, there was agreement between student and faculty perceptions of *course products* (i.e., *a self-expression essay, interview, textural analysis, research project, and oral presentation*).

In summary, both students and faculty perceived the textbook *Think* as not helpful or a waste of time. The majority of students perceived the *Core Handbook* as a waste of time, but faculty responses were split as to its usefulness. All participants perceived *in and out of class activities/assignments* as beneficial. While faculty and end of semester students perceived *course products* to be helpful, most students interviewed had *No Opinion*. The majority of students and faculty were supportive of the *Core's outside assignments*. While most students did not find Core 101 or 103 very challenging, they all agreed that the course assignments/activities benefited their overall learning experience.

DISCUSSION

The mission of this study was to identify curricular strengths and weaknesses of Core 101 and 103 for the 2009 Fall semester. Data were collected from students, faculty, core coordinators, administrators, and university documents. Each of these sources offered separate insight into the development, structure, and program content of Core 101 and 103. This discussion will highlight the most meaningful aspects of the assessment. Regarding the organization and curricular emphasis of Core 101 and 103, the data were highly variable and indicated a lack of consensus. The most crucial finding was the impact the implementation process had on those involved. Although the study focused on

student achievement in the four goals, the problems associated with the speed of implementation created numerous obstacles that compromised the overall process.

The concept of the Core A Curriculum was supported by the majority of students and faculty interviewed. Some interviewees thought it provided a positive opportunity for improving student learning at Radford University. Of the four goals in Core 101/103, student improvement was noted in written and oral communication. Based on their expertise, faculty felt competent in teaching the written communication goal. Both students and faculty suggested that a greater emphasis be placed on written communication. Some faculty and students suggested a return to ENGLISH (ENGL) 101. Although improvement was noted in oral communication, faculty felt they needed additional training. Some faculty commented they had included oral communication activities in their ENGL 101 and 102 classes and felt competent to evaluate students in this area. Even though the training provided in oral communication assisted in clarifying assignments and techniques, faculty felt they needed more formal training in how to evaluate student performance.

The critical thinking and technology/information literacy goals were more varied in levels of achievement. Some students and faculty reported there was improvement in students' critical thinking abilities. Problems resulted from a difference in perspective between the rhetorical and philosophical approaches related to teaching this goal. These differences caused communication difficulties for some of the teaching faculty and the Core A Coordinators and inhibited faculty in effectively meeting course expectations. The complexity in teaching and assessing critical thinking further complicated accomplishing the teaching and evaluation of this goal. Students and faculty did not like the *Think* book. This caused many faculty to discontinue its use. Faculty felt the need for additional training in critical thinking that would allow them to integrate their prior knowledge in teaching critical thinking based on a rhetorical approach combined with the philosophical approach they were being directed to teach.

Due to numerous logistical problems, implementation of the technology/information literacy goal proved challenging for faculty and students. The limited experience of some faculty in using technology plus the unwillingness of others to make use of it impacted the success of the technology goal. The utilization of what appeared to be an ineffective course management system challenged all involved. Students and faculty both agreed that the modules were of poor quality and proved to be an ineffective learning application. Thus, some faculty discontinued their use.

The competency level of students in this area was also an issue. Although familiar with popular technology such as Facebook, U-tube, Twitter, etc., many students were unable to edit documents using Word, upload/download documents, or make effective use of search engines available through McConnell Library. Faculty felt the need for further training in this area, but wanted the components of technology/information literacy to be more clearly defined and applicable.

The inability to integrate the four goals into contiguous assignments was an overriding issue. Faculty voiced the opinion that the skill areas should not be addressed as separate entities. The Core A Coordinators also intended the assignments to integrate the skill areas. Integrating skills into assignments is a teaching technique that requires time, training, evaluation, and refinement. Ongoing training and collaboration in this area would augment faculty competency, improve effectiveness, as well as increase their comfort zone in teaching the Core 101/103 courses.

Although not addressed as part of the interview process, problems with implementation continuously emerged and proved to be the most significant finding relative to the assessment. The major catalyst for these problems appeared to be the short time period given by the BOV mandate to develop and implement the new general education program. Internal governance policies related to curricular matters were not followed, thus creating controversy among faculty and the Faculty Senate. As a result of not following internal governance procedures initially, there was not a campus-wide “buy-in” for the Core A Curriculum. Because general education reform impacts academic departments and the Core was not accepted by the campus community, disequilibrium and incongruity were felt by many. From the faculty perspective, reform has implications for jobs, numbers of majors, and departmental budgets. The shortened time period did not allow the faculty and departments to address these concerns and to put the students’ needs first. The impact of the controversy was expressed by most of those interviewed.

The condensed timeline did not allow for a pilot of the new curriculum. A pilot was requested by several people but was not supported by the administration or the BOV. Conducting a pilot would have allowed the problems associated with curriculum content, training, technology, and evaluation to be identified and addressed before the Core A Curriculum became a campus-wide program.

The timeline and amount of effort to create the new curriculum proved unreasonable for teaching faculty, core coordinators, department chairpersons, and Faculty Senate members. Many

faculty who were interviewed stated that they told administrators and the Core A Coordinators that they could not do what was expected. The assessment team concluded that this was a legitimate concern which resulted from the faculty's dedication to serve students. The unreasonable workload and the timeline helped create a chaotic situation during the 2009 Summer and Fall semesters.

The major problems with technology were a result of the timeline. Once the curriculum was approved by the Faculty Senate in spring 2009; a learning management system had to be obtained, the modules were developed, the digital recorders purchased, and Young Hall completed. Each different type of technology required faculty training which necessitated planning and time. The last minute "buy-out" of the new learning management system resulted in the Core A Coordinators being forced to use WebCT which was an antiquated backup system. The modules were not piloted and were poorly designed. The failure of the modules only added to student and faculty frustrations. Most of those interviewed agreed the modules were poor learning tools. For some, the digital recorders caused frustration because of the sign-out system and the difficulty in uploading data. Finally, the opening of Young Hall, with a new setup for classroom technology that was not completed and required training and practice on the part of faculty caused more frustration. All the training demands created an unmanageable schedule for those training faculty and students. Had there been more time, many of the problems with technology could have been identified and resolved.

Besides technology, the textbooks also created problems. The Core A Coordinators worked under pressure to compile the textbooks, and due to time constraints the *Think* book and the *University Core Handbook* were not available at the beginning of the semester. The plan was to use both books for all four courses in the Core A Curriculum. The cost of the books was expensive and they were not effective, resulting in complaints from students and faculty. The *Think* book was discounted during the semester and the *Handbook* needed additional editing.

The requirements to train the faculty to implement Core 101 and 103 in such a short time also proved to be overwhelming. The Core A Coordinators had worked on creating Core 101 and 103 during 2009 Spring semester. When these courses were approved by the Faculty Senate, the coordinators had to plan the training sessions for the faculty. Quality training requires considerable time and preparation which was not available. The faculty did not have sufficient time to process, integrate, absorb, and practice what they had learned in the training.

An effective administrative structure was not in place before the core curriculum was started. This resulted in a great deal of miscommunication, a point voiced by most of the faculty and administrators interviewed. There was not a clear chain-of-command, coordinators changed, and decisions were made and then rescinded. The syllabus was altered, something that created much angst for the faculty teaching Core 101 and 103. The lack of a workable administrative structure also appeared to be the result of the short time frame. Thus, across the board, there was almost a total breakdown in communication.

All of the themes identified during the assessment were a result of the timeline mandated by the BOV. Although originally given one year to create and implement the curriculum, a compromise was made and the timeline was changed to two years. Most of the problems discussed above could have been prevented if more time had been available to develop and pilot the Core A Curriculum.

The Assessment Team determined that most of those interviewed and surveyed thought that Core 101 and 103 were successful in achieving course goals at the end of the first semester. Many interviewed, faculty and administrators, stated that the concept of the Core A Curriculum would be beneficial for our students. It is our opinion that the magnitude of problems associated with the creation and implementation of the Core Curriculum are fixable. In fact, many have already been addressed and will be in place for the 2010 Fall semester.

Furthermore, it cannot be ignored that student comments overwhelmingly supported Core 101 and 103 professors. Even though students were concerned about many aspects of the Core courses, they expressed that their instruction was enhanced by the willingness of faculty to provide personal assistance. Students further commented that it was this dedication and caring attitude of their professors that made the courses worthwhile.

While this report is based on an analysis of classes taught over one semester, it is a start and represents the first formal assessment of the Core A curriculum.

We all want our students to be better writers, communicate more effectively, be able to think critically, process and analyze information, and make effective use of technology. However, in order for our students to learn these skills, will require the efforts of all faculty, on a continuous basis, in all classes across campus, to help ensure that our students are prepared to meet the demands of the future.

Though our task was to report and not recommend, it is the opinion of the Assessment Team that the concept of the Core A curriculum has the potential to help our students become better equipped to meet the increasing demands of a highly competitive global workforce. At the same time, the Team recognizes and respects, that it is the decision of the Radford University faculty, working with the Faculty Senate, in concert with the administration, to determine the overall structure of general education.

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APPENDIX A: Radford University IRB-Investigators Form

Radford University IRB – Investigator's Form

IRB# (assigned by IRB Office)

INITIAL APPLICATION FOR REVIEW

of past due final reports or annual reports: (office use only)

DATE of current submission:

Check submission date

- submission date by 5/25/2009 for June 15, 2009 meeting
 - submission date by 6/29/2009 for 7/20/2009 meeting
 - submission date by 8/3/2009 for 8/24/2009 meeting
 - submission date by 8/31/2009 for 9/21/2009 meeting
 - submission date by 9/28/2009 for 10/19/2009 meeting
 - submission date by 10/26/2009 for 11/16/2009 meeting
 - submission date by 11/23/2009 for 12/14/2009 meeting
 - submission date by 1/4/2010 for 1/25/2010 meeting
 - submission date by 1/25/2010 for 2/15/2010 meeting
 - submission date by 3/8/2010 for 3/29/2010 meeting
 - submission date by 3/29/2010 for 4/19/2010 meeting
 - submission date by 4/26/2010 for 5/17/2010 meeting
-

Title of Study: **Core A Formative Program Evaluation**

Principal Investigator: **Dr. A. Lee Stewart**

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(must be a faculty member)

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Signatures of all Investigators:

Date:

Principal Investigator's Name

Dr. Lee Stewart

Principal Investigator's Signature

Investigator's Name

Dr. Carol Geller

Investigator's Signature

Investigator's Name

Dr. Samuel Zeakes

Investigator's Signature

If there are more than 3 researchers, please copy and paste here additional information and signature sections from above.

N.A.

In preparation for completing the IRB Protocol form, you may want to refer to [OHRP's Decision Chart](#) to determine the level of review at www.hhs.gov/ohrp/humansubjects/guidance/decisioncharts.htm

You might also want to review [OHRP's FAQs](#) at www.hhs.gov/ohrp/faq.html

Level of Review Requested

(Please keep in mind that the level of review is ultimately the IRB's decision; more information may be requested, if the protocol requires a higher level than what you requested.)

- EXEMPTION from IRB Review
Complete the following sections: 1-19, 29-30
- EXPEDITED Review
Complete the following sections: 1-17, 20-30
- FULL IRB Review
Complete the following sections: 1-17, 20-26, 29-30

If you are requesting a course exemption (multiple, minimal risk studies for multiple students in a course), please see the [Requirements for Course Exemption on the FORMS web page](#).

Information for all Levels of Review

1. Dates of your research

Start date of your research **3/20/10**

End date of your research **12/31/10**

This is the end date for data collection and analysis.

Protocols are approved for a maximum of 1 year. If the proposed project is intended to last beyond the approval period, continuing review and re-approval will be necessary.

2. Is your research funded or are you seeking funding? If not, go to section 3.

a. Funding source (check all that apply)

Federal Grant or Contract; **attach funding approval letter.**

Agency Proposal Number

Grant Start Date

Grant End Date

State or Municipal Grant or Contract

Radford University Foundation Grant

Other Private Foundation Grant

Corporate Contract

Other (specify):

b. Who is the contact person at the funding source?

Name

Telephone

Email

Mailing Address

3. Where will this research be conducted? Check all that apply **and attach letters of cooperation, if applicable.**

Radford University Campus

Carilion Affiliated Medical Center

VA Medical Center

Elementary or Secondary School (School Name):

Off-campus Site (Provide address):

4. Collaboration

a. Will this project be in collaboration with another institution?

Yes

No; if no go to Section 5.

b. Is Radford University the primary IRB reviewing the research protocol?

Yes; if YES, then go to Section 5

No

c. Indicate the status of this research project with the other institution's IRB?

pending approval

approved (**attach approval letter at the end of this application**)

other institution does not have a human subjects protection review board

other (explain):

5. Background Information of Your Study

a. Provide a brief description of the purpose of your proposed study.

* The proposed formative evaluation consists of individual interviews with program coordinators and mentors involved in the Core A program during the Fall 2009 Semester. Other faculty involved in the program during the Fall 2009, including regular faculty, adjunct faculty, Graduate Teaching Assistants and Graduate Assistants will be interviewed in groups of 6 via focus groups.

A representative number of students who completed the CORE 101 course during the Fall 2009 semester will be interviewed via focus groups consisting of no more than 10 students per group.

The purpose of this study is to gain information about the CORE A program, its strengths and weaknesses, for use in assessment of the program. Information may be used for continued development and improvement in the program.

b. What existing research has informed your study?

* The proposed study is mostly informed by methodologies typically used in most types of formative program evaluations, including focus groups and interviews. These methodologies are widely accepted techniques used to gather information to improve programs.

6. Describe the methodology of your study.

a. What is the design of your study? For example, is it experimental, quasi-experimental, survey, interview? Be specific.

* The study is designed to conduct both interviews and focus groups of participants in the CORE A program. Interviews and focus groups will be conducted by Emeritus RU faculty members and will be somewhat structured in questions and prompts.

b. How will the study be conducted from start to finish from the perspective of the subject? [See sample procedures on the FORMS webpage](#). If appropriate, provide a description of the manipulation to be used. Be specific about the methods, instrumentation, and types of data to be collected. **Attach all questionnaires, surveys, tests, interview questions, or manipulation descriptions.**

Core A program coordinators and mentors will be interviewed individually. Others who taught in the program will be interviewed using focus groups consisting of 6 individuals. Subsets of predesigned questions will be included in the interviews as they relate to each of the major course goals. Responses will be digitally recorded, transcribed (with the name/s of the respondent/sheld confidential) and analyzed. The results will be compiled and included in a final, formal report.

* Responses by students involved in the focus group interviews (10 students per group) will be treated in a fashion similar to those described in the paragraph above.

c. How much time is required of each subject? Include total time and, if appropriate, the time for each session.

All interview and focus group sessions will last approximately 1 hour.

d. How will the information be analyzed?

The information will be analyzed by Program Committee Members who will tally respondent responses to predesigned questions. The data will then be analyzed using commonly employed statistical methods.

e. How will the results likely be used? Internal to the institution, conference presentation, publication?

* Internal to the institution

7. [See requirements for Informed Consent on the FORMS webpage](#), or justify a request to waive documentation of informed consent. Describe how you will obtain informed consent of your subjects. Include how, where, and when the study will be explained to the subjects. Assure that subjects will receive copies of informed consent documentation on university letterhead. Indicate how the subjects will indicate their consent. [See Templates on the FORMS webpage](#). **Attach consent and assent forms at the end of this application.**

* All participants in the formative evaluation will be asked to read and sign an informed consent form prior to participating in either a focus group or individual interview. They will be assured that all of their comments will remain confidential and they will not be tied directly to any comment.

8. Describe the measures you will take to maintain confidentiality of information provided by the subjects. Include how the data will be stored securely for a minimum of 3 years, who will have access to it, and whether names of the subjects will be linked to specific information.

Program Assessment Members and associated staff will adhere to strict standards of confidentiality as they relate to the identity of the respondents.

Respondent comments will be transcribed by an individual contracted to perform transcription. This individual will be directed to transcribe respondent comments by referring to the respondent anonymously rather than by name by using the terms, Faculty Member 1, Student A, Student B, etc., so as to protect the confidentiality of the individual.

Prior to beginning transcription, the individual contracted to perform the job will be asked to sign an agreement stating that they will maintain strict confidentiality when working with the recorded responses. Further, the transcriptionist will be asked to sign off indicating that the job has been completed and that no files relative to the study have been copied or are located on the

individual's computer drive or other storage media. Further, the Program Review Committee will confirm that all Compact Flash Memory cards have been returned. The return date/s will be logged for record keeping purposes.

The digital audio recordings will be secured in Martin Hall Room 234 (Office 236).

Upon completion of data gathering and transcription processes, the recorded digital audio files will be destroyed by erasing the Compact Flash Memory cards.

9. Will the subjects receive any compensation for participating (money, course credit, other means of payment)? Guidelines for Compensation are (1) Compensation offered for participation in research, monetary or otherwise, does not constitute undue influence; (2) compensation is reasonable, given the complexity and the inconvenience of the study and the subject population; (3) payments are made on a schedule appropriate to the length or intensity of the study; (4) credit for payment accrues as the study progresses and is not contingent upon completion of the entire study; (5) any amount paid as a bonus for completion is reasonable and not so large as to unduly induce participants to stay in the study when they would have otherwise withdrawn.

NO

YES; PLEASE EXPLAIN

* Subjects won't get payment for participation but might be offered food and drinks if activities take place during meal times.

10. Provide the following information:

a. Describe your qualifications for conducting this study. What is your experience with the procedures and instrumentation to be used in the study? If you are a student, which faculty member(s) will supervise the research and what are his/her qualifications?

Attach vitas or resumes of all involved with data collection or analysis at the end of this application.

Vitas for Program Assessment Committee members attached.

b. Explain the requirements and characteristics of the study population. Include, as applicable, sex, age range, health or medical status, and status as children or minors, prisoners, cognitively or emotionally impaired, or institutionalized. Include the rationale for using this population in the context of the study's purpose. Note that the selection of subjects must equitably distribute the risks and benefits of participation across the population.

** The population being interviewed has been chosen because they have participated in the teaching of a Core A course, or have completed one of the courses in the CORE A program.

b. Explain how the subjects will be sampled, recruited, or otherwise enlisted as participants in the study. An ad must specify (1) it is a research study, (2) the ages of those eligible to participate, (3) the purpose of the study, (4) if benefits are included, (5) the name of the contact person and how to reach her/him, and (6) the name of the institution. [See Sample Recruitment Ad on the FORMS webpage.](#)

Attach recruitment materials at the end of the application.

(1) it is a research study:

(2) the ages of those eligible to participate,

(3) the purpose of the study,

(4) if benefits are included,

(5) the name of the contact person and how to reach her/him, and (6) the name of the institution. [See Sample Recruitment Ad on the FORMS webpage.](#)

*Current students who completed a Core A class during the 2009 Fall semester will be representatively selected. Students who were in those classes will be recruited by email to participate in the focus groups.

Faculty who taught in the Core A program during the 2009 Fall Semester will be contacted by email. They will be asked to participate in a 1 hour interview conducted by members of the Program Assessment Committee. Coordinators and mentors will be interviewed individually. All others who taught in the program will be interviewed using focus groups.

d. Describe all risks for human subjects associated with participating in your study, citing references from the relevant literature. Include the likelihood and seriousness of the risks. (Risks could be physical, psychological, social, legal, delayed and may result from your experimental procedures, or your methods of obtaining, handling, or reporting data.) Please

note that all research carries some risk, so you may say "risk is minimal" or "no more than would be encountered in everyday life," if appropriate.

*The risk associated with participating in this study is minimal.

e. Describe how the research team will address any harmful or adverse conditions that may arise as a result of the study.

N. A.

f. For each risk identified, describe other methods that were considered that would reduce or eliminate these risks, and explain why they will not be used.

g. Describe how you will minimize or protect against potential risks to subjects throughout the study. Describe emergency procedures, confidentiality safeguards, debriefing procedures, security measures for storing data.

h. Describe all benefits to the individual subjects and/or society associated with your study. If there is no direct benefit to the subject, state this.

* Some participants might benefit directly or indirectly by participation in this study if programmatic improvements are made. This is applicable to both the student participants who are enrolling in the CORE A program, and those teaching and/or mentoring in the program.

i. Describe the materials, equipment, and other resource requirements for your study. If any type of electrical equipment will be connected to the subjects, give the names and qualification of the individual who will check for electrical safety.

Based on their consent, participant responses will be recorded using a digital audio recorder.

Include a recent certification of electrical equipment safety. Please note that the electrical certification cannot run out during the course of the study.

The digital audio recorders are new and are under warranty. They will be tested for electrical safety prior to use. Individuals using the recorders will be trained in how to use the equipment safely.

11. Does the research present more than minimal risk to human subjects? YES NO

NOTE: Minimal risk is defined as "the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily activities or during the performance of routine physical or psychological examinations or tests" (45 CFR 46.102(i)).

12. Is the project specifically designed to involve subjects who are (check all that apply)

- Pregnant women
- Prisoners
- Persons who are cognitively impaired (e.g., brain damaged, psychiatric patients, mentally retarded)
- Persons with physical handicaps
- Institutionalized

Number of human subjects anticipated: *

13. Will information about human subjects be recorded in such a manner that subjects can be identified directly or through identifiers linked to them? YES NO
Please see #8 above, paragraphs 3 & 4 for clarification.

During the interview process or focus groups, while responding, respondents may use their real names. However, during transcription their names will not be used as they will instead be referenced as Faculty 1, Student A, Student B., etc.

14. Does the research deal with sensitive aspects of the subject's behavior; sexual behavior, alcohol use or illegal conduct such as drug use? YES NO

15. Could the disclosure of subjects' responses reasonably place YES NO

them at risk of criminal or civil liability, or damage the subjects' financial standing, employability, or reputation?

16. Will you be audio-recording or video-recording your subjects? YES NO

a. Provide a justification for the use of audio/video recording.

** Interviews and focus groups will be recorded in order to provide an accurate representation of participant opinions.

- b. How will data within the recordings be retrieved/transcribed?
*The data will be transcribed and converted to text files using Microsoft Word.
Software is included with the digital audio recorders that allows the transcriptionist to control the rate of playback.
- c. Where will the recordings be stored?
*Office of Research, Planning and Assessment (Martin Hall -236).
- d. Who will have access to the recordings?
*The Program Assessment Committee members and the individual contracted to transcribe the comments.
- e. Who will transcribe the recordings?
*This individual has yet to be selected but will have experience in transcription.
The plan is to contract someone who is not currently employed by the University.
- f. When will the recordings be erased/destroyed?
*At the end of the assessment period but no later than December 31, 2010.

17. Will you be gathering or accessing protected health information from or about the subjects? **NOTE: health information is "any information, whether oral or recorded in any form or medium that is created or received by a health care provider, health plan, public health authority, employer, life insurer, school or university, or health care clearinghouse and relates to the past, present, or future physical or mental health or condition of an individual; the provision of health care to an individual, or the past, present, or future payment for the provision of health care to an individual" (HIPAA). Protected health care information includes any individually identifiable health information. Identifiable refers not only to data that is explicitly linked to a particular individual (that's identified information). It also includes health information with data items which reasonably could be expected to allow individual identification (HIPAA).**

- YES NO

If yes, please explain the type of data or information: *

If yes, please attach a [HIPAA Form](#) which is found on the [FORMS](#) webpage.

If you marked any groups in Section 12 or answered YES to 11, 13, 14, 15, 16, and/or 17, go to Section 20.

POSSIBLY EXEMPT

(Please keep in mind that EXEMPT means that your study will not require an EXPEDITED or FULL Review. You still need to submit a completed protocol application to the IRB Administrator.)

18. Will the only involvement of human subjects be in one or more of the categories listed below? Please check the category that might make this study eligible for EXEMPTION from IRB review. YES NO

- The research is conducted in established or commonly accepted educational settings, involving normal education practices.
- The research involves the use of educational tests, survey procedures, interview procedures, or observation of public behavior with adult subjects.
- The research involves subjects over 17 and involves the use of educational tests or observation of public behavior without the researchers being involved in the activities being observed.
- The research involves the collection or study of existing data, documents, records, or pathological or diagnostic specimens.
- The research studies, evaluates, or examines public benefit or service programs.
- The research involves taste and food quality evaluation or consumer acceptance studies.

19. If you are requesting that your research be exempt from IRB review, explain how the category you checked in Section 18 applies to your research: *

If you feel that your Application meets the criteria for an EXEMPTION from Board Review, go to Section 29.

20. Describe how you will obtain informed consent and/or institutional authorization for access to subjects, if children or minors, cognitively impaired, or institutionalized subjects are involved.

* Each participant will be given and asked to sign an Informed Consent form.

21. Does the research involve an intervention? Does the research involve human subjects participating in procedures specifically designed to directly modify the knowledge, thinking, attitudes, feelings, or other aspects of the behavior of subjects for a substantial period of time (i.e., past the time the subject is involved in the study)?

- NO
 YES; PLEASE EXPLAIN *

22. Will this study involve drugs, chemical agents (dosages), ionizing radiation, non-ionizing radiation (microwaves, lasers), or high intensity sound?

- NO
 YES; PLEASE EXPLAIN *

23. Does this study give false or misleading information to subjects or withhold information such that their informed consent is in question? If so, a [Deception Release Form](#) and a [debriefing statement available on the FORMS webpage](#) that states the true purpose of the study must be attached.

- NO
 YES; PLEASE EXPLAIN *

24. Are the procedures to be used new or innovative (not established and accepted)?

- NO
 YES; PLEASE EXPLAIN *

25. Will the procedures cause any degree of discomfort, harassment, invasion of privacy, risk of physical injury, or threat to the dignity of subjects, or be otherwise potentially harmful to subjects?

- NO
 YES; PLEASE EXPLAIN *

26. Can the potential risks from the conduct of this study be considered to outweigh the potential benefits to the subjects?

- NO
 YES; PLEASE EXPLAIN *

If you answered Yes to any of sections 21 through 26, then it may require a FULL REVIEW; go to 29

If you answered NO to sections 21 through 26, then go to Section 27. Your protocol may be eligible for an EXPEDITED REVIEW.

27. Does the research involve only procedures included in the categories YES NO; Go to 30 listed below? (Please check the category that makes the research eligible for Expedited Review. Check all that apply.)

- The research involves clinical studies of approved drugs and medical devices.
- The research involves collection of blood samples by finger stick, ear stick, or venipuncture from healthy nonpregnant adults.
- The research involves prospective collection of biological specimens for research purposes for noninvasive means.
- The research involves collection of data through noninvasive procedures routinely employed in clinical practice.
- The research involves materials (data, documents, records, or specimens) that have been collected or will be collected solely for nonresearch purposes (such as medical treatment or diagnoses).
- The research involves collection of data from voice, digital, or image recordings made for research purposes.
- The research is on individual or group characteristics of behavior (including, but not limited to research on perception, cognition, motivation, identity, communication, cultural beliefs or practices, and social behavior) or the research employs survey, interviews, [oral history](#), focus group, program evaluation, human factors evaluation, or quality assurance methodologies). [See further articulation on Oral History studies at alpha.dickinson.edu/oha/org_irb.html](#)

28. If you are requesting that your research be reviewed using the expedited procedure, explain how the category you checked above (in Section 27) applies to your research:

** Subjects will be participating in focus groups or interviews.

29. Have you attached the following?

- | | | | |
|----|--|---|---|
| a. | Funding approval letter | <input type="checkbox"/> YES | <input checked="" type="checkbox"/> N/A |
| b. | Letters of cooperation | <input type="checkbox"/> YES | <input checked="" type="checkbox"/> N/A |
| c. | Other institution's IRB approval letter | <input type="checkbox"/> YES | <input checked="" type="checkbox"/> N/A |
| d. | Instruments (tests, questionnaires, interview questions) | <input checked="" type="checkbox"/> YES | <input type="checkbox"/> N/A |
| e. | Content of manipulation or intervention | <input type="checkbox"/> YES | <input checked="" type="checkbox"/> N/A |
| f. | Consent forms | <input checked="" type="checkbox"/> YES | <input type="checkbox"/> N/A |
| g. | Assent forms | <input type="checkbox"/> YES | <input checked="" type="checkbox"/> N/A |
| h. | Vitas of all researchers involved in the study | <input checked="" type="checkbox"/> YES | <input type="checkbox"/> N/A |
| i. | Recruitment documents | <input type="checkbox"/> YES | <input type="checkbox"/> N/A |
| j. | Signed letter from person involved in electrical equipment | <input type="checkbox"/> YES | <input checked="" type="checkbox"/> N/A |
| k. | Certification of electrical equipment safety | <input type="checkbox"/> YES | <input checked="" type="checkbox"/> N/A |
| l. | HIPAA form | <input type="checkbox"/> YES | <input checked="" type="checkbox"/> N/A |
| m. | Deception release form and debriefing statement | <input type="checkbox"/> YES | <input checked="" type="checkbox"/> N/A |
| n. | Investigator's Agreement Form | <input checked="" type="checkbox"/> YES | <input type="checkbox"/> N/A |



30. Have you and all other investigators listed on this protocol completed the online IRB training and passed the test? YES NO

Please keep in mind that an IRB protocol cannot be approved until all those with access to the data have met this requirement. Radford University requires the NIH Training and testing found at www.phrp.nihtraining.com/users/login.php

You must submit a hard copy, with all signatures, of the application up until Section 1, to the IRB Administrator at Box 6926. Also submit the [Investigator's Agreement Form](#) found on the [FORMS](#) webpage.

1.Hard copy Submitted: _____ Date:_____

Please electronically submit a single Word document to the IRB Administrator at irb-iacuc@radford.edu.

2.Electronic Word Version Submitted: _____ Date:_____

Attach all documents required in section 29 in order.

3.Attachments: Applicable documents:

Item d: Instruments (tests, questionnaires, interview questions)	Submitted: _____	Date: _____
Item f: Consent forms:	Submitted: _____	Date: _____
Item h: Vitas of all researchers involved in the study	Submitted: _____	Date: _____
Item n: Investigators agreement form	Submitted: _____	Date: _____

You may attach documents by (1) copying and pasting or (2) using the Insert function in Word 2007, which allows you to insert text, PDF files, and objects. You should add blank pages to the document for inserting or pasting these documents.

If you have a copyrighted instrument or stimulus materials in addition to the above, please submit these with your signature pages.

If you have any questions, please contact the IRB Administrator, 1-540-831-5290, irb-iacuc@radford.edu. Address: 201 Walker Hall, Box 6926.

- Managed programs and services provided by the FDC for faculty and staff training opportunities. Participated in various campus-wide committees and work groups including the steering committee for the Southern Association of Colleges and Schools Regional Accreditation “Quality Enhancement Plan” steering committee.

Coordinator
1979

Therapeutic Recreation Doctoral Grant
Department of Recreation
University of Maryland
College Park, MD

- Managed activities for grant, taught one course per semester, and participated in Departmental committees.

Assistant Professor
1976 – 1979

Department of Physical Education, Recreation, and Dance
Hood College
Frederick, MD

- Taught a variety of courses, advised students, and served on Departmental and College committees.

Recreation Director
1970 – 1976

Long Lane School
Department of Children and Youth Services
Middletown, MD

- Managed recreation department for school serving 200+ adjudicated juveniles. Responsible for staff, treatment, and programs.

Recreation Leader
1968 – 1970

Indiana School for Girls
Department of Corrections
Indianapolis, IN

- Planned and led a variety of activities for 150+ adjudicated female juveniles. Responsible for security and treatment.

PROFESSIONAL ACTIVITIES

Organizational Memberships

National Recreation and Park Association
Society for Park and Recreation Educators
Virginia Recreation and Park Society
Professional and Organization Development Network in Higher Education

Conferences, Workshops, Clinics, Etc

1. Virginia Recreation and Park Society
 - Member, Program Committee, Annual Conference, 2003, 1999, 1995.
 - Attended annual conference each year since 1979.
 - Served as chair, Therapeutic Recreation Section.
 - Served on Board of Directors
 - Co-Presenter, “Americans with Disabilities Act” Training for Recreation and Park Professionals, Virginia Recreation and Park Society Annual Conference, December 2001, Williamsburg, VA.
 - Presented, “Future of Technology in Parks and Recreation,” Southwest Virginia Recreation and Park Society Workshop, Radford University, March 22, 2000

2. Professional and Organization Development Network in Higher Education
 - Presenter, “Development for Department Chairs”, POD Annual Conference, October 2001, St. Louis, MO.
 - Presenter, “Creating a Faculty Development Program”, POD Annual Conference, October 2000, Vancouver, B.C.

3. Additional Workshops and Conferences
 - Multicultural Conference, Roanoke College, May 2002
 - Brain Injury Teleconference, Harvey Resource Center, Radford University
 - Care for the Caretaker, Radford University

 - **Technology -**
 - Teleconference: Faculty Transformation-The Key to the Virtual Campus
 - WebCT course
 - Teleconference: Exemplary Models for Web-based Learning
 - Teleconference: Libraries, Copyright, and the Internet
 - Distance education training for education
 - Teleconference: Accountability in Higher Education
 - Teleconference: ACCESS the Future of Online Student Services
 - Teleconference: Internet Issues in Higher Education-Online Testing
 - CAPE training
 - Student Portfolios
 - Teleconference: Virtual Universities
 - Educart training
 - Authorware
 - Teleconference: Student Services Best Practices for the 21st Century
 - Excel for Grades
 - Teleconference: How to Customize On-line Courses

 - **Diversity -**

- National Coalition Building Institute (NCBI) Train the Trainer Workshop
 - NCBI workshops
 - NCBI five-day training
 - NCBI regular group meetings
 - Follow-up on Valadez's Workshop
 - Deaf Students and Interrupters
 - Meeting the Needs of Students with HIV/AIDS
 - Internationalizing the Curriculum breakfasts
 - Teleconference: Race, Class & Health
 - Teleconference: Racial Legacies
 - Teleconference: Wonders of the African World
 - Teleconference: I'll Make Me a World
 - Understanding Gender Development
 - Tai Chi
 - Gay, Lesbian, and Bisexual Community
 - The Names Project - AIDS Memorial Quilt
 - Waldron College Gerontology Conference
- **Today's Students**
 - Attended training for UNIV 100
 - Let's Talk Science Lunches

Honors and Award

- The Anna Lee Stewart Faculty Development Award, Endowed Annual Award, September 2003
- Award of Appreciation from International Student Affairs Council and Office of Multicultural Services, April 2001
- Distinguished Service Award, Virginia Recreation and Park Society, 1992
- Distinguished Service Award, Therapeutic Recreation Section, VRPS, 1991
- Outstanding Teaching Award, Radford University, 1988

COURSES TAUGHT

1999 – 2003

- RCPT 210: Introduction to Recreation, Parks and Tourism
- RCPT 215: Program Planning in Recreation, Parks and Tourism
- RCPT 344: Program Applications in Therapeutic Recreation
- RCPT 413: Professional Issues in Recreation, Parks and Tourism
- RCPT 436: Research and Technology Application
- RCPT 445: Programming and Evaluation in Therapeutic Recreation Service

- UNIV 100: Introduction to Higher Education

UNIVERSITY SERVICE

- Advising: Approximately 20-25 undergraduate majors.
- Committees

Department

- Member, Personnel Committee

College

- Member, Personnel Committee, School of Social Work (during an active year, reviewed and made recommendations for a number of personnel requests and student appeals from a graduate course involving hearings.)
- Member, Promotion Committee, Department of Communication Sciences and Disorders (reviewed and made recommendations for two requests for promotion to full professor.)
- Member, Personnel Committee, Foods and Nutrition Program

University

- Member, Quality Enhancement Plan Steering Committee (included meeting regularly to help develop plan, writing some sections, reviewing plan, and meeting with SACS visitation team during site visit)
- Developed portfolio for SACS review on faculty development.
- Worked individually with numerous faculty to help improve teaching methods.
- Member, Technology Group (met on a regular basis to discuss problems, issues, and plans)
- Member, ITR Committee (met once a month, chaired the development of internal governance review of committee and submitted recommendations to ITR and review committee)
- Co-Planner and Presenter, Respectful Workplace Workshops (worked with Becky Covey, Human Resources Office, to present a series of workshops for faculty and staff)
- Member, Steering Committee for Title III, Project CAREER (attended meetings and retreats, worked on sub-committee to make recommendations on Area IV: General Education)
- Co-Author, FISPE Grant Proposal (helped write initial proposal, proposal was not awarded)
- Member, Advisory Board, Center for Experiential Learning
- Member, Advisory Board, Distance Education Office
- Member, Business Industry Council
- Member, Department of Educational Studies, Student Oral Examination Committee

- Assisted Admissions Office (presented to high school guidance counselors, February; presented to high school juniors and family, March; participated in scholars competition, Fall)
- Member, Student Affairs Program Review Steering Committee (participated in meetings to review all departments undergoing program review, chaired review of two departments)

CAROL ANN HILLIS GELLER, Ed. D.**PROFESSIONAL ADDRESS**

Radford University
 College of Education & Human Development
 Special Education Program Area
 P.O. Box 7006

Radford, VA 24142

E-mail: cgeller@radford.edu

Present Position: Professor Emeritus
 Graduate and Undergraduate Faculty
 Appointed 1974

Current Courses Taught:

Summer I 2007 EDSP 445/545 *Adaptive Strategies in Arithmetic*
 Summer II 2007 EDSP 669 *Diagnostic Educational Procedures for Exceptional Ind.*
Tazewell County Teachers
 Fall 2007 EDSP 669
 Fall 2007 EDSP 445/545
 Spring 2008 Mentoring Dr. Mary Smith for the EDSP 445
 Spring 2010 Supervising Early Childhood Special Education interns

RESIDENCE

P.O. Box 71
 161 Mill Lane
 Newport, VA 24128

Telephone: (540) 544-7487

Revised 7/7/10

EDUCATION

Post Doctoral, 1988. Developmental Teaching Specialist: Developmental Skills Institute:
 Cognitive Instruction

Virginia Tech, 1978. Ed.D. Supervision & Administration (Learning Disabilities)

Radford University, 1972. School Psychology

Southern Illinois University-Carbondale, IL, 1969. M.S. Special Education (Mental
 Retardation & Emotionally Disturbed)

Southern Illinois University-Carbondale, IL, 1967. B.S. Special Education (Mental
 Retardation)

PROFESSIONAL EXPERIENCE

Radford University, 1974-Present, Professor, Special Education, College of Education and
 Human Development.

Eastern Elementary School, 1986-88, Virginia Public Schools, Math Instructor, grade 5,

quarter-time.

Montgomery County Public Schools, 1974-77, Learning Disabled tutor for three learning disabled students.

Montgomery County Public Schools, 1976, Summer Program Learning Disabled Teacher.

Virginia Tech, 1973, Adjunct Faculty. (Quarter-time Montgomery County Schools, School Psychologist).

Montgomery County Public Schools, 1971-73, School Psychologist.

Virginia Department of Education, 1969-71, Educational Consultant, a Title III, ESEA grant, Project Helping Hand.

Lake Bluff West Public Schools, IL, 1967-68, Teacher, Primary EMR Class.

CERTIFICATION

Special Education Supervisor

School Psychologist

Special Education: K-12 Learning Disabilities
 Emotional Disturbance
 Mental Retardation

Previous MEMBERSHIPS AND OFFICES IN PROFESSIONAL ORGANIZATIONS

- Council for Exceptional Children (CEC)
- Division for Learning Disabilities (DLD)
- Council for Learning Disabilities (CLD): 1997 CLD 19th International Conference to be held in Arlington, Virginia Chair of the Silent Auction Committee.
- Virginia Council for Learning Disabilities (VCLD): Past President's Advisory Council, 1996-Present; Professional Relations Liaison, 1991-92; Immediate Past President, 1995-96; President, 1994-95; President Elect, 1993-94; Vice President, 1992-93; Communications and Publications Chair, 1989-91; charter member of state chapter, 1986.
- International Dyslexia Association
- Virginia Branch of the International Dyslexia Association (Vice-President 1999-2006)

AWARDS

2009 The Rebecca Brock Richardson Award presented by The Virginia Branch of the International Dyslexia Association

2004-2005 Donald N. Dedmon Professorial Award

2002-2003 Outstanding Teaching Award from the College of Education and Human Development at Radford University.

1996-97 Outstanding Teaching Award from the College of Education and Human Development at Radford University.

1990 Virginia Council for Learning Disabilities, Outstanding Research Award

(with Drs. Cherry Houck and Judy Engelhard)

PUBLICATIONS

Referred Publications

Smith, K.S. & Geller, C. H. (2004) *Major Instructional Ingredients for Middle School Mathematics: Teaching Students With and Without Disabilities*. Preventing School Failure .

Geller, C. (2000) Strategies for Teaching Arithmetic: What are the facts? Journal of Learning Disabilities Association of Massachusetts .

Houck, C., Engelhard, J., & Geller, C. (1990). Special education supervisors' perceptions of secondary LD programs: A comparison with LD teacher's views. Journal of Learning Disabilities, 23(5), 320-324.

Houck, C., Engelhard, J., & Geller, C. (1989). Self-assessment of learning and non-learning disabled college students: A comparative study. Learning Disabilities Research, 5(1), 61-67.

Houck, C., Engelhard, J., & Geller, C. (1988). LD Teachers' Perceptions of Education Programs for Learning Disabled Adolescents, Journal of Learning Disabilities, 21 (2), 90-97.

Geller, C. (1986) Clarification of Negative Reinforcement: Once and for All, The Directive Teacher, Vol. 8, 1, 16.

Houck, C., and Geller, C. (1982) Personnel Preparation for the SLD Adolescent: A State-Wide Model, Teacher Education and Special Education.

Geller, E.S., and Geller, C. (1971) Performance Variables Related to the Reading Achievement of Mentally Retarded Children, Experimental Publication System, 10.

Non-Referred Publications

Geller, C. (2004) "Determining Student Progress: Take A Closer Look At Content Validity" in the Virginia Branch of the International Dyslexia Newsletter.

Engelhard, J. and Geller, C. (1997). Organizing Content Knowledge for Informative Writing, in Korinek, L. (ed.), Pride in the Past. Promise for the Future, Virginia Council for Learning Disabilities Special Publication, 3-8.

Geller, C., & Engelhard, J. (1996). Strategies for Teaching Arithmetic: What are the

Facts? in Korinek, L. & Nowacek, E.J. (eds.), Exploring New Horizons, Virginia Council for Learning Disabilities Special Publication, Spring 1996.

Engelhard, J. & Geller, C. (1995). How to Teach Mathematics Problem Solving Systematically, in Korinek, L. & Nowacek, E.J. (eds.), Preparing for Transition to the 21st Century, Virginia Council for Learning Disabilities Special Publication, Spring 1995, 21-25.

Geller, C. and Engelhard, J. (1994). Teaching for conceptual learning in mathematics, in Korinek, L. & Nowacek, E.J. (eds.), Virginia Council for Learning Disabilities Special Publication, 29-32.

Engelhard, J. and Geller, C. (1991) Linking content knowledge with strategy based instruction for LD students, in Korinek, L. & Engelhard, J. (eds.), and Virginia Presents: Best Practices & Challenges for the Nineties. Williamsburg, VA: Virginia Council for Learning Disabilities.

Geller, C. (1988) It's Never Too Late! Virginia Council for Learning Disabilities Newsletter, 2 (3), 5-6.

Engelhard, J., Geller, C., and Houck, C. (1986) Secondary LD Programs: What Should We Be Doing? , Resources in Education, EC181744.

Geller, C. (1985) Adapting Math Curriculum Materials for the Accommodation of Special Students, videotape prepared for statewide in-service, sponsored by the Radford University Math Retraining Program, Dr. Carole Spencer.

Houck, C. Geller, C., Houff, K., Tellefsen, D., and Starkey D. (1982) The Learning Disabled Adolescent: A Parent Guide, submitted for dissemination to National ACLD Organization.

Geller, C. (1981) An Interview with Parents of SLD Adolescents, videotape prepared for statewide in-service presentations. (Co-producer: C, Houck)

Geller, C. (1980) An Interview with SLD Adolescent and Adult, videotape prepared for statewide interview presentations. (Co-producer: C, Houck)

Bowles, F., Geller, C. and Sycamore, J. (1978) The Mentally Retarded and Slow Learning Child, in Promises to Keep, C. Houck (ed.), Moritz Lab, Silver Springs, MD.

Houck, C., Producer. Geller, C., Associate Producer (1975) All God's Children: Educational programming for the Child with Specific Learning Disabilities. A video tape for in-service, pre-service and parent education. This presentation is distributed through VPI & SU Learning Resource Center.

PROFESSIONAL PRESENTATIONS

- June 2010 University of Texas College of Education (Invited 2 day workshop)
“Concept Mastery”.
- June 2009 University of Texas College of Education (Invited 2 day workshop)
“Improving The Teaching of Math: From Textbook Concepts to Real
World Applications.”
- March 2007 Virginia Council For Learning Disabilities (Invited presentation) “Have
the Evidence Based Strategies and Best Practices Reached the
Classroom?”
- March 2007 Virginia Council for Learning Disabilities (Invited presentation) “Math
Facts Revisited: Are They Necessary and If So, How Do We Teach
Them?”
- April 2006 PDK (Invited presentation with Mr. Darren Minarik) “Face It, You Will
Have To Teach Math and Love Doing It”
- March 2005 Kappa Delta Pi (Invited presentation by students in my EDSP 445 class)
“Understanding Math Anxiety”.
- March 2005 The Virginia Council for Learning Disabilities Association Conference,
Washington, D.C. (Invited Presentation), “Getting Students To Think
Mathematically Across Disciplines.” Presented with Mr. Darren Minarik.
- March 2005 The Virginia Branch of the International Dyslexia Association 29th
Conference, Richmond, VA. “Leave No Parent Behind” an all day
Workshop for parents of students with disabilities.
- March 2004 The Virginia Branch of the International Dyslexia Association 28th
Conference, Richmond, VA (Invited Presentation), “Understanding and
Using Test Scores Wisely.”
- February 2004 The Virginia Federation Council for Exceptional Children Conference
Charlottesville, VA. “Strategies for Teaching Arithmetic: What Are
Facts?”
- June 2003 The Manassas City School System. “Diagnostic Assessment: Attempt
To Make Useful Documentation From Biased Tests.” (Invited
Presentation) Two day workshop for school personnel.
- April 2003 VDOE Hearing Officers Workshop, Williamsburg, VA. “Understanding
Test Scores.” Invited Presentation.

- March 2003 The Virginia Branch of the International Dyslexia Association 27th Conference, Richmond, VA (Invited Presentation). “Teaching Math: What Are The Facts?”
- October 2002 Learning Disability Association (LDA) “Diagnostic Assessment: Useful Documentation from Biased Tests.” (Invited Presentation) Holiday Inn Tanglewood, Roanoke, VA.
- October 2002 Council For Learning Disabilities (CLD) Twenty-fourth International Conference on Learning Disabilities, Denver, Colorado. “Improving The Teaching of Math: From Textbook Concepts to Real-World Applications.”
- March 2002 The Virginia Branch of the International Dyslexia Association 26th Annual Conference, Richmond, VA. (Invited Presentation) “Diagnostic Assessment: Attempts To Make Useful Documentation From Biased Tests.”
- February 2002 The Virginia Branch of the International Dyslexia Association’s Feast & Forum, Hotel Roanoke, Roanoke, VA. “Understanding & Using Assessment Information Wisely.”
- November 2001 Alleghany Highlands & Radford University State Improvement Grant (Invited Presentation), “Helping Your Students Conquer Word Problems: Organizing Information For Teaching Math Concepts.”
- October 2001 Council for Learning Disabilities (CLD) Twenty-third International Conference on Learning Disabilities, Charlotte, NC. “Teaching Higher Level Mathematics for Conceptual and Procedural Learning” (In collaboration with Dr. Karen Smith)
- September 2001 New River Valley Reading Council/Radford University (Invited Presentation), Radford, VA. “Using Story Problems to Teach Math Concepts.”
- March 2001 Virginia Branch of the International Dyslexia Association 25th Annual Conference (Invited Presentation) Richmond, VA. “Using Word Problems to Teach Math Concepts.”
- March 2001 Virginia Council for Learning Disabilities (Invited Presentation) Richmond, VA (presented by and in collaboration with Dr. Karen Smith). “Teaching Algebra for Automaticity, Conceptual and Procedural Learning.”
- November 2000 The International Dyslexia Association Conference, Washington, D.C. “Teaching Math Facts for Automaticity.”

- October 2000 Council for Learning Disabilities (CLD) Twenty-second International Conference on Learning Disabilities, Austin, Texas. "Teaching Algebra For Automaticity, Conceptual and Procedural Learning" (In collaboration with Dr. K. Smith).
- October 2000 Alleghany Highlands & Radford University State Improvement Grant (Invited Presentation) "Organizing Information for Teaching Higher Level Math Concepts."
- August 2000 Alleghany Highlands & Radford University State Improvement Grant (Invited Presentation) "Organizing Information for Teaching Higher Level Math Concepts."
- August 2000 Alleghany Highlands & Radford University State Improvement Grant (Invited Presentation) "Making Standardized Scores Meaningful for Teachers & Parents."
- April 2000 Virginia Association on Higher Education and Disabilities (Invited Presentation). Richmond, VA. "Diagnostic Assessments: Attempts to Make Useful Documentation From Biased Tests When Identifying Students With A Specific Learning Disability."
- March 2000 Virginia International Dyslexia Association. Richmond, VA "Elementary Math Instruction: Essential Qualities of an Effective Lesson."
- March 2000 Virginia Council for Learning Disabilities (Invited Presentation). Richmond, VA "Relying On Test Scores: What Are The Risks?"
- November 1999 Learning Disabilities Association of Virginia (LDAV) (Invited Presentation). Richmond, VA "Strategies for Teaching Arithmetic Facts To Special Education Students."
- October 1999 Virginia Association on Higher Education and Disabilities (Invited Presentation). Charlottesville, VA "Diagnostic Assessment: Attempts To Make Useful Documentation From Biased Tests".
- March 1999 Virginia Council for Learning Disabilities (VCLD) 12th Conference. Roanoke, Va. Invited Presentation. "Scores: What Are the Risks?" (Presented with Mr. Chris Roberts graduate student, Radford University).
- February 1999 Learning Disability Association (LDA) 36th International Conference, Atlanta, Ga., "Strategies for Teaching Arithmetic: What are the Facts?"

- November 1998 Council for Learning Disabilities (CLD) Twentieth International Conference on Learning Disabilities, Albuquerque, New Mexico, "Math Instruction: What's in a Good Lesson?" (Collaboration with Dr. J. Engelhard).
- November 1998 The Belle Heth Parent Resource Center, Radford, Va. (Invited Presentation) "Making Homework Work At Home." (Presented with Brady Perkins, graduate student, Radford University).
- October 1998 Learning Disability Association of Virginia (LDAV), Richmond, Va. (Invited Presentation). "What's in a Good Math Lesson?"
- September 1998 New River Valley Reading Council/Radford University Fall Conference, Radford, Virginia. (Invited Presentation) "Organizing Content Knowledge for Informative Writing." (Collaboration with Dr. J. Engelhard)
- March 1997 Virginia Council for Learning Disabilities (VCLD) 11th Annual Conference on Learning Disabilities, Williamsburg, VA. "Organizing Content Knowledge for Informative Writing." (Collaboration with Dr. Judy Engelhard).
- November 1996 Council for Learning Disabilities (CLD) 18th International Conference on Learning Disabilities, Nashville, TN. "Enhancing Content Knowledge and Authentic Writing Through Explicit Instruction." (Collaboration with Dr. Judy Engelhard).
- March 1996 Virginia Federation Council for Exceptional Children (CEC) 39th Annual Convention, Fairfax, VA. "Strategies for Teaching Arithmetic: What are the Facts?" (Collaboration with Dr. Judy Engelhard).
- March 1996 Virginia Council for Learning Disabilities 10th Annual Conference on Learning Disabilities, Roanoke, VA. "Strategies for Teaching Arithmetic: What are the Facts?"
- October 1995 Far Southwest Region and Educational Consultants' Program, In-service/Meeting for Regular Special Educators and Administrators, Abington, VA. "Mathematics Instruction." Presentation with Dr. Judy Engelhard.
- October 1995 Council for Learning Disabilities (CLD) 17th International Conference on Learning Disabilities, Chicago, IL. "Making Sense of Numbers in Math Instruction." (Collaboration with Dr. Judy Engelhard).
- February 1995 Giles County Elementary Teachers, "How Assessment Impacts on Instruction."

- February 1999 Giles County Elementary Teachers, “The Components of Effective Instruction.”
- November 1994 Council for Learning Disabilities (CLD) Sixteenth International Conference on Learning Disabilities, San Diego, CA. “Using Explicit Instruction for Problem Solving in Mathematics.” (Collaboration with Dr. Judy Engelhard).
- February 1994 Virginia Federation Council for Exceptional Children, 37th Annual Convention, Roanoke, VA. “Teaching for Conceptual Learning in Mathematics.” (Collaboration with Dr. Judy Engelhard).
- February 1994 The Orton Dyslexia Society Virginia Branch, 18th Annual Conference, Richmond, VA. “Strategies for Teaching Arithmetic: What are the Facts?” (Collaboration with Dr. Judy Engelhard).
- October 1993 Council for Learning Disabilities (CLD) 15th International Conference on Learning Disabilities, Baltimore, MD. “Strategies for Teaching Arithmetic: What are the Facts?” (Collaboration with Dr. Judy Engelhard).
- October 1992 Council for Learning Disabilities (CLD) Fourteenth International Conference on Learning Disabilities, Kansas City, MO. “Teaching for Automaticity, Conceptual and Procedural Learning in Math.” (Collaboration with Dr. Judy Engelhard).
- April 1992 The Council for Exceptional Children’s (CEC’s) 70th Annual Convention, Baltimore, MD. “Linking Content Knowledge with Strategy Based Instruction for Learning Disabled Students.” (Collaboration with Dr. Judy Engelhard).
- February 1992 Virginia Federation Council for Exceptional Children 35th Annual Convention, Richmond, VA. “Strategies for Teaching Mathematics: What are the Facts?”
- March 1991 Virginia Council for Learning Disabilities Spring Conference, Richmond, VA. “Linking Content Knowledge with Strategy Based Instruction for LD Students.” (Collaboration with Dr. Judy Engelhard).
- January 18, 1990 Radford City Schools, Special Education Teachers’ Workshop: “Curriculum Based Assessment.” (Collaboration with Dr. Judy Engelhard).
- January 1990 Invited workshop for the Shedd Early Learning Center, Roanoke, VA, on the use of the Woodcock-Johnson Achievement Battery.

- October 1990 Council for Learning Disabilities (CLD) Twelfth International Conference on Learning Disabilities, Austin, TX. Presentation: "Linking Content Knowledge with Strategy Based Instruction for LD Students." (Collaboration with Dr. Judy Engelhard).
- October 1989 Council for Learning Disabilities (CLD) Eleventh International Conference on Learning Disabilities, Denver, CO. Presentation: "Applying Cognitive Theory to Mathematics Instruction for LD Students." (Collaboration with Dr. Judy Engelhard).
- March 1989 Virginia Federation Council for Exceptional Children (VA/CEC) State Conference, Roanoke, VA. Presentation: Special Education Supervisors' Perceptions of Secondary LD Programs: "A Comparison with LD Teachers' Views." (Collaboration with Drs. Cherry Houck and Judy Engelhard).
- February 1989 Annual State Conference for Supervisors and Teachers of Learning Disabilities, Charlottesville, VA. Presentation: Secondary LD Programs: "A Comparison of LD Teachers' and Supervisors' Perceptions."
- August 1989 Newsletter Editor for the Virginia Council for Learning Disabilities.
- October 1988 Council for Learning Disabilities (CLD) Tenth International Conference on Learning Disabilities, Louisville, KY. Presentation: "Supervisors' Perceptions of Educational Programs for Learning Disabled Adolescents." (Collaboration with Drs. Cherry Houck and Judy Engelhard).
- March 1988 New River Valley UniServ Issues in Education series: "A Critical Examination of Popular Teaching Models." (Collaboration with Dr. Judy Engelhard).
- March 1988 The Council for Exceptional Children (CEC) 66th Annual Convention, Washington, D.C. "The Application of Cognitive Theory to Mathematics Instruction for Children with Learning Problems."
- October 1987 Council for Learning Disabilities (CLD) Ninth International Conference on Learning Disabilities, San Diego, CA. Presentation: "The Application of Cognitive Theory to Instruction in Written Expression for Learning Disabled Students." (Presented with Dr. Judy Engelhard).
- April 1987 Council for Exceptional Children (CEC) Annual Convention, Chicago, IL. "Self-Assessment of Learning Disabled and Non-Disabled College Students: A Comparative Study."

- March 1987 Virginia Federation Council for Exceptional Children (VA/CEC) Conference in Virginia Beach, VA. Joint presentation: "Teachers' Perceptions of Secondary LD Programs in Virginia: Current Status and Suggestions for Improvement." (Collaboration with Drs. Judy Engelhard and Cherry Houck).
- February 1987 Association for Children and Adults with Learning Disabilities (ACLD) 24th Annual International Conference, San Antonio, TX. "Determining College Student Through Self-Assessment." (Collaboration with Drs. Cherry Houck and Judy Engelhard).
- October 1986 1986 Council for Learning Disabilities International Conference, Kansas City, MO. Research session: "Teacher Perceptions of Educational Programs for Learning Disabled Adolescents." presented by Dr. Cherry Houck.
- October 1986 North Carolina Association for Children and Adults with Learning Disabilities (NCACLD) Conference, Appalachian State University, Boone, NC. "Self-Assessment of Learning Disabled and Non-Disabled College Students: A Comparative Study."
- April 1986 "Adapting Instruction for Handicapped Students In The Mainstream. Student Virginia Education Association." Hotel Roanoke, Roanoke, VA.
- March 1986 Monitoring the SLD Adolescent: Strategies to Enhance Success. Presented to St. Albans Psychiatric Hospital's Conference on "Adolescents with Academic and Emotional Conflicts in Regular Classes." Radford, VA.
- March 1986 "Goals for Secondary LD Program: A Holistic Perspective." CEC Conference, Virginia Beach, VA. (Co-authored with Drs. Judy Engelhard and Cherry Houck).
- July 1985 "Adapting Math Curriculum Materials for the Accommodation of Special Students." Radford University Math Retaining Program. Dr. Carol Spencer. (Videotape and Group Discussion).
- June 1985 "Adapting Math Curriculum Materials for the Accommodation of Special Students." Radford University Math Retaining Program. Dr. Carol Spencer. (Videotape and Group Discussion).
- February 1985 "Secondary SLD Programming: Issues and Actions." Roanoke City Secondary LD Teachers, Half-Day Workshop.

- November 1985 "Program Options for Secondary SLD Students." Southwest Virginia Special Education Supervisors Association and Department of Education Regional Workshop, Joint Presentation.
- October 1984 "Teaching Social Skills to SLD Students." Virginia ACLD Fall Conference, Bristol, VA.
- April 1983 "Developing Social Skills and Positive Self-esteem." Professional Improvement Program: The Learning Disabled Adolescent.
- February 1983 "Special Education Program Evaluation: Alternatives to Count Data." Professional Improvement Program: The Learning Disabled Adolescent.
- December 1982 "Current Assessment Practices In Special Education." Project NEED Staff. Heth Hall, Radford University.
- December 1982 "Characteristics of Adolescent SLD Students." Professional Development Program: The Learning Adolescent. Sponsored by VPI & SU.
- October 1982 "Programming The SLD Adolescent." Professional Improvement Program: The Learning Adolescent. Sponsored by VPI & SU.
- March 1982 "Regular Classroom Adaptations for Mainstreaming Handicapped Children and Youth." Rich Valley High School, Rich Valley, VA.
- March 1982 "Regular Classroom Adaptations for Mainstreaming Handicapped Children and Youth." Saltville Elementary Teachers, Saltville, VA.
- February 1982 "The Secondary LD Adolescent: Defining Problems, Program Interventions, and Involving Parents." Project TAP, Radford University, Radford, VA.
- January 1982 "Diagnosis and Remedial Strategies for Working With Children Experiencing Math Problems." Project TAP, Radford University, Radford, VA.
- October 1981 "Characteristics of Secondary SLD Students." Craig County High School, Craig, VA.
- February 1981 "Characteristics of SLD Adolescents." Floyd County High School Faculty, Students, Parents and Administrators.
- June 1981 "Strategies for Assessing LD: Problems, Issues and Prospects," presented to Summer Institute II. The SLD Adolescent, VPI & SU.

- March 1981 "Effective Programming for the SLD Adolescent presented to Project NEED Conference," Regional Conference for the Improvement of Education of Children With Special Needs, Radford University.
- February 1981 "Effective Programming and Personnel Preparation for the LD Adolescent: presented at the 1981 International Conference ACLD. Inc., Atlanta, GA.
- November 1981 "Improving Your Observation and Student Interviewing Techniques." Presented to the Virginia Association for Children and Adults With Learning Disabilities, Williamsburg, VA. (Co-presented with Dr. Cherry Houck).
- June 1981 "Programming for the SLD Adolescent at the Secondary Level." Presented to Summer Institute II: The SLD Adolescent, VPI & SU.
- November 1980 "Successful Programming for SLD Adolescents." Brandon Jr. High School, Virginia Beach, VA.
- October 1979 "The Roles of Professionals Working With LD Children & Youth." Presented with Dr. Cherry Houck, VPI & SU. Bristol City School System, Bristol, VA.
- August 1979 "The Myth of the I.Q." Shedd School for Children with Learning Disabilities, Roanoke, VA.
- April 1979 "Application of RT to Compare Stages of Cognitive Functioning Between LD and Normal Children." Eastern Psychological Association, Philadelphia, PA.
- April 1979 "Using Reaction Time to Study Cognitive Deficiencies of L.D." 10th Annual VACLD Conference, Charlottesville, VA.
- March 1979 "The Politics of the Label L.D." VPI & SU Psychological Services, Faculty & Graduate Students.
- November 1972 "Learning Disabilities: Educational Implications, Intervention Procedures and Instructional Materials." Regional Conference Sponsored by VPI & SU. (Presented with Dr. Cherry Houck).
- April 1972 "Behavior Modification in the Schools and Community.: Blacksburg Mental Health Association. (Presented with Dr. Scott Geller, VPI & SU).

GRANTS FUNDED

- May 1992 Faculty Professional and Instructional Development Program, The

- Center for Academic Enrichment, Radford University. Prospective Teachers' Knowledge of Basic Mathematical Concepts, \$1,166.00.
- March 1984 Identifying Valid Distinctions Between LD, ED, EMR Students, funded through Radford University Foundation.(Co-writer, Mr. Marty Aylesworth).
- October 1979 Program Assistance: State-Wide Personnel Preparation for the SLD Adolescent: A Consortium Proposal submitted by Virginia Tech, Radford University and The University of Virginia. (Funded 1980-82).

CONSULTANCIES

- Summer 2005 Invited to review assessment procedures for the Pulaski County School System.
- February 2001 Participated in the Service Learning Grant with Pulaski County High School, Darren Minarik, principal investigator.
- August 2000 Requested to participate in a math teacher training program for the Lexington, VA public school system, but had to decline.
- April 1999 Requested to evaluate current math program at Central Elementary, Lexington, Va. School system by Mr. Harry Stone, Principal.
- March 1985 Completed the Evaluation section and reviewed final draft for the proposal An Alternative Instructional Model for Low Achieving Students (AIM) Grades 3-5. Robert Dunn, Director, Giles County School Board.
- September 1985 Member of the External Evaluation Team for the New River Community College Postsecondary Education Programs for the Handicapped Center for the Learning Disabled.
- August 1985 Consulted with Ms. Joan Lentzner and interviewed by Ms. Monty Leitch for the article, The Hidden Handicaps by Ms. Monty S. Leitch that appeared in the Radford University Magazine.
- 1982-1983 Consulted with Dr. Cherry Houck for the Professional Improvement Program: The Learning Disabled Adolescent.
- 1980-1983 Consulted with the Charles Shedd School (for students with learning disabilities) Mrs. Judy Hawthorne, Director. Roanoke, VA.

Curriculum Vitae
Samuel John Zeakes, Ph.D.

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Martin Hall-235
Radford University
Radford, VA 24142
(540) 831-2560
szeakes@radford.edu

EDUCATIONAL BACKGROUND:**KANSAS STATE UNIVERSITY, Manhattan, Kansas**

Doctor of Philosophy Degree – 1974
Major Subject: Parasitology (Immunoparasitology)

KANSAS STATE UNIVERSITY, Manhattan, Kansas

Master of Science Degree – 1969
Major Subject: Parasitology (Radiation Biology)

THE COLLEGE OF EMPORIA, Emporia, Kansas

Bachelor of Science Degree – 1966
Major: Biology
Minor: Chemistry

OHIO UNIVERSITY, Martins Ferry, Ohio

Attended-1962-1963

PROFESSIONAL BACKGROUND:

2009-2010: RADFORD UNIVERSITY, Radford, Virginia

- Emeritus Professor of Biology and Chemistry
- Adjunct Faculty-Department of Biology

1984 – 2008: RADFORD UNIVERSITY, Radford, Virginia

- Professor of Biology with Tenure
- Taught courses in:
 - Human Anatomy and Physiology
 - Parasitology
 - Introductory Biology

2001-2008: RADFORD UNIVERSITY, Radford, Virginia

- Director of Program in Medical Technology (Clinical Laboratory Science)
Directed all aspects of the program in Medical Technology (Clinical Laboratory Science) including:
 - Advising
 - Recruiting
 - Maintaining clinical associations

Samuel J. Zeakes 2010

- Monitoring clinical interns

ADDITIONAL EXPERIENCE IN HIGHER EDUCATION TEACHING

- 1974-1984 Marymount College of Kansas, Salina, KS
 Taught courses in Human Anatomy & Physiology,
 Parasitology, General Biology, Cell Biology, Marine Biology,
 Microbiology, Human Biology and Human Life and Sexuality
- 1972-1974 West Virginia Institute of Technology, Mongtomery, WV
 Taught courses in Human Anatomy & Physiology and
 General Biology
- Promoted to Assistant Professor of Biology-1972

EXPERIENCE IN HIGHER EDUCATION ADMINISTRATION

- 2001-2008: Director-Program in Medical Technology (Clinical Laboratory Science),
 Radford University, Radford, Virginia
- 1989-1994: Co-director, on-campus colloquies, Writing Across the Curriculum,
 Radford University.
- 1974-1984: Chairperson, Department of Biology, Marymount College, Salina, KS
- Pre-Medical Advisor-Marymount College, Salina, KS.
 - Director-Program in Nuclear Medicine Technology,
 Marymount College, Salina, KS.
 - Medical Technology Education Program Co-Coordinator, Marymount
 College, Salina, KS
 - Administrative Director of Summer Programs and Summer Night School,
 Marymount College, Salina, KS. (1982)
 - Director of Elderhostel, Marymount College, Salina, KS (1981-1982)
 - Acting Academic Dean, Director of Night School and Summer School,
 Marymount College, Salina, KS. Summer, 1981.
 - Co-Director, Program in Marine Science, The St. Thomas Institute, Palm
 Beach, FL. 1978.

HONORS/AWARDS

- Professor Emeritus, Department of Biology, Radford University (2009)
- Recipient of the Radford University Foundation Donald N. Dedmon Presidential
 Award for Excellence in Teaching, Radford University, Radford, VA. 1989.
- Recipient of the Award for: "Excellence in Teaching", Marymount College, Salina, KS.
 1981.
- Nominated for the "Donald N. Dedmon Distinguished Teaching Professor Award",
 (2006-2007)
- Nominated for the "Donald N. Dedmon Distinguished Teaching Professor Award",
 (2005-2006)
- Selected to be featured in the publication , *Presidential
 Who's Who Among America's Teachers*, 2006-2007.
- Nominated for the "College of Arts and Sciences Distinguished Teaching Award",
 Radford University, Radford, VA. 1998-1999

Samuel J. Zeakes 2010

HONORS/AWARDS (continued)

- Selected as an “Outstanding Mentor” by the Radford University Student Support Services, 1997-1998.
- Selected as a “Virginia Master Teacher”, State of Virginia, July 1994.
- Nominated for the “Radford University Foundation Donald N. Dedmon Presidential Award for Excellence in Teaching, Radford University, Radford, VA. 1988-1989.
- Nominated for the “Radford University Foundation Donald N. Dedmon Presidential Award for Excellence in Teaching, Radford University, Radford, VA. 1987- 1988
- Nominated for the “Radford University Foundation Donald N. Dedmon Presidential Award for Excellence in Teaching, Radford University, Radford, VA. 1985- 1986.
- Selected to “Who’s Who Among America’s Teachers”, 1999-2000, 1997-1998, 1996-1997, 1995-1996, 1994-1995., 2001-2002, 2002-2003, 2003-2004, 2004-2005, 2008-2009.

Other Awards/Honors

- Selected as a member of "The International Executive Who's Who". July 30, 2000.
- Member, Alpha Lambda Delta National Scholastic Honor Society, Radford University Chapter.

RESEARCH EXPERIENCE:

Research:

- Speciation of Coccidial Parasites of Chukar Partridges, genus *Eimeria*, phylum Apicomplexa

Doctoral Dissertation Research (two separate studies):

- * “Primary Reaction Assay of the Antibody Response of Three Species of Gallinaceous Birds to Heterakis gallinarum Cuticular Antigen”
- “Increased Susceptibility of Bobwhite Quail (Colinus virginianus) to Histomonas meleagridis After Exposure to Sevin Insecticide”

Master's Thesis Research:

- * “Effects of Cobalt-60 Gamma Radiation on the Survival of Tribolium confusum (Duval) Infected with Cysticercoids of Railletina cesticillus Molin”.

Industrial Research:

- Research conducted in the field of Veterinary Parasitology in conjunction with the Chemagro Corporation of Kansas City, Missouri. Evaluated the efficacy of anthelmintics against gastrointestinal parasites of cattle.

PROFESSIONAL AFFILIATIONS MEMBERSHIPS

- Human Anatomy and Physiology Society of America
- Virginia Association for Physical Education, Health, Recreation and Dance (associate member)

Samuel J. Zeakes 2010

GRANTS: (recent)

- QEP (Quality Enhancement Program) grant funded in the amount of \$2,000.00 relative to the medical technology. Co-authored with Dr. Tara Phelps-Durr. (2006-2007)
- QEP (Quality Enhancement Program) grant awarded in the amount of \$2,000 relative to the Biology Department Program Review. I was on the committee that helped prepare the proposal (2006-2007)
- Wrote a follow-up grant proposal requesting funds to continue the upgrade of Reed Hall-201 to Electronic Classroom status. The proposal was partially funded in the amount of \$3000.00. Funds were used to purchase a Elmo Visual Presenter EV 400AT projector.
- Wrote an in house proposal requesting funds to purchase CD ROM software for use in Anatomy & Physiology classes entitled Practice Practical. Funded
- Request for Funds to Upgrade Reed Hall Room 201 to Electronic Classroom Status, 1996. (funded)
- "The Electronic Textbook" Funded Selected as one of fourteen faculty to participate during the Spring Semester of 1995. Radford University, Radford, VA 24142.
- Radford University Foundation Faculty Professional and Instructional Development Grant Funded (Grant #93-24) Radford University, Radford, VA 24142.
- "Advanced Research Training In Parasitology" Funded by the Radford University Foundation Faculty Professional and Instructional Development Program-- Funded in the amount of \$825.00 for study at the United States Department of Agriculture Parasitology Research Facility, Beltsville, MD. 1994.
- "Upgrading the Department of Biology Radiation Laboratory". Proposal submitted to the Radford University Foundation and Administration. Funded in the amount of \$16,000.
- Grant funds received from the Radford University Foundation for purchasing a Macintosh Powerbook 160 Laptop computer for use in research and teaching. \$2850.00

BOOKS/CHAPTER REVIEWS:

- Reviewer for Hole's "Human Anatomy and Physiology", 12e. McGraw-Hill Publishers, 2009
- Reviewer for "Foundations of Parasitology", 8e by Larry Roberts 21 chapters,
- Reviewer for "Anatomy & Physiology: From Science to Life, 1e by Jenkins, Kemnitz and Tortora, 2005
- Participant, Virtual Focus Group for "Anatomy & Physiology: From Science to Life, 1e by Jenkins, Kemnitz and Tortora, 2006

PROFESSIONAL PRESENTATIONS:

Invited Presentations:

Invited Presentations: (2005-2008)

- I developed and co-presented a workshop entitled *Frustrations of Teaching A & P: Sharing Ways to Resolve Them* at the 22nd Annual Human Anatomy & Physiology Conference, New Orleans, LA, May 24-29, 2008. The co-presenters were: Professors Patti Young and Charles Leonard, Howard Community College, Columbia, MD. The workshop was presented twice.
- "*Successful Tenure and Promotion Techniques*" hosted by the Radford University Faculty Development

Samuel J. Zeakes 2010

- Center, Tuesday, November 13, 2007. Co-presented with Drs. Juergen Gerlach and Doug Brinkman.
- "Human Parasitic Diseases". Presentation to class on Community Health Diseases and Disorders. October 29, 2007. Radford University.
 - "Cadaver Dissection". Presentation to Dr. Rebecca Ross's class in Human Anatomy & Physiology, Spring Semester, 2008.
 - *Using Parasite Life Cycles As Models To Stimulate Interest And Enhance The Teaching Of Concepts In Anatomy And Physiology*, HAPS Annual Conference, San Diego, May 29, 2007.
 - "Successful Tenure and Promotion Techniques", Radford University Faculty Development Center, April 2, 2007 and April 3, 2007. (Co-presenters Dr Juergen Gerlach and Doug Brinkman).
 - Presenter at the Summer Careers Institute, AHEC (GEARUP Lab) June, 2007.
 - Master Teacher Series Presentation "Suggestions On Ways to Improve Your Chances For Promotion and Tenure", Radford University Faculty Development Center, April 13, 2006. (Co-presenters, Drs. Juergen Gerlach and Doug Brinkman).
 - "Civility and Incivility In the University Classroom" workshop facilitator. Radford University Faculty Development Center, March 28, 2006.
 - Presenter/Lecturer at the Summer Careers Institute for the Area Health Education Center, July 13, 2006.
 - Conducted a workshop for 20 students and advisors- Summer Careers Institute, Area Health Education Center, July, 2005.
 - "Sexually Transmitted Diseases". presentation to two University 100 classes, Fall, 2005

PROFESSIONAL CONSULTING:

- Higher Education Research and Assessment Consultant, Radford University, Radford, VA 2010.
- Augusta Medical Center, Program in Clinical Laboratory Science Advisory Board, 2008
- Carilion Medical Center School of Clinical Laboratory Science. Consultant relative to internal review of the School of Clinical Laboratory Science. September, 2007.
- Consultant in Anatomy & Physiology for Wiley Higher Education. John Wiley and Sons, Inc., September, 2008
- Augusta Medical Center, Program in Clinical Laboratory Science Advisory Board, 2003
- Consulted for the Educational Testing Service, Princeton, NJ

PROFESSIONAL PUBLICATIONS:

- Zeakes, S. J. "There is More to That Cadaver Than Meets the Scalpel". 2005.
HAPS Educator, Spring 2005 Edition.
- Zeakes, S. J., J. K. Newhouse and A. H. Moser. 1995. "The Rebirth of a WAC Newsletter-Collaboration Across the Disciplines". Proceedings of the Second National Conference on Writing Across the Curriculum. Copyright 1995 by the College of Charleston Lightsey Conference Center.

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Samuel J. Zeakes 2010

ABSTRACTS:

Zeakes, S. J. 1994. "Use of Case Studies for Stimulating Thinking and Learning" was published in The Art of Interactive Teaching, by the World Association for Case Method Research and Application, WACRA Eleventh International Conference, June, 1994.

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APPENDIX C: INSTITUTIONAL REVIEW BOARD APPROVAL LETTER

Institutional Review Board

RU
RADFORD
UNIVERSITY

March 10, 2010

TO: Anna Lee Stewart (lstewart@radford.edu)
Department of Recreation, Parks, and Tourism

FROM: Jana Moberg (jlmoberg@radford.edu)
Institutional Review Board Coordinator

RE: FY10-078: Core A Formative Program Evaluation

P.O. Box 6926
Radford, VA 24142

(540) 831-5290
(540) 831-6636 FAX

www.radford.edu

This is to confirm that the above-referenced study submitted for expedited review to Radford University's Institutional Review Board (IRB) has been granted approval.

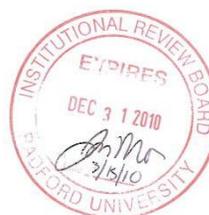
Your IRB-sanctioned approval ends on 12/31/2010, by which date a closure report is due. If you wish to continue your research beyond this date, you must request a continuance no later than 10 days prior to the expiration of this approval. Because your study requires documentation of informed consent, you must use the stamped copy of your approved consent document.

If your protocol should change, please submit a request for modification. IRB forms can be accessed at the following website:

http://irb-iacuc.asp.radford.edu/public_html/Pages/IRB%20Forms.htm

As the principal investigator for this project, you are ultimately responsible for ensuring that your study is conducted in an ethical manner. You are also responsible for filing all reports related to this project.

Good luck with this project!



Student Response Data Sheet

Quest. Ref.	Question Set	Positive Comments	Concerns: Negative Comments	Miscellaneous or Additional Comments
1.5	Can you identify any other specific examples of course related activities that enhanced your written communication?			
1.6	Are there any assignments, classroom activities, textbook readings that did not support your improvement in written communication?			
1.7	What would you suggest be added to Core 101 that would be more effective in improving written communication?			
1.8	What suggestions would you offer for deleting/changing course activities, assignments, course products, and/or textbook readings that were not beneficial to improving your written communication?			

Student Response Data Sheet

Quest. Ref.	Question Set	Positive Comments	Concerns: Negative Comments	Miscellaneous Points/Comments
1.9	Do you feel that your written expression was already well developed before taking Core 101 and this aspect of the course was not necessary for you?)			

2.0 Since completing Core 101 have you experienced improvement in your oral communication?

Quest. Ref.	Question Set	Positive Comments	Concerns: Negative Comments	Miscellaneous Points/Comments
2.1 & 2.2	What life experiences (i.e. ask for examples) and/or other course requirements would support improvement in your oral communication?			
2.3 & 2.4	Was corrective feedback from activities and assignments helpful in improving your oral communication?			
Quest. Ref.	Question Set	Positive Comments	Concerns: Negative Comments	Miscellaneous Points/Comments

Student Response Data Sheet

Quest. Ref.	Question Set	Positive Comments	Concerns: Negative Comments	Miscellaneous Points/Comments
2.5	Did you find yourself more comfortable speaking in a group situation?			
2.6	Did you find yourself able to positively influence others through your oral communication skills?			
2.7	Did you find yourself able to positively influence others through your oral communication skills?			
2.8	What would you suggest be added to Core 101 that would be more effective in improving your oral communication?			

Student Response Data Sheet

2.9	What suggestions would you offer for deleting / changing course activities, assignments, course products, and/or textbook readings that were not beneficial to improving your oral communication?			
2.10	Do you feel your oral expression was already well developed before taking Core 101, and this aspect of the course was not necessary for you?			

3.0 Since completing Core 101 have you developed and been able to apply the key elements of logical reasoning to everyday situations?

Quest. Ref.	Question Set	Positive Comments	Concerns: Negative Comments	Miscellaneous Points/Comments
3.1 & 3.2	What life experiences (i.e., ask for examples) and/or other course requirements would support improvement in your ability to reason logically?			

Quest. Ref.	Question Set	Positive Comments	Concerns: Negative Comments	Miscellaneous Points/Comments
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Student Response Data Sheet

<p>3.3 & 3.4</p>	<p>Was there a specific course assignment/classroom activity, or textbook reading that enhanced your ability to reason logically?</p>			
<p>3.5 & 3.6</p>	<p>Do you feel more competent analyzing issues, solving problems, and applying reasoning to everyday situations?(i.e., give examples)</p>			
<p>3.7</p>	<p>What would you suggest be added to Core 101 that would be more effective in improving your ability to reason logically?</p>			
<p>3.8</p>	<p>What suggestions would you offer for deleting/changing course activities, assignments, course products, and/or textbook readings that were not beneficial to improving your ability to reason logically?</p>			

Quest.	Question Set	Positive Comments	Concerns:	Miscellaneous
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Student Response Data Sheet

Ref.			Negative Comments	Points/Comments
3.9	Do you feel that you were able to reason logically before taking Core 101 and this aspect of the course was not necessary for you?			

4.0 Since completing Core 101 have you developed the skills necessary to acquire, analyze, and synthesize digital and print information, and are you aware of current trends and issues in technology ?

Quest. Ref.	Question Set	Positive Comments	Concerns: Negative Comments	Miscellaneous Points/Comments
4.1 & 4.2	What life experiences (i.e., ask for examples) and/or other course requirements would support improvement in your ability to use technology?			
4.3 & 4.4	Was there a specific course assignment/classroom activity, or textbook reading that enhanced your skills in using technology?			

Quest. Ref.	Question Set	Positive Comments	Concerns: Negative Comments	Miscellaneous Points/Comments
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Student Response Data Sheet

4.5	Do you feel more competent in using technology for academic purposes?			
4.6	Do you feel more competent in locating information from a variety of electronic and print sources?			
4.7	Are you able to evaluate the credibility, reliability, and accuracy of digital and print information?			

Quest. Ref.	Question Set	Positive Comments	Concerns: Negative Comments	Miscellaneous Points/Comments
----------------	--------------	-------------------	--------------------------------	----------------------------------

Student Response Data Sheet

4.8	What would you suggest be added to Core 101 that would be more effective in improving your skills to use digital and print information?			
4.9	What suggestions would you offer for deleting/changing course activities, assignments, course products, and/or textbook readings that were not beneficial to improving your skills in digital and print information?			
4.10	Do you feel that you were already competent in acquiring, analyzing, and synthesizing digital and print information before taking Core 101 and this aspect of the course was not necessary for you?			

Additional Space for Writing:

APPENDIX E: FACULTY RESPONSE DATA SHEET

Faculty Response Data Sheet

Core Course Assessed: Please Circle One:	Core 101	Core 103	
Individual or Group Interviewed: Please Circle:	Mentor	Coordinator	Other Full Time Faculty
	Graduate Teaching Fellows	Faculty Instructor	Adjunct Faculty

Date: _____ Location: _____
 Assessment Team Members: Dr. L. Stewart/ _____ Dr. Carol Geller/ _____
 Dr. Sam Zeakes/ _____

1.0 Since teaching Core 101, have you observed an improvement in the written communication of your students?

Quest. Ref.	Question Set	Positive Comments	Concerns: Negative Comments	Miscellaneous or Additional Comments
1.1	Did you observe improvement in the written communication skills of your students from the beginning of the course until the completion of the course?			
1.2 & 1.3	What specific course assignments (i.e. ask for examples) /classroom activities or textbook readings enhanced their writing skills?			
1.4	Did your corrective feedback on writing activities have a positive impact on student written communication?			

Quest.	Question Set	Positive Comments	Concerns:	Miscellaneous or Additional
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Faculty Response Data Sheet

Ref.			Negative Comments	Comments
1.5	What would you suggest be added to Core 101 that would be more effective in improving written communication?			
1.6	What suggestions would you offer for deleting/changing course activities, assignments, course products, and/or textbook readings that were not beneficial to improving the written communication of your students?			
1.7	Were the competency levels of your students appropriate for the course expectations?			
1.8	Did the Core training provide you with the skills, knowledge, or support necessary for teaching written communication?			

2.0 Since teaching Core 101, have you observed an improvement in the oral communication of your students?

Quest. Ref.	Question Set	Positive Comments	Concerns: Negative Comments	Miscellaneous Points/Comments
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Faculty Response Data Sheet

2.1	Did you observe improvement in the oral communication skills of your students from the beginning of the course until the completion of the course?			
2.2 & 2.3	What specific course assignments/classroom activities or textbook readings enhanced their oral communication skills?			
2.4	Did your corrective feedback on oral communication activities have a positive impact on student oral communication?			
2.5	What would you suggest be added to Core 101 that would be more effective in improving oral communication?			

Quest. Ref.	Question Set	Positive Comments	Concerns: Negative Comments	Miscellaneous Points/Comments
-------------	--------------	-------------------	-----------------------------	-------------------------------

Faculty Response Data Sheet

2.6	What suggestions would you offer for deleting/changing course activities, assignments, course products, and/or textbook readings that were not beneficial to improving the oral communication of your students?			
2.7	Were the competency levels of your students appropriate for the course expectations?			
2.8	Did the Core training provide you with the skills and knowledge necessary for teaching oral communication?			

3.0. Since teaching Core 101, have your students demonstrated the ability to apply key elements of logical reasoning to everyday situations?

Quest. Ref.	Question Set	Positive Comments	Concerns: Negative Comments	Miscellaneous Points/Comments
3.1 & 3.2	Was there opportunity for you to observe improvement in your students' ability to reason logically? (i.e., ask for examples)			

Quest. Ref.	Question Set	Positive Comments	Concerns: Negative Comments	Miscellaneous Points/Comments
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Faculty Response Data Sheet

3.3 & 3.4	Was there a specific course assignment/classroom activity, or textbook reading that demonstrated your students' ability to reason logically?			
3.5	What would you suggest be added to Core 101 that would be more effective in improving students' logical reasoning?			
3.6	What suggestions would you offer for deleting/changing course activities, assignments, course products, and/or textbook readings, student feedback that were not beneficial to improving the logical reasoning of your students?			
3.7	Were the competency levels of your students appropriate for the course expectations?			

Quest. Ref.	Question Set	Positive Comments	Concerns: Negative Comments	Miscellaneous Points/Comments
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Faculty Response Data Sheet

3.8	Did the Core training provide you with the skills and knowledge necessary for teaching logical reasoning?			
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4.0 Since teaching Core 101, have your students developed the skills necessary to acquire, analyze, and synthesize digital and print information, and demonstrate awareness of current trends and issues in technology?

Quest. Ref.	Question Set	Positive Comments	Concerns: Negative Comments	Miscellaneous Points/Comments
4.1 & 4.2	What life experiences, (i.e., ask for examples) shared comments, and/or other course products would support improvement in your students' ability to use technology?			
4.3	Was there a specific course assignment or classroom activity, or textbook reading that demonstrated your students' ability to use			

Quest. Ref.	Question Set	Positive Comments	Concerns: Negative Comments	Miscellaneous Points/Comments
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Faculty Response Data Sheet

4.4	What would you suggest be added to Core 101 that would be more effective in improving students' skills in using technology?			
4.5	What suggestions would you offer for deleting/changing course activities, assignments, course products, and/or textbook readings that were not beneficial to improving the technology skills of your students?			
4.6	Were the competency levels of your students appropriate for the course expectations?			
4.7	Did the Core training provide you with the skills and knowledge necessary for teaching current trends and issues in technology?			

Additional Space for Writing:

Coordinator Response Data Sheet

3	Would you describe your impression of the results in Core 101 in the following areas: a) Written communication skills b) Oral communication skills c) Logical reasoning skills d) Technology skills			
4	What changes would you recommend in the above areas for 2010 fall semester?			

Coordinator Response Data Sheet

5	<p>As a whole, do you feel the students' level of expertise was appropriate for the course expectations in the 4 areas ?</p> <ul style="list-style-type: none">a) Written communication skillsb) Oral communication skillsc) Logical reasoning skillsd) Technology skills			
6	<p>What changes would you suggest in this summer's training for faculty for Core 101?</p>			

APPENDIX G: ADMINISTRATORS QUESTIONNAIRE

Administrators Questionnaire

1. In your opinion, what were the primary driving forces for instituting the Core program?
 - 1a. What research data/information was used to indicate the need for change from the old general education requirements?
2. Please describe your role in the development or implementation of Core 101/103.
 - 2a. What were your administrative responsibilities relative to Core 101/103?
 - 2b. To whom did you report?
 - 2c. Who was responsible for reporting to you?
 - 2d. How were decisions made and how was that information disseminated?
 - 2e. Can you share with us your involvement in the development of the major goals for Core 101/103?
3. Based on your experiences in working with Core 101/103, what were some positive aspects that evolved?
 - 3a. What were some of the constraints/problems that you observed during the development and implementation of Core 101/103?
4. Based on your perception what impact has the implementation of Core 101/103 have on the university?
5. Based on your perception what impact has the implementation of Core 101/103 have on your college?
6. Based on your perception what impact has the implementation of Core 101/103 have on your department and your faculty?
7. Is there anything else you would like to share?

APPENDIX H: ADULT INFORMED CONSENT FORM

Office of Institutional Research, Planning & Assessment

Adult Informed Consent – Nonsurvey Research



P.O. Box 6972
Radford, VA 24142

(540) 831-6030
irpa@radford.edu
www.radford.edu

Title of Research: CORE A Formative Assessment

Researcher(s): (List Faculty and Students)

Dr. Anna Lee Stewart, Retired Faculty, Department of Recreation, Parks, and Tourism
Dr. Carol H. Geller, Retired Faculty, School of Teacher Education and Leadership
Dr. Samuel Zeakes, Retired Faculty, Department of Biology

We ask you to be in a research study (review process) that will help Radford University:

- A. Investigate the strengths and weaknesses of the CORE A program by using your responses to assess the program.
- B. If you choose to be in the study, you will be asked to participate in a focus group or interview designed to elicit information regarding the CORE A program. This information will assist Radford University in the improvement of the CORE A program. Your participation should take approximately 1 hour. The interview will involve open discussion relative to the Core A program. Participants will have the opportunity to respond to a set of questions asked by member/s of the Program Assessment Committee. Participant responses will be digitally recorded for use in assessment. All responses will be transcribed with the name of the respondent remaining anonymous in order to protect the respondent's confidentiality.

This study here poses no more risk than you may find in daily life.

If you decide to be in this study you may benefit from being a part of it. The most obvious benefit is that your responses will assist in the improvement of the CORE A program for both students and teaching faculty.

You can choose not to be in this study. If you decide to be in this study, you may choose not to answer certain questions or not to be involved in parts of this study. You may also choose to stop being in this study at any time without any penalty to you.

There are no costs to you as a participant for being in this study. You will not be paid for your participation in this study.

If you decide to be in this study, what you tell us will be kept private unless required by law to tell. We will present the results of this study, but your name will not be linked in any way to what we present. We ask that you keep the results of your focus group/interview confidential.

If at any time you want to stop being in this study, you may leave the study without penalty by informing member/s of the Program Assessment Committee of your decision.

If you have questions now about this study, ask before you sign this form.

If you have any questions later, you may talk with a member of the Program Assessment Committee.

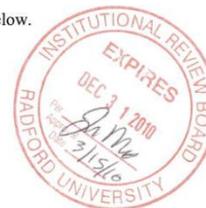
This study was approved by the Radford University Committee for the Review of Human Subjects Research. If you have questions or concerns about your rights as a research subject or have complaints about this study, you should contact Dr. Dennis Grady, Dean, College of Graduate and Professional Studies, Radford University, dgrady4@radford.edu, 1-540-831-7163.

Being in this study is your choice and choosing whether or not to take part in this study will not affect any current or future relationship with *Radford University*.

If all of your questions have been answered and you would like to take part in this study, then please sign below.

Date _____

Signature _____



APPENDIX I: TABLE 4-RESULTS OF ONE TIME STUDENT SURVEY FOR CORE 101 FALL SEMESTER 2009

TABLE 4
Results of One Time Student Survey for Core -101
Fall Semester 2009

Question Number	Question Narrative: As a result of taking THIS COURSE I am better able to.....	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
		Percent	Percent	Percent	Percent	Percent	Percent			
1.10	Construct a well-designed thesis statement.	121	16.8	522	72.3	61	8.4	18	2.5	722
1.20	Appropriately support my thesis statement.	144	19.9	518	71.7	52	7.2	12	1.7	726
1.30	Provide someone appropriate feedback on their written work.	182	25.2	465	64.4	50	6.9	11	1.5	708
1.40	Revise my written work base on someone's feedback.	230	31.9	452	62.6	29	4.0	14	1.9	725
1.50	Use tools and styles appropriate to the audience for which I am writing.	168	23.3	467	64.7	60	8.3	13	1.8	708
1.60	Identify the thesis of an argument.	183	25.3	470	65.1	49	6.8	15	2.1	717
1.70	Use active listening skills in an interpersonal setting.	179	24.8	465	64.4	53	7.3	13	1.8	710
1.80	Conduct and effective interview.	212	29.4	441	61.1	51	7.1	17	2.4	721
1.90	Recognize the difference among interpersonal, small group, and public communication.	152	21.1	474	65.7	71	9.8	11	1.5	708
1.10	Identify the components that make up the communication process (e.g., channels, noise, feedback, etc.).	131	18.1	453	62.7	110	15.2	15	2.1	709
1.11	Identify my own strengths and weaknesses about speaking in public.	197	27.3	407	56.4	96	13.3	22	3.0	722
1.12	Identify the words that distinguish arguments from non-arguments.	128	17.7	458	63.4	106	14.7	17	2.4	709

Strongly Agree or Agree (%)	Strongly Disagree or Disagree (%)
89.1	10.9
91.7	8.9
89.6	8.4
94.5	6.0
88.0	10.1
90.4	8.9
89.2	9.1
90.4	9.4
86.7	11.4
80.9	17.3
83.7	16.3
81.2	17.0

Question Number	Question Narrative: As a result of taking THIS COURSE I am better able to.....	Strongly Agree		Agree		Disagree		Strongly Disagree		Total	
		Percent		Percent		Percent		Percent		Percent	
1.13	Identify the premises of arguments in a variety of contexts.		116	16.1	482	66.8	95	13.2	14	1.9	707
1.14	Identify the conclusions of arguments in a variety of contexts.		131	18.1	502	69.5	71	9.8	14	1.9	718
1.15	Identify inductive arguments.		92	12.7	409	56.6	165	22.9	20	2.8	686
1.16	Identify deductive arguments.		87	12.0	415	57.5	165	22.9	18	2.5	685
1.17	Identify conditional statements (if...then statements).		125	17.3	470	65.1	96	13.3	18	2.5	709
1.18	Use technology to complete course assignments (e.g., word processing software, etc.).		282	39.1	357	49.4	59	8.2	30	4.2	728
1.19	Use on-line tutorials (e.g., on-line modules).		210	29.1	366	50.7	112	15.5	37	5.1	725
1.20	Quote information in a paper.		244	33.8	414	57.3	55	7.6	16	2.2	728
1.21	Identify plagiarism		228	31.6	422	58.4	54	7.5	15	2.1	719
1.22	Distinguish a point of view from a fact in reading.		197	27.3	457	63.3	56	7.8	15	2.1	725

Strongly Agree or Agree (%)	Strongly Disagree or Disagree (%)
82.8	15.1
87.7	11.8
69.4	25.6
69.5	25.3
82.4	15.8
88.5	12.3
79.8	20.6
91.1	9.8
90.0	9.6
90.6	9.8

	What percent of the time did you....	Less than 25%		25-50%		50-75%		More than 75%		Total	
		Percent		Percent		Percent		Percent		Percent	
2.1	Attend your CORE 101 course		1	0.1	8	1.114206128	58	8.1	651	90.7	718
2.2	Complete the assigned readings in your CORE 101 course?		53	7.4	60	8.403361345	130	18.2	471	66.0	714
2.3	Complete the assigned out-of-class assignments?		9	1.3	10	1.396648045	70	9.8	627	87.6	716

Less Than 25%	More Than 75%
0.1	90.7
7.4	66.0
1.3	87.6

To what extent did the following course materials assist your learning in CORE 101:		Very Much	Percent	Somewhat	Percent	Very Little	Percent	Not At All	Percent	N/A	Total	Very Much or Somewhat	Very Little or Not At All
3.1	THINK textbook?	28	3.8	166	22.7	238	32.5	287	39.2	13	732	26.5	71.7
3.2	The Core A Handbook (textbook)	111	15.1	246	33.6	194	26.5	179	24.4	3	733	48.7	50.9
1.0	On-Line Modules	101	13.8	238	32.6	168	23.0	210	28.8	13	730	46.4	51.8
3.4	Lectures	381	52.6	277	38.3	39	5.4	23	3.2	4	724	90.9	8.6
3.5	In-Class Discussions	492	66.8	199	27.0	30	4.1	14	1.9	1	736	93.9	6.0
3.6	In-Class Exercises	422	57.4	241	32.8	54	7.3	16	2.2	2	735	90.2	9.5
3.7	Self-Expression Essay	354	48.6	294	40.4	51	7.0	27	3.7	2	728	89.0	10.7
3.8	Interview	306	42.0	275	37.8	90	12.4	48	6.6	9	728	79.8	19.0
3.9	Textual Analysis using readings	272	37.4	293	40.2	118	16.2	40	5.5	5	728	77.6	21.7
3.10	Thesis Driven Argument	315	43.3	313	43.1	63	8.7	30	4.1	6	727	86.4	12.8
3.11	Reflection Papers	286	39.4	318	43.9	68	9.4	34	4.7	19	725	83.3	14.1

WebCT		NO	Percent	YES	Percent	Total	No	Yes
4.1	Did you use WebCT in your section of CORE 101 for anything more than uploading of an assignment?	201	27.8	532	73.6	733	27.8	73.6

If you did use WebCT for more than uploading an assignment, to what extent did the system assist in your learning of the material?		Very Much	Percent	Somewhat	Percent	Very little	Percent	Not at All	Percent	N/A	Total	Very Much or Somewhat (%)	Very Little or Not At All (%)
4.2		117	16.9	275	39.8	121	17.5	65	9.4	113	691	56.7	26.9

Overall Items		Very Challenging	Percent	Somewhat Challenging	Percent	Not At All Challenging	Percent	Total	Very Challenging (%)	Not At All Challenging (%)
5.1	How challenging was CORE 101 for you?	30	4.1	497	67.9	205	28.0	732	4.1	28.0

APPENDIX J: TABLE 5-RESULTS OF ONE TIME STUDENT SURVEY FOR CORE 103 FALL SEMESTER 2009

TABLE 5
Results of One Time Student Survey for Core - 103
Fall Semester 2009

Question Number	Question Narrative: <i>As a result of taking THIS COURSE I am better able to.....</i>	Strongly Agree		Disagree		Strongly Disagree		Total		Strongly Agree or Agree	Strongly Disagree or Disagree	
		Percent	Percent	Percent	Percent	Percent	Percent					
1.10	<i>Construct an argument free of common logical fallacies.</i>	17	16.7	72	70.6	10	9.8	3	2.9	102	87.3	12.7
1.20	<i>Support a thesis with evidence.</i>	34	31.8	63	58.9	8	7.5	2	1.9	107	90.7	9.3
1.30	<i>Provide appropriate self-feedback on a piece of my written work.</i>	24	22.4	72	67.3	9	8.4	2	1.9	107	89.7	10.3
1.40	<i>Produce a draft of work that incorporates self-feedback changes.</i>	24	22.9	68	64.8	11	10.5	2	1.9	105	87.6	12.4
1.50	<i>Identify choices writers make to accommodate different audiences.</i>	26	24.3	63	58.9	14	13.1	4	3.7	107	83.2	16.8
1.60	<i>Distinguish between primary and secondary sources.</i>	35	33.0	58	54.7	13	12.3	0	0.0	106	87.7	12.3
1.70	<i>Distinguish between summaries, paraphrases, and direct quotations in written work.</i>	45	42.1	52	48.6	8	7.5	2	1.9	107	90.7	9.3
1.80	<i>Appropriately use parenthetical citations.</i>	30	27.8	61	56.5	11	10.2	6	5.6	108	84.3	15.7
1.90	<i>Accurately creat a bibliogrpahy in accordance with a major documentation format.</i>	35	32.4	58	53.7	12	11.1	3	2.8	108	86.1	13.9
1.10	<i>Generate an appropriate list of potential speech topics.</i>	21	19.8	65	61.3	18	17.0	2	1.9	106	81.1	18.9
1.11	<i>Develop the key ideas of a speech.</i>	23	21.3	73	67.6	10	9.3	2	1.9	108	88.9	11.1
1.12	<i>Present a topic orally.</i>	31	28.7	63	58.3	11	10.2	3	2.8	108	87.0	13.0
1.13	<i>Prepare an effective set of note cards prior to presenting a speech.</i>	32	29.6	55	50.9	16	14.8	5	4.6	108	80.6	19.4

Question Number	Question Narrative: <i>As a result of taking THIS COURSE I am better able to.....</i>	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Strongly Agree or Agree	Strongly Disagree or Disagree	
			Percent	Percent	Percent	Percent			
1.14	<i>Explain the influences on the communication process (e.g., environment, noise, audience).</i>		14 13.6	58 56.3	28 27.2	3 2.9	103	69.9	30.1
1.15	<i>Differentiate among public speaking, interpersonal, and small group communication.</i>		17 16.3	60 57.7	21 20.2	6 5.8	104	74.0	26.0
1.16	<i>Identify obstacles to effective listening.</i>		16 15.4	61 58.7	23 22.1	4 3.8	104	74.0	26.0
1.17	<i>Explain the different types of speeches and presentations.</i>		14 13.6	46 44.7	37 35.9	6 5.8	103	58.3	41.7
1.18	<i>Identify an argument in a communication.</i>		25 23.6	65 61.3	14 13.2	2 1.9	106	84.9	15.1
1.19	<i>Recognize inductive arguments.</i>		12 11.9	42 41.6	39 38.6	8 7.9	101	53.5	46.5
1.20	<i>Recognize deductive arguments.</i>		11 11.0	41 41.0	40 40.0	8 8.0	100	52.0	48.0
1.21	<i>Identify key elements of logical reasoning in a variety of contexts.</i>		14 13.5	67 64.4	20 19.2	3 2.9	104	77.9	22.1
1.22	<i>Evaluate evidence in arguments.</i>		23 21.5	65 60.7	16 15.0	3 2.8	107	82.2	17.8
1.23	<i>Recognize the relationship between premises and conclusions.</i>		15 15.0	52 52.0	26 26.0	7 7.0	100	67.0	33.0
1.24	<i>Distinguish between primary and secondary sources.</i>		34 32.1	58 54.7	14 13.2	0 0.0	106	86.8	13.2
1.25	<i>Create an effective search strategy on my topic.</i>		27 25.0	66 61.1	12 11.1	3 2.8	108	86.1	13.9
1.26	<i>Identify key words and synonyms to use when searching for my topic.</i>		29 26.9	66 61.1	12 11.1	1 0.9	108	88.0	12.0
1.27	<i>Use library databases to locate magazine and newspaper articles.</i>		42 38.9	52 48.1	11 10.2	3 2.8	108	87.0	13.0
1.28	<i>Use APA to cite my sources.</i>		45 41.7	47 43.5	10 9.3	6 5.6	108	85.2	14.8

What percent of the time did you....		Less than 25%	25-50%	50-75%	More than 75%	Total	Less Than 25%	More Than 75%				
		Percent	Percent	Percent	Percent	Percent						
2.1	Attend your Core 103 course?	0	0.0	0	0.0	1	0.9	106	99.1	107	0	99.1
2.2	Complete the assigned readings in your CORE 103 course?	5	4.6	10	9.3	16	14.8	77	71.3	108	4.6	71.3
2.3	Complete the assigned out-of-class assignments?	0	0.0	0	0.0	1	0.9	106	99.1	107	0	99.1

To what extent did the following course materials assist your learning in CORE 103		Very Much	Somewhat	Very Little	Not At All	Total	Very Much or Somewhat	Very Little or Not at All				
		Percent	Percent	Percent	Percent	Percent						
3.1	THINK textbook?	2	1.9	9	8.5	38	35.8	57	53.8	106	10.4	89.6
3.2	The Core A Handbook (textbook)	30	27.8	41	38.0	20	18.5	17	15.7	108	65.7	34.3
3.3	On-Line Modules	1	1.0	12	12.0	22	22.0	65	65.0	100	13.0	87.0
3.4	Lectures	58	53.7	42	38.9	5	4.6	3	2.8	108	92.6	7.4
3.5	In-Class Discussions	65	60.2	34	31.5	7	6.5	2	1.9	108	91.7	8.3
3.6	In-Class Exercises	54	50.0	44	40.7	7	6.5	3	2.8	108	90.7	9.3
3.7	Self-Expression Essay	26	25.0	50	48.1	17	16.3	11	10.6	104	73.1	26.9
3.8	Textual Analysis using readings	35	34.0	46	44.7	17	16.5	5	4.9	103	78.6	21.4
3.9	Research Argument Project	44	42.3	47	45.2	8	7.7	5	4.8	104	87.5	12.5
3.10	Oral Presentation	37	35.6	46	44.2	16	15.4	4	3.8	104	79.8	19.2

WebCT							NO	Percent	YES	Percent	Total
4.1	Did you use WebCT in your section of CORE 103 for anything more than uploading of an assignment?						60	55.6	48	44.4	108

No	Yes
55.6	44.4

			Very Much	Somewhat	Very Little	Not at All	Total				
			Percent	Percent	Percent	Percent	Percent				
4.2	If you did use WebCT for more than uploading an assignment, to what extent did the system assist in your learning of the material?		7	12.7	24	43.6	15	27.3	9	16.4	55

Very Much or Somewhat	Not At All or Very Little
56.4	43.6

Overall Items			Very Challenging	Somewhat Challenging	Not At All Challenging	Total			
			Percent	Percent	Percent	Percent			
5.1	How challenging was CORE 103 for you?		15	14.0	72	67.3	20	18.7	107

Very Challenging	Not At All Challenging
14	18.7

APPENDIX K: TABLE 6- STUDENT RESPONSES TO MATERIALS/ACTIVITIES THAT ASSISTED STUDENT LEARNING

TABLE 6
*Student Responses to Materials/Activities That Assisted Student Learning
Fall 2009*

Question Number	Question Narrative	Extremely Helpful	Helpful	No Opinion	Not Helpful	Waste of Time	N.A.
1	Class lectures were...	5	4	3	2	1	N.A.
	<i>Count</i>	2	4	0	0	0	0
	<i>Percentage</i>	33.3	66.7	0.0	0.0	0.0	0
2	The textbook <i>Think</i> was..	5	4	3	2	1	N.A.
	<i>Count</i>	0	0	0	2	4	0
	<i>Percentage</i>	0.0	0.0	0.0	33.3	66.7	0
3	The <i>University Core handbook</i> was.....	5	4	3	2	1	N.A.
	<i>Count</i>	0	2	1	1	2	0
	<i>Percentage</i>	0.0	33.3	16.7	16.7	33.3	0
4	In class activities were.....	5	4	3	2	1	N.A.
	<i>Count</i>	1	3	0	1	1	0
	<i>Percentage</i>	16.7	50.0	0.0	16.7	16.7	0
5	Course products were.....	5	4	3	2	1	N.A.
	<i>Count</i>	1	0	5	0	0	0
	<i>Percentage</i>	16.7	0.0	83.3	0.0	0.0	0
6	Outside assignments were.....	5	4	3	2	1	N.A.
	<i>Count</i>	1	3	2	0	0	0
	<i>Percentage</i>	16.7	50.0	33.3	0.0	0.0	0.0

APPENDIX L: TABLE 7-FACULTY RESPONSES TO MATERIALS/ACTIVITIES THAT ASSISTED STUDENT LEARNING

TABLE 7
Faculty Responses to Materials/Activities That Assisted Student Learning
Fall 2009

Question Number	Question Narrative	Extremely Helpful	Helpful	No Opinion	Not Helpful	Waste of Time	N.A.
1	The textbook <i>Think</i> was..	5	4	3	2	1	N.A.
	<i>Count</i>	1	4	2	7	7	0
	<i>Percentage</i>	4.8	19.0	9.5	33.3	33.3	0.0
2	The <i>University Core Handbook</i> was.....	5	4	3	2	1	N.A.
	<i>Count</i>	2	11	6	0	2	0
	<i>Percentage</i>	9.5	52.4	28.6	0.0	9.5	0.0
3	In class activities were.....	5	4	3	2	1	N.A.
	<i>Count</i>	6	10	4	1	0	0
	<i>Percentage</i>	28.6	47.6	19.0	4.8	0.0	0.0
4	Course products were.....	5	4	3	2	1	N.A.
	<i>Count</i>	4	10	1	6	0	0
	<i>Percentage</i>	19.0	47.6	4.8	28.6	0.0	0.0
5	Outside assignments were.....	5	4	3	2	1	N.A.
	<i>Count</i>	5	11	2	1	1	1
	<i>Percentage</i>	23.8	52.4	9.5	4.8	4.8	4.8

APPENDIX M: TABLE 8-SUMMARY COMPARISON OF STUDENT AND FACULTY RESPONSES/ACTIVITIES THAT ASSISTED STUDENT LEARNING

Table 8
Summary Comparison of Student and Faculty Responses to Materials/Activities That Assisted Student Learning

Question Number	Question Narrative	Extremely Helpful	Helpful	No Opinion	Not Helpful	Waste of Time	N.A.	Respondent Category	Extremely Helpful or Helpful	Not Helpful or a Waste of Time
1	The textbook Think was..	5	4	3	2	1	N.A.			
	<i>Student percentages</i>	0.0	0.0	0.0	33.0	67.0	0.0	<i>Student</i>	0.0	100.0
	<i>Faculty percentages</i>	4.8	19.0	9.5	33.3	33.3	0.0	<i>Faculty</i>	23.8	66.7
2	The University Core Handbook was.....	5	4	3	2	1	N.A.			
	<i>Student percentages</i>	0.0	33.0	17.0	17.0	33.0	0.0	<i>Student</i>	33.0	50.0
	<i>Faculty percentages</i>	9.5	52.4	28.6	0.0	9.5	0.0	<i>Faculty</i>	61.9	9.5
3	In class activities were.....	5	4	3	2	1	N.A.			
	<i>Student percentages</i>	17.0	50.0	0.0	17.0	17.0	0.0	<i>Student</i>	67.0	34.0
	<i>Faculty percentages</i>	28.6	47.6	19.0	4.8	0.0	0.0	<i>Faculty</i>	76.2	4.8
4	Course products were.....	5	4	3	2	1	N.A.			
	<i>Student percentages</i>	17.0	0.0	83.0	0.0	0.0	0.0	<i>Student</i>	17.0	0.0
	<i>Faculty percentages</i>	19.0	46.7	4.8	28.6	0.0	0.0	<i>Faculty</i>	65.7	28.6
5	Outside assignments were.....	5	4	3	2	1	N.A.			
	<i>Student percentages</i>	17.0	50.0	33.0	0.0	0.0	0.0	<i>Student</i>	67.0	0.0
	<i>Faculty percentages</i>	23.8	52.4	9.5	4.8	4.8	4.8	<i>Faculty</i>	76.2	9.6

APPENDIX N: TABLE 9-RESULTS OF FACULTY RESPONSES TO THE FOUR GOALS

**Table 9
Results of Faculty Responses to the Four Goals**

Coding Reference for Learning Outcomes (Written Expression, Oral Communication, Critical Thinking and Technology)

I = Improved NR = No Response
 S = Stayed the Same P = Poor
 V = Variable N.A. = Not Applicable

Coding Reference for Competency (Written Expression, Oral Communication, Critical Thinking and Technology)

A = Appropriate P = Poor
 V = Variable NR = No Response
 HM = Hard to Measure

Category	Improved	Percent	Stayed the Same	Percent	Appropriate	Percent	Variable	Percent	Hard to Measure	Percent	Poor	Percent	No Response	Percent	Total
Written Expression	12	63.2	5	26.3	N.A.	0.0	0	0.0	2	10.5	0	0.0	0	0.0	19
Competency Written Expression	N.A.	0.0	N.A.	0.0	5	26.3	8	42.1	1	5.3	4	21.1	1	5.3	19
Oral Communication	12	63.2	3	15.8	N.A.	0.0	0	0.0	1	5.3	0	0.0	3	15.8	19
Competency Oral Communication	N.A.	0.0	N.A.	0.0	9	47.4	1	5.3	5	26.3		0.0	4	21.1	19
Critical Thinking	13	68.4	1	5.3	N.A.	0.0	0	0.0	4	21.1	0	0.0	1	5.3	19
Competency Critical Thinking	N.A.	0.0	N.A.	0.0	5	26.3	0	0.0	11	57.9	1	5.3	2	10.5	19
Technology	6	31.6	5	26.3	N.A.	0.0	0	0.0	5	26.3	0	0.0	3	15.8	19
Competency Technology	N.A.	0.0	N.A.	0.0	5	26.3	5	26.3	5	26.3	0	0.0	4	21.1	19

