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ABSTRACT

This final report describes activities and accomplishment of a 3-year federally funded project at Saint Joseph's College (Indiana) to better integrate undergraduate students' general education courses and coursework with their majors. Specifically, the college worked with all 16 departments and 50 faculty (out of 54) to set up frequent, deliberate, and explicit points of collaboration between the core curriculum and students' majors, beginning by clarifying the structure, learning outcomes, and assessment plan of the majors. Then, each major's contribution to and use of materials from the core curriculum were planned and implemented. The study impacted all the college's students via the core curriculum and about 88 percent of them in terms of their major. All the departments have improved structure, planned outcomes, and assessment strategies; the core curriculum is now perceived as the work of the whole faculty; and there is an improved institutional ethos of collaboration. Ongoing yearly evaluation with the College Student Experiences Questionnaire is expected to indicate continued improved student outcomes. Individual sections of the report include a project overview and describe the project's purpose, background and origin, organization, and evaluation/results. Appended materials include: a report to the college community; data on the project's effectiveness; and the project evaluation report. (DB)

COLLABORATION BETWEEN GENERAL EDUCATION & THE MAJOR

Grantee Organization:

Saint Joseph's College
Core Curriculum
Box 895
Rensselaer, IN 47978

Grant Number:

P116B31187

Project Dates:

Starting Date: September 1, 1993
Ending Date: November 30, 1996
Number of Months: 39

Project Director:

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Saint Joseph's College
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FIPSE Program Officers:

Joan Krejci, Frank Frankfort

Grant Award:

Year 1	$ 40,139
Year 2	$ 50,197
Year 3	$ 47,431
Total	$137,767

"Collaboration between General Education & the Major"

Saint Joseph's College (Indiana)

Dr. John Nichols, (219) 866-6133

A. Project Overview

This three-year project was based on the assumption that the separate reform movements in general education and the major were misguided. Since general education and the major are the two principal components of every student's one and only undergraduate experience, it would seem to be obvious that planned or deliberate coordination of these two programs would result in greater student growth and development over the semesters of undergraduate work.

Saint Joseph's College was in an exceptionally favorable position to test this assumption. Its general education Core---a "true core" in Sandy Astin's terminology, where all students take the same 45 credit hours of courses in each of the normal (yes!) eight semesters---had been in operation since 1969 and had come through several serious phases of assessment with extremely positive ratings; and its faculty had just recently been involved in doing systematic reformulations of major programs, under the inspiration of recent publications from AAC&U. The FIPSE project, then, involved putting the finishing touches to the revision of majors and planning the specific interactions of Core and majors over the eight semesters.

By the end of the project fifty members of the faculty (out of fifty-four full-time) and sixteen departments (all!) had been involved. The four departments from the first year of the project and the five departments from the second year all went through a two-year schedule of project activities. The seven departments in the third-year group did their work in an accelerated one-year fashion. All of that translates into having an impact on all of the students at the College via the Core Curriculum, and about 88% of them in terms of their major. The largest segments of the student body "missed" by the project are those undecided on a major-and the nursing students who spend half of their program off-campus.

B. Purpose

The overall goal of generating collaboration between Core and the majors was specified into **five objectives** that guided the work of each department in the project:

1) work out an eight-semester plan for the major, distinguishing courses into introductory, intermediate, and advanced;

Project Summary

Since the two principal components of every student's undergraduate experience are general education and the major, the recent separate reform movements in general education (1981) and in the major (1990) should really have been one conjoined movement. Saint Joseph's College worked with sixteen departments (fifty faculty) to set up frequent, deliberate, and explicit points of collaboration between its Core Curriculum and these majors. Since the Core had been in effective operation since 1969, the project began by clarifying the structure, the learning outcomes, and the assessment plan of the majors. Then each major's contribution to and use of materials from the Core were planned and implemented.

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2) determine learning outcomes on each of those levels, for critical courses, or even for each course;
3) set up an assessment plan that will measure those outcomes;
4) agree on what this department's contribution TO Core will be;
5) decide what items FROM Core are important to this major and need to be highlighted and reinforced in the major courses.

The faculty participants found that these objectives served very well to organize and focus their activities. The only significant **problem** encountered over all three years of the project was that of faculty turnover. Some of these departments consisted of just two or three people; in such a situation one faculty departure set all the work almost back to square one.

C. Background & Origin

Although many other colleges and universities have been working at revising and restructuring the undergraduate major, the existence and development of its Core Curriculum since 1969 certainly put Saint Joseph's College in a significantly different situation compared to most other institutions. While working together on the AAC&U book Strong Foundations, Jerry Gaff made the comment to John Nichols that he was very disappointed that none of the institutions working on the reformulation of the major project had made the connection with general education. That was the precise moment at which this project was born. Because of its Core program (and its recent willingness to restructure majors), this was exactly what Saint Joseph's needed to do (for its own advancement) and could do (for purposes of national demonstration).

D. Project Description

Four departments were selected for the first year of the project on the basis of being "easy" ones to work with---readiness to do the revisions, imaginative faculty, and significant numbers of majors. The other motive for starting this way was to give the PD the best chances for learning how to run the project successfully. It worked out well.

The second year brought in more complicated departments, ones that ran more than one major or that involved more than one discipline in the same department. The third year's group was the largest, but they were also departments with smaller numbers of majors---and therefore less expansive programs---and we were able to run them through the whole process of the five objectives in an accelerated fashion (we had learned a lot about how to do all of this by the third year).

Toward the end of the project, and right before our external evaluator was going to come on campus for the third and final time, we brought all of the faculty participants together for a day-long "final exam" on the FIPSE project. The PD gave a report to the faculty on

what had happened in all phases of the project, and the participants worked in groups to finalize their action plans for the 1996-97 academic year on two points: their assessment plan (objectives 1, 2, 3) and their department's specific collaboration with Core (objectives 4, 5).

E. Evaluation & Results

The assessment plan involved use of the MAPS Reading Comprehension Test, items from the OPI and the CPI, Pace's CSEQ, and observations of senior performance in the Core 10 capstone. The results thus far are encouraging---the outcomes are moving in the right direction---but not all that exciting... yet. The main impact of this three-year project will not show up for another two or three years, due to the "staging" of departments through the project that we did and due to the simple fact that the undergraduate experience is four years long. To keep faith with the original impulse behind the project, we have included funds for continuing all of this assessment for five more years into a new grant from Lilly Endowment.

The centerpiece of this continuing project evaluation is Bob Pace's CSEQ. We are doing this instrument with large samples of all four classes each year. Pace is convinced that selective liberal arts institutions show the "best" results on his CSEQ (The Undergraduates, 1990). Saint Joseph's is a general liberal arts college (less selective). But if the assumption behind this whole project is true, then the collaboration that we achieve between general education and the major ought to result in getting SLA results on the CSEQ from a GLA institution! That's our "acid test" of the project.

F. Summary & Conclusions

All the majors that participated in this project are in far better shape than they were before. The work that faculty did with the first three of our five objectives clarified many things about their major programs, and it also gave them a great deal of professional confidence in what they were doing. The Core Curriculum has been renewed in the eyes of the faculty too; because of the multiple ways in which we tied it into the work of the majors, it simply cannot be seen as "foreign" to the work that any professor does in any of our major departments. Thus, the more or less intangible outcome of this project on this campus is the development of a faculty-wide ethos of collaboration. The proverbial "bottom line" of the project from the faculty's point of view---from the student point of view it's the CSEQ "acid test" mentioned above---may well be that the AAC&U call for a "revival of the responsibility of the faculty as a whole for the curriculum as a whole" (Integrity) has come true on this campus.

A. PROJECT OVERVIEW

This project was conceived and implemented as an attempt to generate as much collaboration as possible, and for as long as possible, between general education and the major at Saint Joseph's College in Indiana. Saint Joseph's is a liberal arts institution with a high percentage of traditional-age students and also a high percentage of residential students. 95% of the students graduate in the time-frame of eight semesters. The College has had the same Core Curriculum---the same 45 hours of classes taken by all four-year students!---in operation since 1969, and the faculty had been working on "reformulation" of its major programs with AAC&U publications for three years prior to the start of this FIPSE project in the fall of 1993.

Thus, one can see that Saint Joseph's was in an unusually favorable position to work at coordinating the two rhythms of growth and development that exist in the student's undergraduate experience: general education and the major. The hypothesis that was to be tested in the project is that such coordination would lead to more student growth and development, over eight semesters, than the usual situation where general education and the major are left in splendid isolation from one another. Some data from Astin's recent book indicated that "true cores" (where all students take the same courses) do have an impact, and our own evaluations of our Core program (most noticeably in FIPSE's "National Project IV" twelve years ago) came up with solid evidence of significant impact from the Core over four years; so we began the project with high confidence that whatever coordination we might achieve between these two patterns of growth and development would certainly show up in multiple measures of outcomes from freshman to senior years.

Since the Core Curriculum was so well established and was showing up in assessment as doing what it was supposed to do, our project began with the majors. We began by completing the recent work on "reformulation" of the majors that the College had started in 1990 in the course of making preparations for a North Central re-accreditation visit.

The project ultimately involved sixteen academic departments and fifty members of our faculty over its three years. The numerical analysis of that statement is on the next page of this narrative. The only segments of our student body that were "missed" by the project were those undecided about a major and those in a nursing program that is operated through a contractual agreement with St. Elizabeth's Medical Center in Lafayette, Indiana. Therefore, 73% of our total student body (950 count) was affected by the project but 88% of our on-campus student population.

Saint Joseph's College (IN)
P116B31187

FIPSE Participation (3 years)

Team	Dept.	Faculty	Sum	Majors (%)	Sum
Alpha	Comm.	4		4.89	
93-94	Educ.	4		6.85	
4	Hist.	3		3.15	
	Psych.	3	14	6.85	21.74
Beta	English	3		2.39	
94-95	Mgmt-Mrkt	3		14.24	
5	Math-Physics	6		2.50	
	Phil-Rel	4		0.76	
	Pol Sci	2	18	3.48	23.37
Gamma	Acct.	3		5.11	
95-96	Biol.	3		10.33	
7	Chem.	3		0.98	
	Comp Sci	3		2.28	
	Music	3		1.52	
	PE	1		4.67	
	Soc-Hum Serv	2	18	3.05	27.94
Totals			**50**		**73.05**
3 years			out of 54 FT		
16				RN	16.74
				Undecided	8.48
				"Covered"	98.27%

9/6/96

Assessment of the impact of the project was carried out during each of the three years. The obvious complicating factor is that the full impact of what we did will not show up until two or three years after the end of the three years of the project. Therefore, the most important assessment work is yet to come, so we have incorporated a continuation of all of the assessment work in our FIPSE plan into a Lilly grant that will run from 1997 until 2001. We will be able to do all the assessments we did from 1994 through 1996 with FIPSE funding again from 1997 through 2001 with Lilly funding. Within the next five years, then, we should have thorough documentation on what has been achieved and, more importantly, how to make the impact more effective.

B. PURPOSE

The overall defining **goal** for this project was to achieve collaboration, throughout all eight semesters of the normal undergraduate experience, between our general education Core and the majors that students select. For years we had seen the relationship between Core and the majors as complementary---but not yet collaborative. However, since the students were all the same and most of the faculty were the same, such collaboration obviously did occur. The most accurate statement of our goal for the project, then, would be that we proposed to switch from occasional, individual, and serendipitous collaboration to continuous, collegial, and structured collaboration. The potential had been there since 1969, the way this Core Curriculum is set up; all we had to do was make it happen.

The single goal was specified into **five objectives** that guided the work of each department that participated in the project:

1) work out an eight-semester plan for the major, distinguishing courses into introductory, intermediate, and advanced;

2) determine learning outcomes on each of those levels, for critical courses, or even for each course;

3) set up an assessment plan that will measure those outcomes;

4) agree on what this department's contribution TO Core will be;

5) decide what items FROM Core are important to this major and need to be highlighted and reinforced in the major courses.

The faculty found that this set of objectives worked very well to focus and organize their participation in the project. The five objectives also made it very easy to gather the participating departments together in plenary sessions to share insights and ideas about every one of the five objectives. These plenary sessions turned out to be one of the most productive facets of the project---after departments had done enough work on their own to give them something to show off to others---and they had the effect of bringing "lagging" groups up to the level of the best performers.

We also learned, by starting the project with four "easy" departments in 1993-94, how to work with the five objectives most productively. Each objective was translated into a slightly different but more psychologically productive question:

1,2,3) Picture your majors as they go across the stage at Commencement. What do you want to see in them? What would make you proud? How do you get them to that point? And how will you know it?

4) What should every graduate from this College know about your discipline? (No one said "no" to this; thus, all had to contribute TO Core.)

5) What help can student growth and development in Core furnish to student growth and development in your major?

The single biggest **problem** encountered in this project was beyond all doubt---personnel changes. When you are working with two or three person departments, one departure can throw two years of work back to square one. Unfortunately, that happened with four of the sixteen departments in our project. This turnover wasn't fatal to the project, but it certainly complicated the work.

C. BACKGROUND & ORIGINS

Saint Joseph's College is located in rural northwest Indiana. It has an enrollment just shy of 1,000 students with most of them traditional age and 75% of them in residence on campus. Non-traditional students are in a nursing program that is half off-campus and in the teacher training program. Admission to the College is only mildly selective, but top scholars are recruited so the student body runs the whole range of SAT and high school grades. The curriculum is structured such that a Core segment is in every one of the eight semesters, which means that students may start their major in the first semester of the freshman year. Significant majors (in terms of size) at the College are biology, biology-chemistry, psychology, political science, management, marketing, education, and communications.

The Core Curriculum has been in operation since the fall of 1969. It consists of 45 credit hours, six each semester with a three-hour seminar in the second semester of the senior year. The deliberate message that lies in this structure is that general education is every bit as important as the major and is not something to get out of the way. In fact, the College holds that there is as much a cumulative aspect to learning in general education as there is in the major. General education is also a "study in depth." Every one of the Core segments is interdisciplinary and team-taught, with the result that faculty at the College are habitually interacting with colleagues from other departments on a day-by-day basis. As the single most visible academic operation on campus, the Core program has attracted a lot (more than $4M since 1976) of grant funding to the College---and a lot of faculty development is required to run this program---and it has likewise attracted a lot of evaluation too---Core tends to be praised or blamed for most things that happen on campus! The diagram on the next page illustrates the structure and the content of the Core Curriculum, a structure that has been almost totally constant since 1969 and a content that varies considerably from year to year (this may be a good hint on how to get stability in "gened").

The proximate source for the idea behind this project was the work that was done, with inspiration from AAC&U publications, on "reformulating" the undergraduate major. We began this work in about 1990, as we did our self-study for a North Central visit. While working on the Strong Foundations book, Jerry Gaff happened to comment to the Project Director (John Nichols) that one of his disappointments with the AAC&U project on the major was that no institution seemed to make any connections with general education in doing all of this restructuring. **Click!** That was exactly what Saint Joseph's was on the verge of doing and needed to do (for its own advancement) and could do (for national demonstration). Thus, the idea for the project came into focus: connect the rhythm of growth and development in Core with that in each major, coordinate cumulative learning in both endeavors, and end up with greater student growth and development at the end of four years.

One of the neat things about this project, from the faculty's point of view, was that they got special stipends for doing work on their majors. For years we had been running faculty and curriculum projects connected with the Core, but this one started with getting their major in shape---a welcome change! It also made use of all the previous projects we had run for the Core program, so there was a great deal of "already accumulated capital" that could be invested in this project. The outside consultants brought in for each major, as it did its restructuring work, provided an input of fresh ideas to people who had been hearing the same ideas from the same colleagues for years. The single most important external support for the faculty came from these disciplinary consultants. The Project Director got a lot of help from the PD meetings, but the faculty got the most help from these consultants.

Organizing Principles - - - - CHRONOLOGICAL | THEMATIC | INTEGRATIVE

OVERALL UNIFYING CONCEPTS

GUIDES FOR DESIGN

1 GROWING UP, AMERICAN DREAM

ancestors, environment, heredity, experiences — socialization — self-actualization

- grandparents: WW1, the Depression, New Deal
- parents: WW2, Cold War, the 50's and 60's
- me: sexism, racism, war, poverty

2 MODERNITY

- new vistas: science, economics, art, geography, production...
- revoluations: political, economic, IDEAS...
- pluralism: government, art, faith
- freedom: rights, laissez-faire

3 ROOTS -- CREATION OF 3 CULTURES

- Hebrews -- Yahweh's chosen people
- Greeks -- literature, philosophy
- Romans -- politics, law

4 CHRISTIAN EUROPE

- origins of Christianity (NT)
- X & Rome { confrontation, assimilation, dominance }
- dissolution { distortions, Reformation, pluralism }

5-6 HUMAN EVOLUTION
comprehensive sciences' "story"

- cosmic: complexification
- biological: speciation
- cultural: creativity

TEILHARD: "No longer will we be able to see ourselves entirely unrelated to humankind, neither will we be able to see humankind unrelated to life, nor life unrelated to the universe."

7-8 INTERCULTURAL STUDIES

- India & China (Core 7, every year)
- Africa
- Latin America (alternating, Core 8)

Approach: images, institutions, history, current developments

9 CHRISTIAN HUMANISM, THEORY

Systematic reflection, with an orientation toward action, on the Pastoral Constitution "The Church in the Modern World" from Vatican II ("Gaudium et spes").

- Principles on which peace and justice are founded
- Drawing on experiences in previous Cores

10 CHRISTIAN HUMANISM, PRAXIS

The practice of Christian Humanism in our world, with seminar treatment of specific moral themes and issues.

DIALECTICS

HOPE - - - - - - - - - - - - MEMORY

THE WEST - (THE WORLD (COSMOS

Information) Perspective) Appreciation) ANALYSIS - SYNTHESIS

SJC 11

12

13

D. PROJECT DESCRIPTION

We worked with four departments in the first year of the project: Communications, Education, History, and Psychology. These four were selected because the PD judged that they would be easy to run through the process (the five objectives), and he could thereby learn how to work the process with other departments. That judgment turned out to be correct---on both counts.

In 1994-95 a more complex set of departments (with more than one major in some of them) was taken into the project: English, Management & Marketing, Math-Physics, Philosophy-Religion, and Political Science. Both the "alpha" and this "beta" groups had two years of activity in the project, but the final "gamma" group only had one academic year's worth of project-funded activities, so their process was accelerated in comparison with the first two groups: Accounting, Biology, Chemistry, Computer Science, Physical Education, Sociology-Human Services, and Music.

The work of the project for each department consisted of doing what was required to respond to the five objectives discussed in section "B" above, and in the order specified by the numbering. The first two groups of departments had two years of project activities in which to accomplish this:

August -- an orientation workshop; organize work on five objectives
First academic year -- bring in a consultant to help with structure of major
May-June -- work out full responses to five objectives:
three departments did a total restructuring;
three departments did substantial restructuring;
the other ten did what might be styled "fine-tuning."
Second academic year -- implement the new structure, outcomes, and assessment
May -- revise the whole plan for better implementation the next year

In addition to the clarity and focus that the five objectives gave to each department's work, the faculty participants found that the type and scheduling of activities suited the work they had to do very well. All of the participants found the project very well organized and conducted. We had no problems with these aspects whatsoever; to repeat, out biggest problem was in faculty turnover. The faculty was ready to do this work; they had years for Core development work behind them. They were overjoyed to be able to get to work on their majors (for a change). And the two dimensions fit together admirably well over the course of the three years of the project.

On August 19, 1996 we held a final plenary session for all the faculty from all the departments that had participated in the project. The first hour of the morning session featured a report to the whole group (which constituted 95% of the College's faculty) from the PD on what had been accomplished overall during the three years of the project.

Then the groups worked on putting the final touches on objectives four and five: how, in concrete doable terms, was their department this year going to contribute TO the Core Curriculum and make use of materials FROM Core in its major? In the afternoon, another three hours were spent in putting final touches to each department's assessment plan (who? what? when? how?), with departments working in groups that seemed to have similar approaches to ways of doing assessment (e.g., all those using portfolios worked together to polish up that process). We called this day-long event our collegial "final exam" for the FIPSE project. The eight-page packet of materials from this day is included in this report as Appendix A.

E. EVALUATION --- PROJECT RESULTS

The plan that was followed for project assessment was identical to that submitted to Dora Marcus right after the fall, 1993 PD meeting, with one exception. We did four CAAP tests in the first year of the grant but did not repeat them in the next two years. One reason was the cost of these instruments (looking ahead to a necessary continuation of this evaluation after the end of the project period), and another reason was that we could not keep copies of the instruments in order to see exactly what students were not getting right in terms of the outcomes that we were interested in measuring. Therefore, we decided that, although CAAP tests gave us comparisons with national data, those tests were of no use to us for the primary purpose of assessment, namely to find out exactly what improvements we needed to make.

The assessment plan, for the rest of it, provided and will continue to provide us with plenty of data to make good judgments about the impact of our project. Here are the measures that were used in all three years of the project and which will be continued for five more years:

MAPS Reading Comprehension

Given to all freshmen at Orientation and repeated for a 33% sample of sophomores at the end of their fourth semester.

Selection of OPI and CPI questions

Following Chickering's lead, we identified 73 items from these tests that deal with intellectual and attitudinal traits that are shared outcomes for the Core and the majors (e.g., theoretical orientation, complexity, tolerance, altruism). This survey is given to 50% samples at the end of the freshman and the senior years.

Pace's CSEQ

We have data from this instrument going all the way back to FIPSE's "National Project IV," making both institutional and national comparisons possible. Students also find that it is a good exercise for them to take stock for themselves of what they are gaining from their undergraduate experience. We give the CSEQ to 50% samples of all four classes at the end of each academic year.

Core 10 Observations

Three retired faculty members, all very familiar with the Core program, observe the senior capstone seminar presentations of 40% of the students and rate them on research skills, oral skills, ethical and interdisciplinary acumen.

The main problem with our assessments, as previously mentioned, is that the main results of our project will show up in the years after the FIPSE funding is over. Therefore, we have secured funds from Lilly Endowment, as part of another project, to continue all the components listed above until the spring of 2001. That will give us wonderful longitudinal data on the impact of our project, for the freshmen that we had at the beginning (fall, 1993) will be graduating in the spring of 1997. The years after that will be even more interesting, as more and more departments started collaborating with the Core in the second and third years of our project. We will be able to produce each year from 1997 through 2001 a packet of assessment data similar to the 34-page packet from spring of 1996 (and the same sort of packet was submitted to FIPSE at the end of each of the first two years of the grant) that is included as Appendix B in this report.

Bob Pace's 1990 book on the CSEQ, The Undergraduates, gave us the summary outcome for this project. In that book he demonstrates how selective liberal arts institutions show the "best" results on his CSEQ. Saint Joseph's College is a general liberal arts institution (less selective), but the collaboration between general education and the majors that we accomplish here should promote unusual student growth and development over eight semesters, so that this GLA school ought to show SLA results on the CSEQ! That is the "acid test" that we have adopted for evaluation of the impact of this project. We'll keep you informed.

The results that we have thus far can be summarized in the following fashion:

MAPS -- Sophomores seem (third year compared to first) to be making more progress than they did previously. As we get more departments (this year and hereafter) reinforcing the skills development from Core in the introductory courses in their disciplines, even more progress should show up.

OPI-CPI -- There is much more desired change on both the intellectual and the attitudinal measures than there was back in National Project IV and at the beginning of this project.

CSEQ -- The results are mixed, with some great changes and some "mysteries." With the Lilly funding we can enlarge our samples, thus getting better longitudinal data to make this most critical analysis.

Core 10 -- In 1996, the data varied quite a bit according to the professor involved. Now that the faculty has been alerted to this assessment, future observations ought to provide more accurate outcome data on what students can do in this capstone experience.

The external evaluation of the project was done at the end of each of the three years by the same person, Dr. Janice Green, so that we could have an external longitudinal judgment of the ebb and flow of the project. Dr. Green was Vice President at Bradford College for Arthur Levine and now, in retirement, is a consultant for the New England Research Center on Higher Education in Boston (U. Mass.). Her nine-page final evaluation is attached as Appendix C.

Project dissemination has thus far taken the form of contributions to annual conferences of professional organizations (AGLS and AAC&U), and a new mini-workshop on collaboration between general education and the major run by the PD John Nichols was added to the workshops on general education that Jerry Gaff runs for AAC&U (1995, 1996, 1997). In addition, Nichols included presentations on this project while doing consulting work at four institutions the past three years.

F. SUMMARY & CONCLUSIONS

There are four claims that are justified by our experiences throughout this project and supported by the assessment data that have thus far been generated:

1) All of the **majors** that participated in this project are in far better shape than they were prior to the project. They have made great progress in clarity of structure, in deliberateness of planned outcomes, and in doable assessment strategies. The pressure that will be needed to keep all of this continuously implemented will come from the North Central Association, because when they return in 2001 they will expect to find years of "used" assessment data.

2) The **Core Curriculum** has benefited by being perceived to a degree not previously attained as the work of the whole faculty---because it is now closely tied to the growth and development in the student's major. Core cannot be seen by any department as in any way "foreign" to the work that it does with its majors.

3) What has come out of the project for the College as a whole is an institutional **ethos** of collaboration. Though more intangible than the other claims, this one is stronger; in fact it's the most emphatic outcome of the project. In its strongest form, we would claim that Saint Joseph's College is one institution where the AAC&U call for a "revival of the responsibility of the faculty as a whole for the curriculum as a whole" (Integrity) has been realized.

4) There are two additional insights gained during the project that may be true of the national scene in higher education:

a) The more attention given to assessment, the more required courses seem to be structured into a major program;

b) The more collaboration between general education (especially in a "core") and the major is stressed, the more innovative and outcomes-oriented does teaching in the major become.

Information for FIPSE

The most important (and most obvious) assistance from the Fund is of course the recognition that a locally developed idea has enough merit to be funded for implementation. The facts that FIPSE grants are highly competitive and are awarded only after a strenuous process of peer review serve to reinforce that impression. Therefore, not only money but a certain amount of "clout" comes to an institution along with a FIPSE grant.

I myself, as PD, did not have to use that "clout," because I had been VPAA here for 8 years and had also conducted many faculty and curriculum development grants connected with our Core Curriculum. But it was very interesting to see how colleagues used the FIPSE sponsorship when they took their plans for restructuring their majors before our Academic Cabinet. "But this is what we worked out in the FIPSE project!" This "clout" can be used to promote both good and bad ideas, but it is a fact that it exists.

The most assistance that we got for our project came from Dora Marcus, Joan Krejci, and Frank Frankfort. Joan and Dora wouldn't let me stop short on our assessment plan, so we ended up with a real good one. Joan made me explain all the local jargon and elliptical expressions, so that what we were doing became clearer not only to her but to ourselves. Frank is an old friend (I'm old; he's not), and he helped me out of a real bind at the end when my assessment data and my final external evaluation weren't getting done before the official end of the project (he processed an extension).

But the PD meetings were also an important factor in getting our project on track and moving to a successful (we all think--here!) completion. In the first year, I worked and worked on the assessment plan (no carousing that year in D.C.---besides, the zoo???). The second year, Joan put me on an assessment panel and Rusty Garth recruited me for a workshop on leadership. Both of those events forced me to really get my head together on those two topics, and it did me a lot of good as far as keeping on top of our own project. I missed the final year's meeting because of a conflict with a Board of Trustees meeting here, but it gave the College the opportunity to send another person to D.C. to see what's happening in higher education. That turned out to be very fortunate for SJC, because that person has just become our new VPAA.

These are the thoughts that I have right now. I hope they are helpful. I intend to keep sending assessment materials to Dora, so if I think of anything else I'll pass that along too.

THANK YOU!

Nichols

APPENDICES

The following packets of information are included with this report and are integral elements of this final report.

Appendix A: Report to SJC Community
(Agenda for "final exam" day, 8/19/96)

Appendix B: Data from 4/96 FIPSE assessments

Appendix C: Final external evaluator's report
Dr. Janice Green
(rec'd 10/15/96)

APPENDIX A

Report to SJC Community on FIPSE Project

8/93 to 9/96

John Nichols, Project Director

INTRODUCTION: Objectives for the Project

(1) An 8-semester plan for the major

All participating departments clarified the structure of their major(s) at least to the point of distinguishing introductory from intermediate from advanced courses. Some changed their programs to various degrees ("Catalog changes"), while others clarified structure without modifying it.

Clarification	Some Change	Lot of Change
Educ	C&TA	Psych
Hist		
Engl	Mgmt	Pol Sci
Math	Mrkt	
	Phil-Rel	
Acct		Hum Serv
Biol		
Chem		
Soc		
CS		

(2) Specification of student outcomes

All participating departments specified learning outcomes for students at least in terms of the 3 levels (above), some by critical courses, and some for each required course.

(3) An assessment plan for #2

All departments developed something for this third objective, but there is a general need for more specificity and concrete planning. (And that's why we're here on 8/19!) There are good elements in every department's plan, so we can improve all the plans by sharing ideas (this afternoon).

(4) The major's contribution TO the Core program

What follows is my summary of the key things judged by each department as its contribution to our collegial general education program. As a summary (and by me), each entry loses a lot of its richness. Emendations are welcome...

Educ	reading skills
C&TA	speaking skills (2 handbooks); theatre
Hist	content in 1-4, 7-8; critical thinking; use of evidence
Psych	listening skills; complexity of human behavior; respect for individual differences
Engl	writing skills; analysis & appreciation of literature
Mgmt & Mrkt	knowledge of world of business
Math	critical thinking (quantitative); math proficiency
Phil-Rel	critical thinking (deductive); ultimate concerns; synthesis
Pol Sci	political theory; comparative government; policy analysis & critique
Acct	economic (tax) policy
Biol & Chem	scientific method; environmental & ecological values
Soc	social construction of reality; raising of consciousness beyond the individual to the group
Hum Serv	commitment ("realistic") to human dignity
CS	Netscape; spreadsheets; Info Age

(5) What the major uses FROM Core

Same comments, as in #4, about the following summaries... "Skills" is omitted, because it rather obviously applies to everyone.

Educ	content of courses are correlated with Core for all 8 semesters
C&TA **	Core prerequisites for courses in major (skills, content)
Hist	pedagogy; complementary content (art, literature, philosophy, religion)
Psych	parallel growth (Perry) between Core and major
Engl	complementary content (history, art, literature in other cultures)
Mgmt & Mrkt	breadth; knowledge of the world
Math	history & science for the capstone course
Phil-Rel	complementary content (NW religions, art, literature, history)
Pol Sci	complementary content
Acct	breadth, knowledge of the world
Biol & Chem	complementary content & methods of thought
Soc	complementary content
Hum Serv	complementary content (grounding of values)
CS	breadth; knowledge of the world

AGENDA (morning, 8/19/96)

Collaboration between the Majors and Core

(1) Objective

Evidently, since we all have the same students and the Core faculty is about 75% the same as the faculty for the majors, a lot of connections will occur "naturally." What the FIPSE project is all about, however, is turning individual, random, serendipitous, and occasional events of collaboration into widespread, purposeful, planned, and even institutionalized collaboration. Just to start the discussion, let's simply consider the possibilities as far as skills development (thinking, speaking-listening, writing-reading), the content of courses, and the complementarity of the disciplines are concerned.

(2) Some examples

It would certainly seem possible for us to reinforce the skills development pursued in Cores 1 and 2 by means of the assignments given in the freshman courses in the majors.

Core 1 (961: 20 pages)	Core 2 (952: 25-30 pages)
memoir (narrative)**	two research papers
summary	summary
position paper**	position paper
compare/contrast	annotated bibliography
[** Syllabus materials]	

Core asks that students adopt the format for their papers from their major; so there is one practical matter of collaboration. One following page has an outline of the many steps involved in a "research paper," and if we cover all of these things (incrementally!) both in Core and the majors seniors should have the process well under control.

On the intermediate levels (SO, JU) we have opportunities to make use of content from Cores 3-4 (the classics in art, philosophy, and literature; the Scriptures) and the ways of looking at the world from other disciplines (the "other" cultures; natural science; plus the disciplines involved in Cores 3-4). The majors run these Cores, so the contribution of the majors TO Core is (almost) well under control; but departments can do a world of good for the College and for their students by showing interest in these complementary subject matters and intentionalities. "You may be going to be an accountant (programmer, doctor, etc.), but this is important stuff for you to know. You're expected to know it to graduate from SJC, and that's precisely your differential advantage in the job market!"

The evaluation of Core 10 presentations last year looked at seniors' research and presentation skills, their ability to do an interdisciplinary project, and their abiity to handle the ethical dimensions of their topic. The same things are applicable to capstone experiences in the major. AAC&U sets knowledge of the history and ethics of a discipline as the assessment criterion for seniors. If we all value collaboration, seniors ought to be expected to use material from other disciplines to clarify and to reinforce their research in a major (and some of our majors, such as business, are going more and more into cross-functional analysis). And capstone courses already use research and oral presentation skills as primary criteria for grading.

(3) Our task

What, very specifically, will be the collaboration between our department's major and the Core Curriculum in 1996-97?

Attachment

Departmental Action Plan **FIPSE project "final"**
8-19-96, A.M.

Collaboration: Core <---> Major

Contributions TO Core	Use FROM Core

SKILLS:

CONTENT:

METHODS:

Dept. _____
Chair _____

THE "RESEARCH" PAPER (Cores 1-10)

"Instruction"

Purpose: type of paper (see taxonomy)
audience
scope, medium, formality
subject ---> topic [---> thesis]
brainstorming
looping
grid
pentad
controlling purpose --- FOCUS**

clear guidelines

Sources: general knowledge
first-hand experience
exploratory search in Lib.
annotated bib.
evaluate sources: 1a, 2a...
working bib.**

Library
Reference books
On-line catalog
Per. Indexes
Gov. doc.

CORE READINGS, LECTURES, DISCUSSIONS

Strategy: **outline****
assemble/select sources
REFOCUS
argument
coherence: order/logic of devel.
spatial
chronological
specificity
alternation
climax
familiarity
notes
final bib.

notes
summarize
paraphrase
quote
plagiarism

Draft: quotations
documentation

format

Product: rewrite: the whole--organization
paragraphs--unity, topic sentences & words--effective
edit: spelling, punctuation, mechanics

****Grade**

(****Feedback**)

AGENDA (afternoon, 8/19/96)

Assessment

(1) North Central Association on assessment

Higher education in general and our accrediting association in particular have become very sophisticated and more and more demanding about assessment over the last ten years. When NCA returns here in 2000-01, the visiting team will expect to find us with years of assessment data---documented!---as well as evidence of how we have been using these data. To clarify...

WHY do assessment? To improve teaching and learning.
WHAT is assessed? Student academic achievement ("outcomes"--#2 objective)

At the March, 1996 NCA meeting I was given a copy (and "found" 5 more to bring back to campus) of a new booklet on assessment. It is a summary of their expectations of us, of every accredited institution in the region. What sorts of things will constitute "acceptable" measures of student academic achievement at NCA?

Direct Measures	Indirect Measures	Non-Measures
pre- and post-tests**	surveys	curr. review
capstones	exit interviews	NCA, NLN...
standardized tests	studies of grads	faculty:
licensure exams	retention	publication
local tests	time to degree	recognition
essays (blind scored	SAT, ACT	study abroad
by "others")	graduation rates	enroll. trends
senior projects	job placement	diversity
(int. & ext. juries)		**grades, GPA**
exhibitions, performances		
(video's, audio's)		
internship evaluations		

(2) Core Curriculum

The assessment plan for Core is attached on a following page.

(3) Neat ideas from your own FIPSE work

External assessment
Acct. -- CPA exam (others have NTE, MCAT, LSAT, some GRE's...)
Hist -- survey of grads who teach history

Clarity
Chem -- diagram of the structure of the major
Engl -- excellent 6-point description of the graduate common 4-year text (and test) for all majors
Psych -- 4 x 4 matrix: key courses, key outcomes

Specificity within a plan
Hum Serv -- Perry schema for student growth (and instructors)
Educ -- 8-semester, i.e. longitudinal, assessment plan
Mgmt -- use of the capstones
Mrkt -- pre- and post-test
Math -- check-sheets on outcomes from individual courses
Biol -- specially designed assignments that "recap" most of a course

(4) Our task

a) Get **specific** (like we tell students on essay exams)!
Relevant data >>> lots of data.

What? (derives from Why?) -- data relevant to outcomes
When? -- all courses? key courses? which?
Who? -- whole department
How? -- details, details...
Where? -- keeping of records

b) How will the department **use** the assessment data to improve student academic achievement?

c) Focus on **1996-97**; you'll revise the plan for the following years.

Attachment

Departmental Assessment Plan

FIPSE project "final"
8-19-96, P.M.

Assessment of Student Outcomes

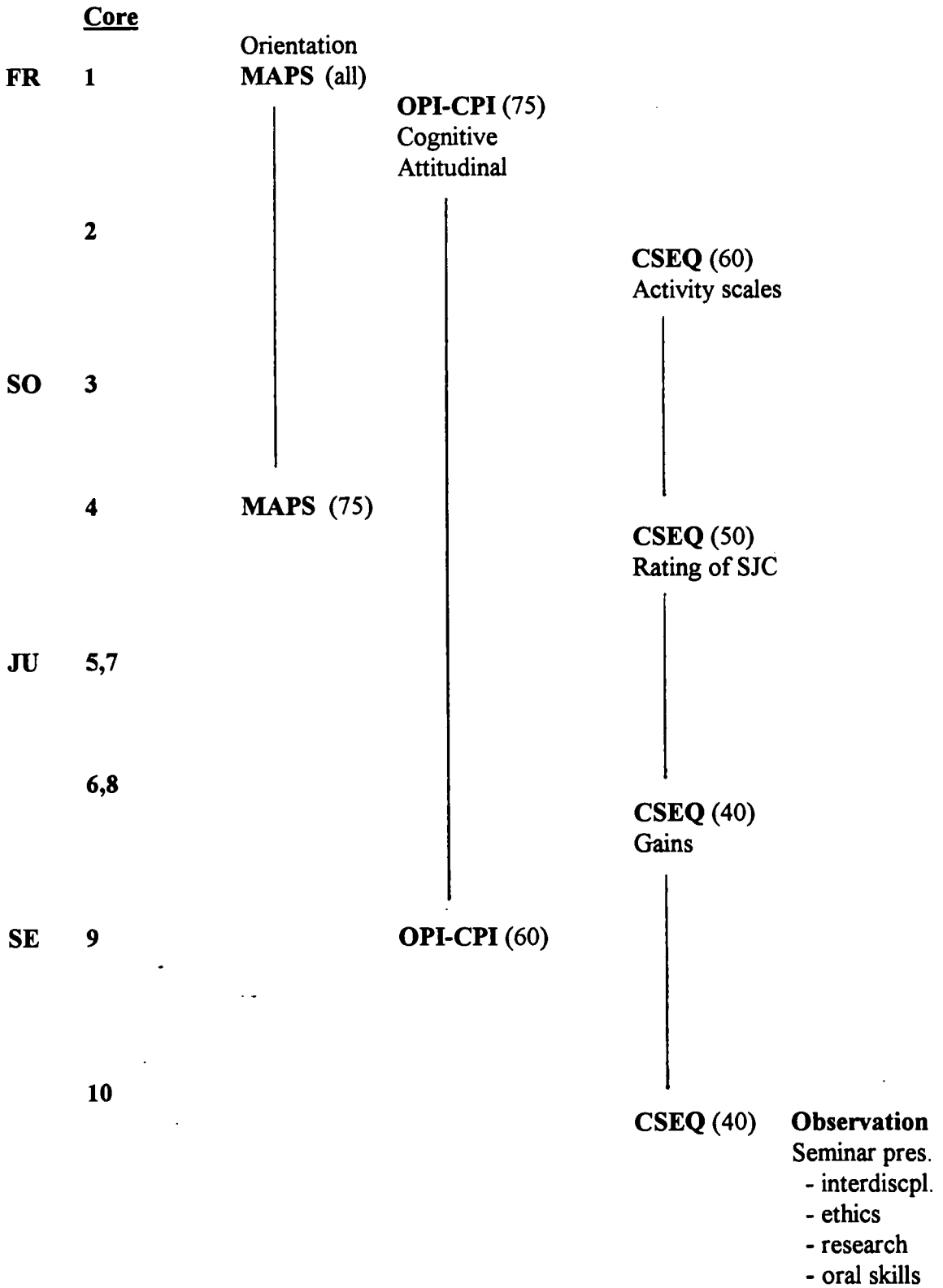
Internal:	What?	Which Outcome?	Who?	How?	Where?
FR					
SO					
IU					
SE					

External:

How we will USE these data...

Dept. _____
Chair _____

ASSESSMENT of CORE



8/96

APPENDIX B

September 6, 1996

To: Academic Cabinet, Core Directors, and selected IPPC members
From: John Nichols
Re: Data from 4/96 FIPSE assessments

There are four groups of data in this packet:

a. Bob Pace's College Student Experiences Questionnaire
   Assesses how students are making use of the College, and with what results. Covers all 4 years. Need a copy?
b. MAPS (don't ask!) Reading Comprehension Test
   Progress from FR Orientation to end of SO year.
c. Selected (43) questions from OPI and CPI
   Deal with cognitive and affective traits allegedly connnected with Core.
d. Observation of Core 10 seminar presentations
   Our capstone course: ergo, "what have we wrought?"

INDEX of CONTENTS

With a little digging, there is a wealth of information contained in this packet---some to cheer about; some to help us do better. Enjoy!

Jnichols

CSEQ data from April, 1996

Demographics of the Sample

Item	Total	FR	SO	JU	SE
Number of students	204	49	49	55	51
Age: =< 22	185	42	45	54	44
23-27	12	5	1	0	6
>= 28	7	2	3	1	1
Male	116	29	30	22	35
Female	88	20	19	33	16
Transfer	27	3	5	8	11
Commuter	23	8	7	5	3
Part-time	2	0	1	1	0
Minority	24	8	6	3	7

The Instrument

The College Student Experiences Questionnaire was "invented" by Robert Pace at UCLA's Center for the Study of Evaluation. It has recently moved, after Bob's retirement, to Indiana University. (And one of our much earlier grads, Nick Vesper, handles the data processing for the CSEQ now.) The norms for the CSEQ have emerged out of its use with over 30,000 students, and Bob Pace has published an excellent analysis of what can be learned from it (The Undergraduates, 1990, UCLA).

Pace's guiding philosophy is the radical (??) idea that what students accomplish in the college years depends on what they actually do at an institution then! In more sophisticated jargon, it's a "time on task" or a "quality of effort" approach. The main part of the CSEQ asks students to indicate what use they have made of institutional resources during the academic year they're just finishing. There are 14 of these "Activity Scales" dealing with everything from Library to Courses to Dorms to Clubs to Athletics. Each of the scales describes ten ways of students interacting with that part of the college---and the sophistication of such interaction increases from #1 to #10. Interaction with Faculty, for example, ranges from "talking with a prof after class" to "published an article with a prof." Students indicate whether they have done a particular item "never, occasionally, often, or very often."

Aside from the holistic view that this gives of how students are interacting with the college, the national norms for the CSEQ enable us to make comparisons with both "general" (GLA) and "selective" (SLA) liberal arts institutions. The pages that follow provide you with just the "tip" of the CSEQ data "iceberg" that we have available. I have computer print-outs and 3.5" diskettes with our data from '94, '95, and '96. Anyone who wants to look into any of these data any further is welcome to borrow them. Please continue reading...

CSEQ data from April, 1996

STUDENT ACADEMIC "ENGAGEMENT"

	FR	SO	JU	SE	Total
Hours per week on schoolwork					
50 or more	2.0%	2.0	7.3	5.9	4.4
about 40	22.4	16.3	27.3	11.8	19.6
about 30	42.9	42.9	27.3	33.3	36.3
about 20	26.5	20.4	32.7	33.3	28.4
less than 20	6.1	18.4	5.5	15.7	11.3
Reading -- textbooks					
> 20	28.6	22.9	28.3	5.9	21.4
10-20	38.8	20.8	45.3	29.4	33.8
5-10	14.3	25.0	22.6	47.1	27.4
< 5	14.3	22.9	3.8	15.7	13.9
none	4.1	8.3	-	2.0	3.5
Reading -- non-assigned					
> 20	-	2.0	-	2.0	1.0
10-20	6.4	12.2	5.6	3.9	7.0
5-10	12.8	12.2	7.4	13.7	11.4
< 5	42.6	40.8	57.4	49.0	47.8
none	38.3	32.7	29.6	31.4	32.8
Writing—essay exams					
> 20	18.4	2.1	16.7	16.0	13.4
10-20	38.8	29.2	31.5	32.0	32.8
5-10	34.7	35.4	31.5	32.0	33.3
< 5	6.1	31.3	20.4	16.0	18.4
none	2.0	2.1	-	4.0	2.0
Writing -- papers					
> 20	18.8	16.3	16.7	15.7	16.8
10-20	29.2	36.7	40.7	37.3	36.1
5-10	37.5	28.6	37.0	27.5	32.7
< 5	10.4	14.3	5.6	17.6	11.9
none	4.2	4.1	-	2.0	2.5

CSEQ data from April, 1996

STUDENTS RATE THEIR COLLEGE

There are four tables in the CSEQ results that ask students to rate their institutions. Three of them are directly from sets of questions in the instrument: rate the college on a 7-point scale in 8 different respects; indicate how much you like college; and tell whether you'd go to the same college if you were to start all over again. The fourth table is called a "satisfaction index" (1 = low; 8 = high), a score that is calculated by the computer in terms of the responses to the other questions. Here are the SJC results.

	FR	SO	JU	SE	SJC	
Rate SJC on 7-pt. scale (1 = low) (#'s = average ratings)						
academic	5.6	5.5	5.5	5.5	5.5	
aesthetic	4.9	4.7	4.6	4.7	4.7	
critical	5.2	4.9	5.2	5.2	5.1	
vocational	5.0	4.6	4.6	4.5	4.7	
pers. relevance	5.3	5.2	4.9	5.3	5.2	
rel. w. students	5.3	5.5	5.9	5.7	5.6	
rel. w. faculty **	5.9	5.5	5.7	6.0	5.8	SE > SO
rel. w. admin.	4.8	4.6	4.7	4.4	4.6	
Do you like college?						
no	4.1%	8.2	1.9	5.9	4.9	
neutral	16.3	12.2	20.4	9.8	14.8	
yes	53.1	38.8	42.6	37.3	42.9	
enthusiastic!	26.5	40.8	35.2	47.1	37.4	
Would you go to SJC again?						
definitely no	14.6%	14.3	3.7	17.6	12.4	
probably no	14.6	16.3	24.1	9.8	16.3	
probably yes	43.8	44.9	40.7	27.5	39.1	
definitely yes	27.1	24.5	31.5	45.1	32.2	
Satisfaction index (#'s = # of students)						
Low 1	-	-	-	-	0	
2	1	4	1	3	9	
3	5	1	-	2	8	
4	5	4	4	5	18	
5	7	6	16	5	34	
6	14	14	12	9	49	
7	8	11	8	8	35	
High 8	9	9	13	19	50	

CSEQ data from April, 1996 — **14 Activity Scales**

Scale	FR	SO	JU	SE	$\bar{X}$ SJC	Significant @ .05
Library Experiences	20.1	19.6	21.1	22.9	20.9	SE > FR,SO
Exper. with Faculty	22.5	21.1	23.0	24.3	22.8	SE > SO
Course Learning	26.2	24.5	27.7	27.6	26.6	JU,SE > SO
Arts	18.3	18.2	20.7	19.2	19.1	JU > FR,SO
Student Union	24.1	21.8	24.5	23.5	23.5	
Athl/Rec Facililties	26.2	24.9	24.6	24.3	25.0	
Clubs & Organiz.	19.0	20.0	23.3	21.3	21.0	JU > FR
Exper. in Writing	25.9	22.8	24.9	25.7	24.8	FR,SE > SO
Personal Exper.	20.7	22.1	23.8	22.6	22.3	JU > FR
Stud. Acquaintances	26.1	25.4	29.3	28.8	27.5	JU,SE > FR,SO
Science & Technology	17.7	18.3	20.3	18.6	18.8	
Dorms	25.0	25.6	30.1	26.3	26.8	JU > FR,SO,SE
Topics of Conversation	21.2	20.5	23.4	24.0	22.3	JU,SE > FR,SO
Info in Conversations	13.7	13.0	14.7	15.8	14.3	JU,SE > SO; SE > FR

What do these numbers mean?

Most of the Activity Scales in the CSEQ contain descriptions of ten different ways in which a student can interact with the institution in that particular area. On each of the ten items the student may respond with "never, occasionally, often, or very often." Scoring is done by assigning point values from 1 to 4 to each answer to each item---with "never" getting a 1 and "very often" getting a 4. Therefore, scores on each Activity Scale may theoretically range from 10 (all "nevers") to 40 (all "very oftens").

Since items 7-10 on each scale get fairly sophisticated, scores from the 30,000+ students who have taken the CSEQ tend to average out in the low 20's range. There are a couple of scales that get lower than that (e.g., Science) and a couple that get higher (e.g., Course Learning). In a sense, therefore, you may look at the numbers as GPA's multiplied by ten, if you keep in mind that C and C+ are very good scores on this particular instrument. (The numbers actually are averages from total points on a particular scale divided by the total number of students who took the CSEQ. So, it is a score, and not a percentage.)

What gets interesting in Bob Pace's book is when he compares average scores on these scales among different types of institutions: research universities (RU), doctoral universities (DU), comprehensive colleges and universities (CCU), general liberal arts colleges (GLA), and selective liberal arts colleges (SLA). The table on the next page is the first bit of evidence for his claim that "it is the selective liberal arts colleges that have the best results" (Pace, 1990, p. 61). More evidence is to come.

4/96

SJC

Average Scores on the Activity Scales
Comparing Freshmen, Sophomores, Juniors, and Seniors

	Freshmen	Sophomores	Juniors	Seniors	Diff. in scores between Fr. & Srs.	FR	SO	JU	SE	SE - FR
Academic Scholarly Activities										
Library	19	19	20	21	+2	20	20	21	23	3
Faculty	19	19	20	22	+3	23	21	23	24	1
Course Learning	28	29	30	30	+2	26	25	28	28	2
Writing	26	25	25	25	-1	26	23	25	26	0
Science	16	16	16	16	0	18	18	20	19	1
Informal, Interpersonal Activities										
Art, Music, Theater	19	20	20	20	+1	18	18	21	19	1
Personal Experiences	22	23	22	22	0	21	22	24	23	2
Student Acquaintances	26	26	26	25	-1	26	25	29	29	3
Conversation Topics	29	30	30	30	+1	21	21	23	24	3
Conversation Information	14	14	15	15	+1	14	13	15	16	2
Group Facilities Activities										
Student Union	21	21	21	21	0	24	22	25	24	0
Athletic and Recreation	19	19	19	19	0	26	25	25	24	-2
Clubs and Organizations	19	21	22	22	+3	19	20	23	21	2
Residence Hall	26	26	26	26	0	25	26	30	26	1

CSEQ Normal Data

5

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Average Scores on the Activity Scales at Each of the Five Types of Institutions

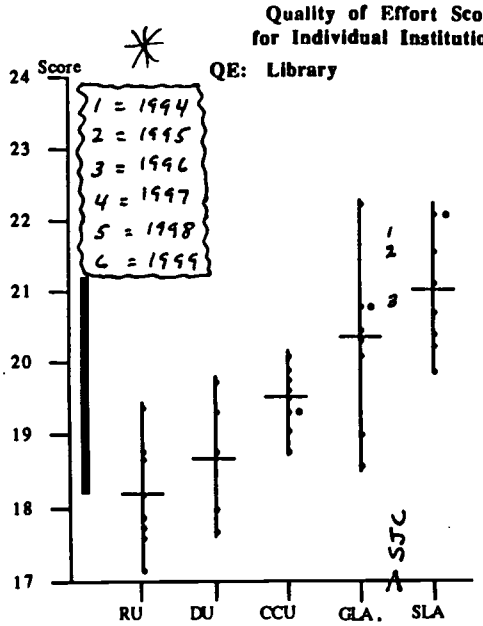
Scholarly Intellectual Activities	RU	DU	CCU	GLA	SLA	Maximum Difference
Library	19	19	20	21	21	2
Faculty	19	19	20	22	22	3
Course	29	29	29	30	30	1
Writing	25	25	26	26	26	1
Informal, Interpersonal Activities						
Arts	19	19	19	21	23	4
Personal Experiences	22	21	22	24	23	3
Student Acquaintances	25	24	25	26	28	4
Conversation Topics	29	29	29	29	31	2
Information in Conversations	14	14	15	15	15	1
Use of Group Facilities						
Union	19	20	20	23	24	5
Athletic and Recreation	18	18	18	19	21	3
Clubs and Organizations	19	19	19	22	23	4
Dormitory or Fraternity/Sorority	26	25	25	27	24	3
Science Activities						
Science	17	15	16	15	15	2

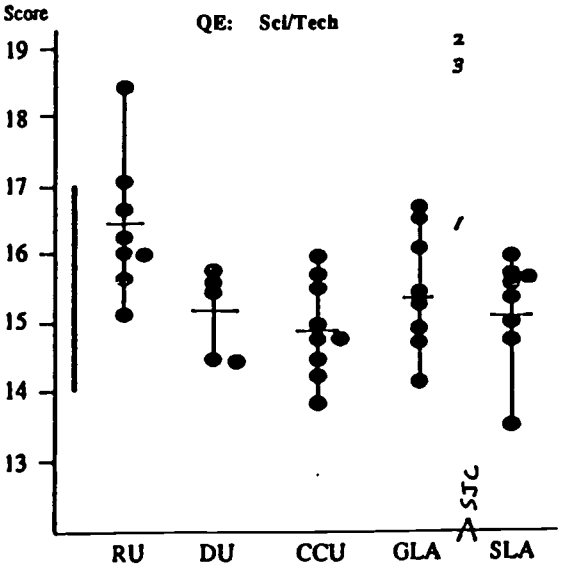
SJC

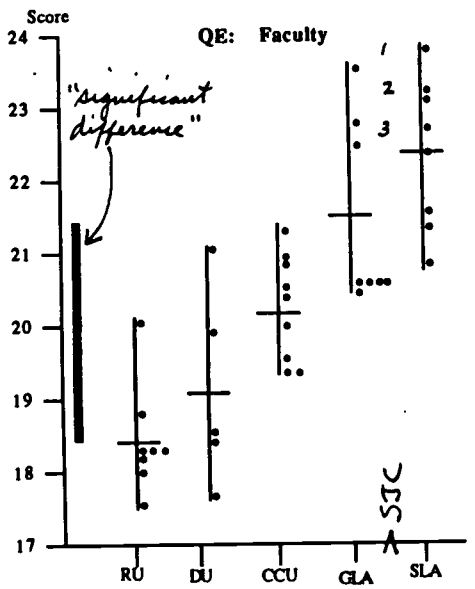
	'94	'95	'96	'97	'98	'99
	22	22	21			
	24	23	23			
	27	27	27			
	26	25	25			
	18	19	19			
	23	23	22			
	27	27	28			
	23	23	22			
	14	14	14			
	23	23	24			
	24	25	25			
	20	21	21			
	26	27	27			
	17	19	19			

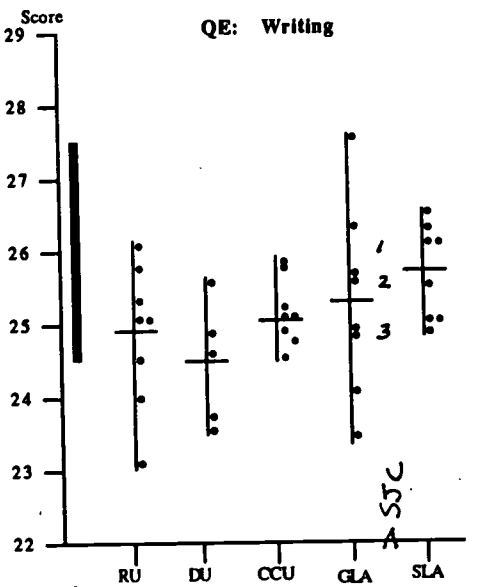
CSEQ National Data

Quality of Effort Scores on Academic Activities Scales
for Individual Institutions Grouped by Type of Institution

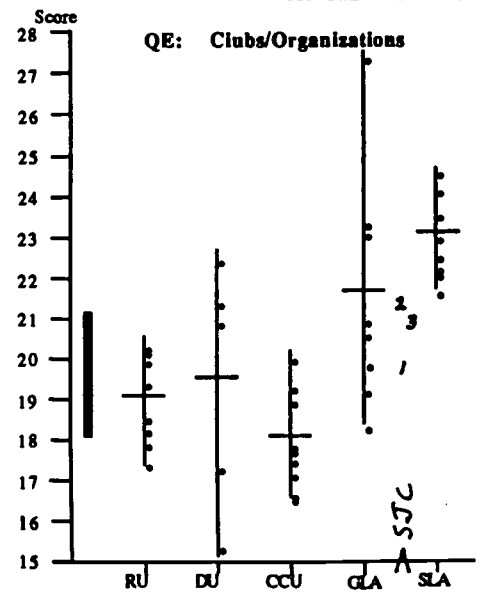


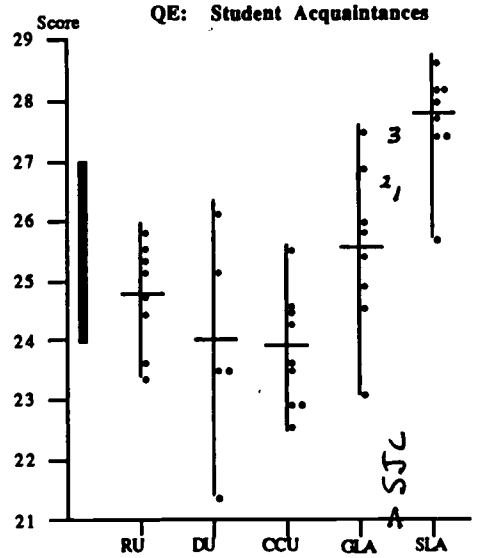






Quality of Effort Scores on Non-Academic Activities Scales
for Individual Institutions Grouped by Type of Institution





CSEQ data from April, 1996

The last section in the College Student Experiences Questionnaire asks students to estimate how much they have gained on 23 different items. Possible answers are on a 4-point scale: very little (1), some (2), quite a bit (3), and very much (4). The data below take the responses and calculate a "GPA" for each estimate of gains.

An entry that ranks higher than 3.00 means that students estimated that they gained "quite a bit" or "very much" on the aspect of growth and development in that item.

Question	FR	SO	JU	SE	"Significant" (@ .05)
Vocational	2.59	2.41	2.66	**2.67**	
Specialization	2.65	2.59	**3.00**	2.88	JU > FR,SO
Broad gen. ed.	2.59	2.58	3.00	**3.16**	JU,SE > FR,SO
Career	2.81	2.77	**3.08**	2.84	
Arts	*1.86*	2.10	**2.19**	*1.94*	
Literature	2.18	2.18	**2.40**	2.18	
Writing	2.78	2.55	2.87	**2.90**	JU,SE > SO
Computers	2.84	2.88	2.90	**3.12**	
Other philosophies	2.55	2.64	3.13	**3.27**	JU,SE > FR,SO
Own values	2.71	2.59	3.00	**3.25**	SE > FR,SO; JU > SO
Self-understanding	3.00	2.84	3.17	**3.20**	SE > SO
Underst'd others	2.96	2.86	**3.19**	3.18	
Function on team	2.78	3.06	**3.15**	3.12	JU > FR
Health habits	2.39	**2.52**	2.45	2.44	
Underst'd science	2.00	2.15	**2.45**	**2.45**	JU,SE > FR
Underst'd technol.	*1.94*	2.02	**2.34**	2.18	
Conseq. sci. & tech.	2.06	2.27	2.55	**2.63**	JU,SE > FR
Analytic thinking	2.67	2.61	2.91	**3.06**	SE > FR,SO
Quant. thinking	2.31	2.54	2.57	**2.60**	
Put ideas together	2.61	2.86	3.15	**3.22**	SE > FR,SO; JU > FR
Learn on own	2.77	2.96	3.19	**3.22**	JU,SE > FR
Import of history	2.65	2.61	**2.83**	2.75	
Knowledge of world	*1.96*	2.21	**3.25**	3.24	JU,SE > FR,SO
# of 3.00+	1	1	11	11	
# of "firsts"	0	1	10	13	
# < 2.00	3	0	0	1	

J. Nichols, 7/96

CSEQ data from April, 1996

"Highest" gains estimated (>= 3.00)

3.27	Other philosophies SE
3.25	Own values SE
3.25	Knowledge of world JU
3.24	Knowledge of world SE
3.22	Learn on own SE
3.22	Put ideas together SE
3.20	Self-understanding SE
3.19	Learn on own JU
3.19	Understanding others JU
3.18	Understanding others SE
3.17	Self-understanding JU
3.16	Broad general education SE
3.15	Function on team JU
3.15	Put ideas together JU
3.13	Other philosophies JU
3.12	Computers SE
3.12	Function on team SE
3.08	Career JU
3.06	Analytic thinking SE
3.06	Function on team SO
3.00	Broad general education JU
3.00	Specialization JU
3.00	Own values JU
3.00	Self-understanding FR

Tally:		
	FR	1
	SO	1
	JU	11
	SE	11

J. Nichols, 7/96

CSEQ data from April, 1996

"Lowest" gains estimated (<2.00 or low 2's)

1.86	Arts FR
1.94	Understanding technology FR
1.94	Arts SE
1.96	Knowledge of world FR
2.00	Understanding science FR
2.02	Understanding technology SO
2.06	Consequences of science & technology FR
2.10	Arts SO
2.15	Understanding science SO
2.18	Literature FR, SO, SE
2.18	Understanding technology SE

Tally:	FR	6
	SO	4
	JU	0
	SE	3

J. Nichols, 7/96

Percent of Freshmen, Sophomores, Juniors and Seniors Reporting Substantial Gain Toward Important Educational Goals

	Freshmen	Sophomores	Juniors	Seniors	Diff. in % between Fr. & Srs.
Intellectual Skills					
Analysis	52	62	69	75	23
Quantitative	36	45	52	56	20
Synthesis	59	70	76	80	21
Inquiry	71	78	83	87	16
Science					
Science	27	35	40	42	15
Technology	21	28	35	37	16
Consequences	23	30	36	40	17
General Education					
Breadth	62	71	69	73	11
Arts	27	31	30	32	5
Literature	30	34	33	36	6
Writing	55	52	57	62	7
Philosophies	44	52	53	56	12
Personal/Social					
Values	58	66	68	72	14
Self	71	77	79	82	11
Others	75	80	80	83	8
Team	46	54	61	67	21
Health	41	42	43	43	2
Vocational Preparation					
Job	27	41	56	62	35
Specialization	43	61	68	74	31
Career	56	68	73	77	21
Computers	23	31	36	40	17

Import of history

Knowledge of world

SJC - 4/96

FR	SO	JU	SE	SE - FR
63	61	71	74	11
40	52	49	50	10
55	67	81	78	23
60	73	85	82	22
37	31	45	43	6
27	22	40	33	6
31	33	49	51	20
53	58	79	79	26
20	31	32	23	3
33	35	40	35	2
61	55	74	67	6
47	53	81	82	35
59	59	70	80	21
78	65	83	78	0
71	67	85	79	8
55	69	81	75	20
53	52	49	46	-7
55	43	64	63	8
57	57	79	69	12
60	71	87	67	7
65	67	69	75	10
53	55	68	57	4
16	33	89	78	62

CSEQ National Data

11

CSEQ data from April, 1996

STUDENT ESTIMATE OF GAINS

The last section in the CSEQ asks students to estimate how they progressed in 23 different respects up to the present time in their college careers. Pace examines what percentages of students estimate that they have made "**substantial gains**" in some respect, and he defines that as the sum of the "very much" and the "quite a bit" responses, leaving "very little" and "some" out of the calculation. What follows are SJC students' estimates of what they have gained out of college, as students have responded to the CSEQ in the last three years (FIPSE project). The numbers are substantial gains, namely the sum of two percentages, as defined above.

		4/94	$\bar{X}$	4/95	$\bar{X}$	4/96	$\bar{X}$
Intellectual:	**analytic**	68%		71.9		67.7	
	quantitative	44		49.2		47.7	
	synthetic	68		72.5		70.8	
	inquiry	76	**64**	81.6	**68.8**	75.6	**65.5**
Science:	**science**	31		35.1		39.3	
	technology	23		30.8		30.7	
	consequences	32	**29**	35.1	**33.7**	41.3	**37.1**
GenEd:	**breadth**	64		69.2		67.7	
	arts	16		24.8		26.7	
	literature	37		36.2		35.6	
	writing	72		73.0		64.3	
	philosophies	66	**51**	69.2	**54.5**	66.5	**52.2**
Personal/social:	**values**	72		69.2		67.3	
	self-underst,	74		78.4		76.3	
	underst. others	79		74.0		75.8	
	team	70		71.9		70.1	
	health	44	**68**	48.7	**68.4**	50.0	**67.9**
Vocational:	**job**	54		58.4		56.5	
	specializ.	64		70.2		65.8	
	career	76	**65**	75.1	**67.9**	71.5	**64.6**
"new"!!	**computers**			64.9		69.0	
	history			61.1		58.4	
	kn. of world			52.5	**59.5**	55.3	**60.9**

"very much" + "quite a bit"

A Majority of Students (50%+) Report "Substantial Progress" Toward These Goals at Each of the Five Types of Institutions

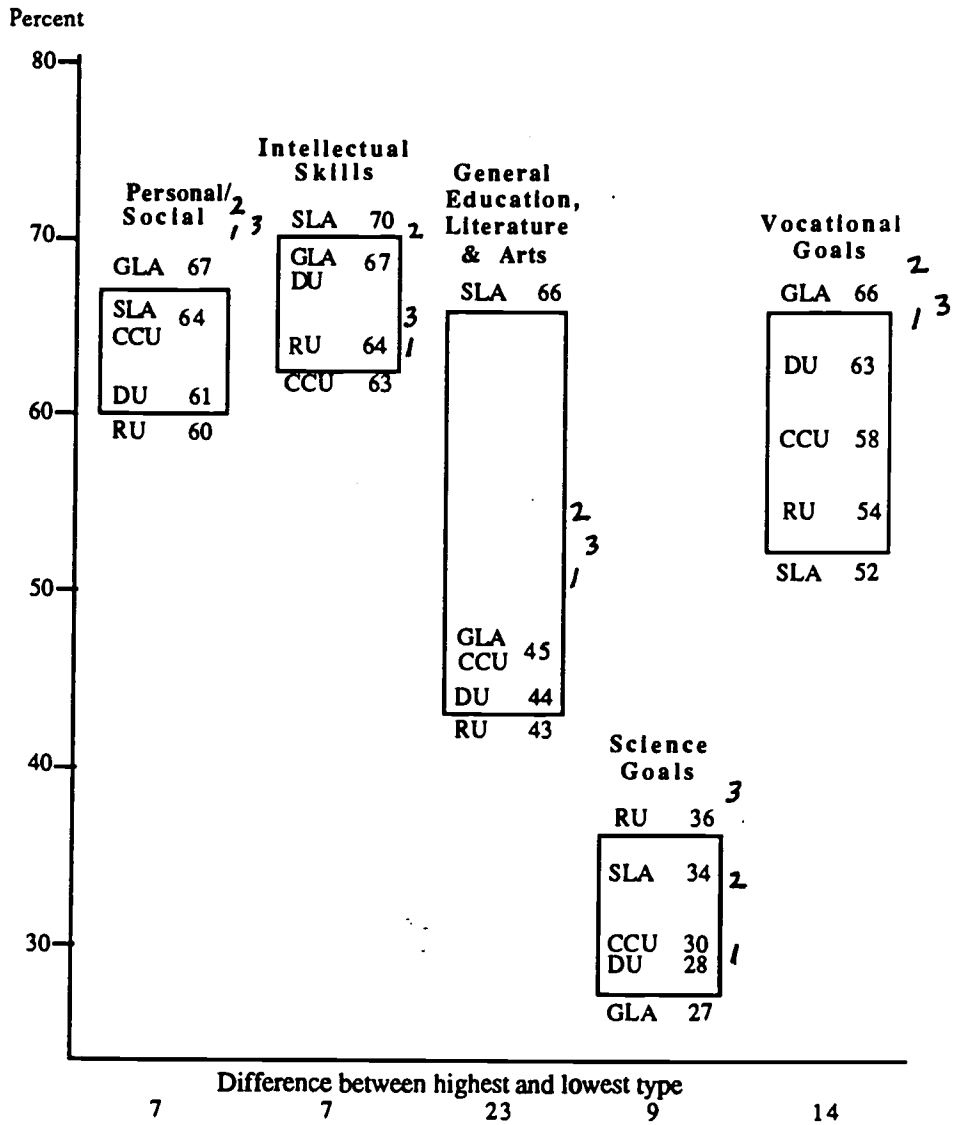
SJC

	% Reporting "Substantial" Progress					'94	'95	'96	'97	'98	'99
	RU (research)	DU (Ph.D.)	CCU (Comp.)	GLA (Gen.)	SLA (selective)						
Intellectual Skills											
Ability to think analytically and logically.	64	63	59	62	72	68	72	68			
Ability to put ideas together, to see relationships, similarities, and differences between ideas.	68	70	68	71	80	68	73	71			
Ability to learn on your own, pursue ideas, and find information you need.	77	78	79	81	83	76	82	76			
General Education, Literature, and Arts											
Gaining a broad general education about different fields of knowledge.	63	66	66	68	86	64	69	68			
Writing clearly and effectively.	51	55	56	67	70	72	73	64			
Personal/Social Development											
Developing your own values and ethical standards.	62	63	62	69	74	72	69	67			
Understanding yourself—your abilities, interests, and personality.	75	75	75	78	81	74	78	76			
Understanding other people and the ability to get along with different kinds of people.	75	74	77	81	81	79	74	76			
Vocational Preparation											
Acquiring background and specialization for further education in professional scientific, or scholarly field.	58	63	57	62	70	64	70	66			
Gaining a range of information that may be relevant to a career.	64	72	69	75	63	76	75	72			

CSEQ National Data

CSEQ National Data

Students Reporting Substantial Progress Toward Types of Goals/Outcomes



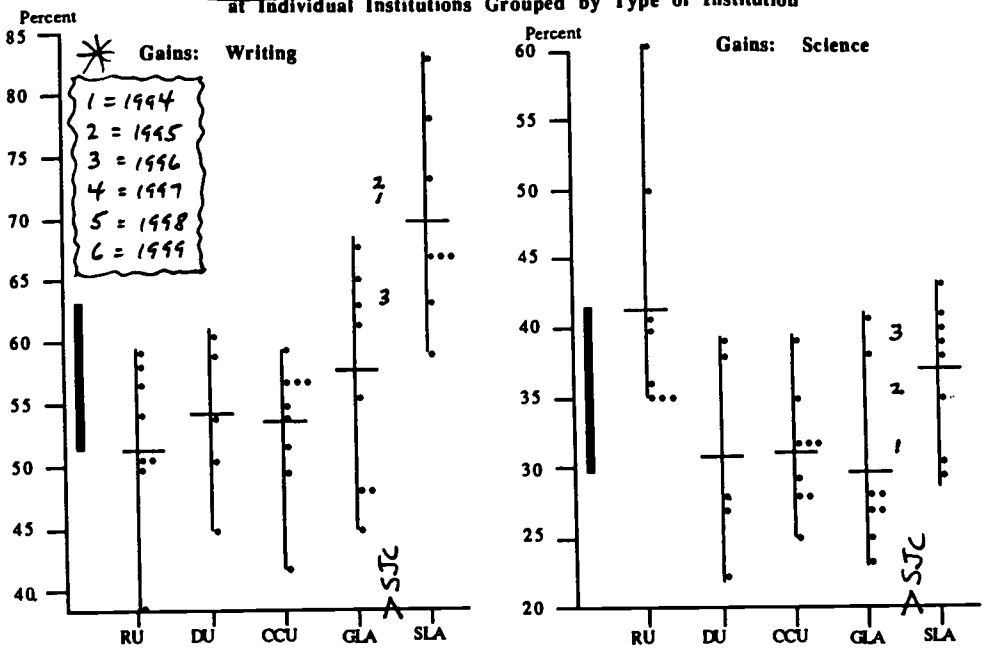
SJC

1 = 1994
2 = 1995
3 = 1996
4 = 1997
5 = 1998
6 = 1999

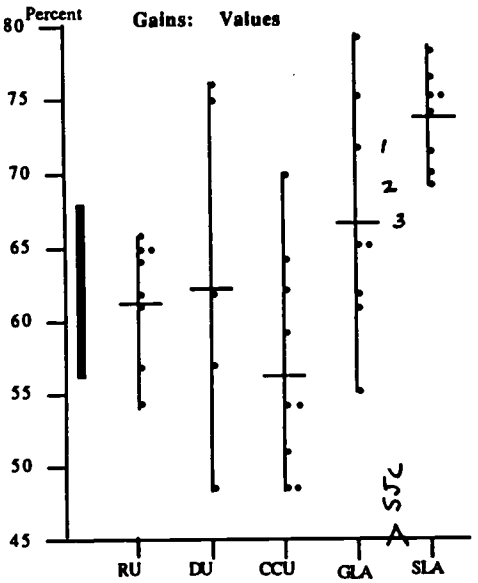
RU = research university
DU = doctoral university
CCU = comprehensive clg./univ.
GLA = general } lib. arts
SLA = selective }

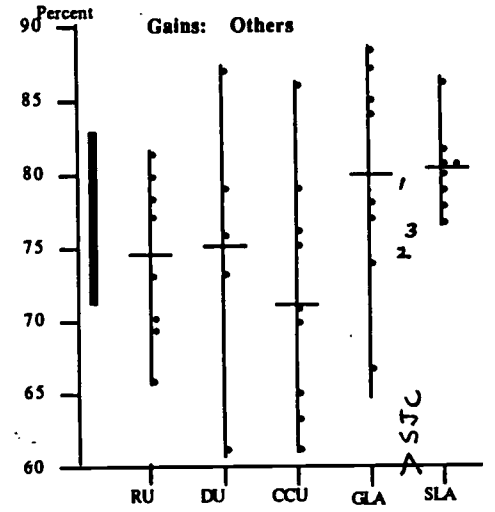
Jacobs 9/96

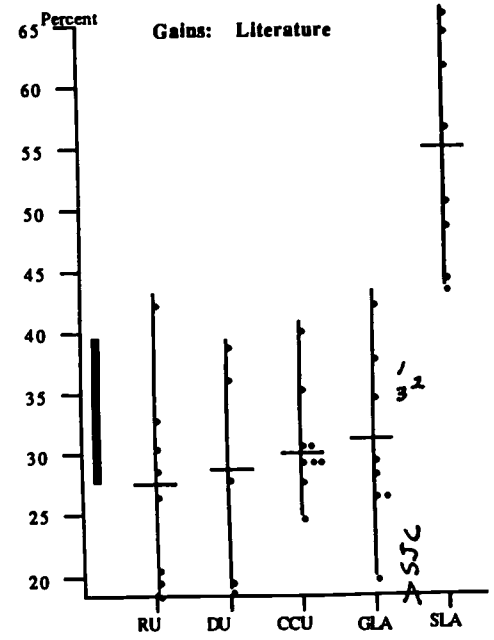
Percent Reporting Substantial Gain Towards Academic Goals
at Individual Institutions Grouped by Type of Institution

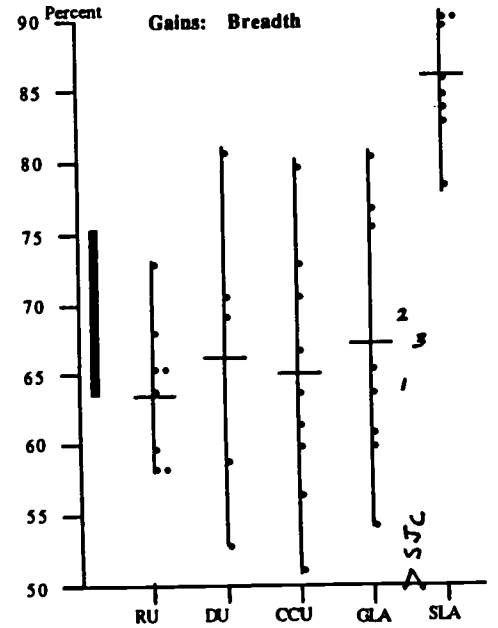


Percent Reporting Substantial Gain Towards Non-Academic Goals
at Individual Institutions Grouped by Type of Institution









MAPS Reading Comprehension

College Board [top score = 45]

Purpose:

This test is administered each year at Freshman Orientation by the Counseling Services Office to all new freshmen. As part of our FIPSE project, we arranged to repeat the test with sophomores at the end of Core 4. Although we did it in each April of the FIPSE project, we were only able to match scores between entering freshmen and fourth-semester students in the last two years.

Hypothesis:

IF we can get collaboration between freshman courses in the majors and the first Core segments, THEN students ought to show more positive gains on this test than before the FIPSE project. The precise collaboration would lie in giving the same writing assignments in Cores 1-2 and in the introductory courses in the majors: summaries, two-reason arguments, and short critiques. (Save the "term papers" for later!) These assignments call into play the same skills as tested by the MAPS: analyze a text, distinguish main points from supporting evidence, and so forth.

Application: We gave it to Core 4 sophomores in each year of our project:

4/94	entered 8/92	unaffected by FIPSE collaborations
4/95	entered 8/93	one year of collaboration (37 matched scores)
4/96	entered 8/94	two years of collaboration (46 matched scores)

Presentation:

1) Scores from the 3 testings, with Means and Quartiles.
2) Change in scores of individual students between Orientation and end of Core 4.
3) Changes occurring at different levels of scores.

Interpretation: "It almost worked right!"

The second-year group (8/93--4/95) gained almost a full quartile between its two testings, much more than the previous year's students had gained. The third-year group (8/94--4/96), however, showed much less positive difference in the gains that students made. Obviously, instead of...

year 1 < year 3 << year 2 (how the data turned out)

we should have had... year 1 < year 2 < year 3 (in the best of all possible worlds).

Part of the reason why this occurred may emerge from the way the data are presented in display #2. Although most students were motivated to do well in the repeat of the MAPS--so they could see how much they had improved over four semesters of college!--fully twelve of the 46 students with matched scores in 4/96 got a lower score in 4/96 than they did back at Freshman Orientation in 8/94. The suspicion is that something went wrong with the administration of the test to probably one of the four Core 4 discussion groups in April of 1996. The 17 or 18 students in one discussion group would be a large enough group to skew the data.

Despite the doubts about the 4/96 data (if it's not taking the test seriously that's involved)--or the real frustration and depression (if that's not the case!)--something very significant did show up in the data. Clearly (first two years) and fairly clearly (third year), some good things happen in the freshman year, because transfer students have lower scores in Core 4 than those who started out as freshmen at the College (Core 1).

Conclusion:

We need more years of data (derived from controlled administration of the MAPS). The test takes only 20 minutes, is easy to score and to process, and students can be motivated to do their best on it, both at Orientation and later as sophomores. We need data at least up to April, 2000.

More departments will be involved in our Core-major collaborations in 1996-97; in fact, we should cover virtually **all** freshman courses next year. So the original hypothesis can be subjected to ongoing test. With more extensive collaboration on basic skills development among all the professors teaching freshman Core and introductory courses in the majors, students ought to show much bigger gains on the MAPS Reading Comprehension Test than they did in any of the preceding years. This testing will also serve as part of our assessment program for North Central, so the data will continue to be gathered.

(1)

MAPS results from initial three years of the FIPSE project

	Aug 92	Apr 94	Aug 93	Apr 95	Aug 94	Apr 96	
45	0	0	0	1	1	2	45
44	4	0	2	2	6	1	44
43	3	3	5	4	7	3	43
42	4	3	9	* 8	8	4	42
41	9	1	10	4	12	* 6	41
40	18	* 5	15	3	11	6	40
39	15	6	15	× 4	* 20	2	39
* 38	* 24	3	* 17	4	11	2	38 *
37	12	6	19	5	25	× 5	37
36	17	× 1	19	o 4	× 19	2	36
35	18	4	× 23	0	13	2	35
× 34	× 21	o 8	12	1	10	5	34 ×
33	16	2	15	1	13	o 2	33
32	18	0	10	0	12	3	32
31	14	2	11	1	o 6	3	31
30	15	1	o 8	0	10	1	30
29	o 10	1	9	2	10	1	29
28	14	0	9	1	7	0	28
27	10	1	6	0	6	2	27
o 26	11	0	1	0	5	2	26 o
25	9	0	5	0	3	1	25
24	6	2	3	1	3	0	24
23	4	0	3	0	3	0	23
22	5	0	4	0	2	0	22
21	2	1	1	0	0	0	21
20	2	0	2	0	1	0	20
19	3	1	1	0	0	0	19
18	2	0	1	0	0	0	18
17	0	0	0	0	0	0	17
16	0	0	0	0	0	0	16

8/92
N = 287 FR
$\bar{X}$ = 34

8/93
N = 229 FR
$\bar{X}$ = 35.2

8/94
N = 218 FR
$\bar{X}$ = 36

4/94
N = 51 SO
$\bar{X}$ = 37

4/95
N = 46 SO
$\bar{X}$ = 38.4

4/96
N = 55 SO
$\bar{X}$ = 36.6

College Board national percentiles

Symbols for %iles (75 = *
(50 = ×
(25 = o

Changes in scores of individuals (2)

	8/93--4/95 37 matches	8/94--4/96 46 matches		4/95	4/96
+14		1			
13					
12					
11	1		BIG gain		
10		1	(6--->14)	9	4
9	2	1			
8	3	1			
7	2				
6	1				
5	6	6			
4	5	3	small gain		
3	3	4	(1--->5)	23	26
2	1	4			
+1	8	9			
0	2	4	same (0)	2	4
-1		5			
-2		3			
-3	2	1	decline		
-4	1	2	(-1 --> -6)	3	12!! ←
-5					
-6		1			

Changes at various scoring levels (3)

Range		4/95	4/96
40-45	up	5	6
	same	2	2
	down	2	2
35-39	40's	11	8
	up	5	4
	down	1	5
30-34	40's	3	0
	up	3	10
	down	0	1
20-29	up	5	5
	down	0	2

OPI - CPI questions
1976-80 and 1996 data

Instruments: Omnibus Personality Inventory, California Personality Inventory

History of use

Both of these instruments were used in their entirety on campus during FIPSE's "National Project IV: Examining the Varieties of Liberal Education" (1979-1981), and 43 true-false questions out of the hundreds in the two instruments seemed well crafted to gather data about some of the important objectives of the Core Curriculum. Since Arthur Chickering had made so much use of the OPI in his Education and Identity, there was a significant precedent for using these items from these tests in doing assessment of what happens to students in the SJC Core Curriculum. Thus, we have responses from freshmen and seniors at SJC from back during NP4 and from the recent years of our 1993-96 FIPSE project.

Presentations

There are many different avenues of analysis possible with these data. The ones that were judged to have the most bearing on the current FIPSE project have been pursued and the results summarized on the following pages. Further possible steps in analysis are mentioned below.

1) Text of the 43 questions selected from the OPI and the CPI.

2) Scores of students (64 FR, 38 SE) who did the test in April, 1996.
   2.1) Raw scores, i.e., number of items answered "as desired" (as "keyed").
   2.2) Scores grouped in sets; mean, median, mode, percentiles

3) The 25 items that showed biggest change (in %) between 1996 FR and 1996 SE.

4) Comparison of scores (% as keyed) between 1976-1980 and 1996.

5) Freshman-to-Senior percentages of students answering as keyed, 1976-80 and 1996, with text of questions.

6) Items showing most change, 1976-80 compared with 1996.

7) Traits showing more change in 1996 than back in 1976-80 and how much more:

Thinking Introversion	+ 13.2 percentage points
Responsibility	+ 11
Sense of Complexity	+ 10.4
Altruism	+ 8.1
Theoretical Orientation	+ 3.4

Conclusions

1) Students in 1996, distinct groups of freshmen and seniors, showed more "**intellectual** development" (as defined by three OPI-CPI traits) than freshmen in 1976 compared with seniors in 1980:

Thinking Introversion (TI):	13.2% more average gain
Sense of Complexity (Co):	10.4% more average gain
Theoretical Orientation (TO):	3.4% more average gain

2) Students in 1996 showed more progress in development of "**attitudes**" which the College views as positively connected with its mission than did students in the 1976-80 samples:

Responsibility (Re):	11.0% more average gain
Altruism (Al):	8.1% more average gain

Continuation of Assessment

Now that all the "bugs" have been worked out of the computer processing of this assessment technique, these OPI-CPI items can be repeated for 25-33% samples of freshmen and seniors with little expenditure of either student or faculty time/effort. Four different levels of analysis can be applied very easily---and with useful results:

1) Continue FR--SE comparisons as regards current students on campus.
2) Compare FR--SE differences from one year with previous years.
3) Determine which items show most differences from year to year.
4) Analyze data from the point of view of the personality traits included.

Although we haven't yet pushed the analysis to discussion of results on individual items, it is this level of analysis that should prove to be most interesting as we continue to study the collaboration of particular disciplines with the general education Core. At the very least, the data on some of the items ought to provoke good discussions among groups of faculty, as well as with focus groups of students.

Another possible future assessment study that might be fruitful would be to compare the freshman OPI-CPI responses with the CIRP data that we have on entering freshman classes. (How much do they change in their first year at the College?) One could also compare seniors in 1996 with 1980 and freshmen in 1996 with 1976 and continue those comparisons year by year. (Astin does this for the CIRP each year, but we could extend the study into the college years.)

We **will** continue to administer this instrument and analyze the results for at least the next four years. The freshmen who come to Saint Joseph's College in August, 1996 are the ones who will benefit from the full impact of our FIPSE project, so we are most interested in seeing their responses to these items in April, 1997 and then again in April, 2000. (We'll keep in touch!)

CORE EVALUATION QUESTIONS

Students, please help us get some indication of the impact of the Core program by giving us your honest true or false response (A for true and B for false on the Scantron form) to each of these questions. We appreciate your help.

Dr. John Nichols

1) I would like to learn more about the history of human thought.
2) I take an active part in group or class discussions.
3) It is highly unlikely that astrology will ever be able to explain anything.
4) Usually I prefer known ways of doing things rather than tryingout new ways.
5) I prefer having a principle or theory explained to me rather than attempting to understand it on my own.
6) I am uninterested in discussions of the ideal society or Utopia.
7) I like short, factual questions in an examination better than questions that require the organization and interpretation of a large body of material.
8) I want to know that something will really work before I am willing to take a chance on it.
9) I am aroused by a speaker's description of unfortunate conditions in a locality or country.
10) I don't blame anyone for trying to grab all he can get in this world.
11) I dislike assignments requiring original research work.
12) I tend to ignore the feelings of others when accomplishing some end that is very important to me.
13) I don't like things to be uncertain and unpredictable.
14) I would rather remain free from commitments to others than risk serious disappointments or failure later.
15) I like to fool around with new ideas even if they turn out later to have been a total waste of time.
16) I discuss the causes and possible solutions of social , political, economic or international problems.
17) I enjoy listening to debates and discussions on social, economic, or political problems.
18) I like assignments which require me to draw my own conclusions from some data or a body of facts.
19) I am more interested in the application of principles and theories than in the critical consideration of them.
20) Science has its place, but there are many important things that can never possibly be understood by the human mind.
21) I would enjoy writing a paper explaining a theory and presenting the arguments for and against it.
22) I am bored by discussions of what life will be like 100 years from now.
23) It doesn't bother me when things are uncertain and unpredictable.
24) Husbands, rather than wives, should have the final say in family matters.
25) I dislike test questions in which the information being tested is in a form different from that in which it was learned.
26) I would enjoy studying the causes of an important national or international even and writing a paper on them.
27) I have difficulty imagining the reaction of a person of another period, race or country, to a given situation or environment.
28) I much enjoy thinking about some problem which is a challenge to the experts.
29) After a lecture or a class I think about the ideas presented.
30) The thinking which I do is largely limited to that which I must do in the course of my work.
31) I expect that ultimately mathematics will prove more important for mankind than will theology.
32) I like to look for faulty reasoning in an argument.
33) Our thinking would be a lot better off if we would just forget about words like "probably," "approximately," and "perhaps."
34) For most questions there is just one right answer, once a person is able to get all the facts.
35) Maybe some minority groups do get rough treatment, but it's no business of mine.
36) We ought to worry about our own country and let the rest of the world take care of itself.
37) I like poetry.
38) Every citizen should take the time to find out about national affairs, even if it means giving up some personal pleasures.
39) I like to read about history.
40) Only a fool would try to change our American way of life.
41) I like science.
42) Society owes a lot more to the businessman and the manufacturer than it does to the artist and the professor.
43) I like to read about science.

(2.1)

Raw Scores of students in April, 1996

	FR (N = 64)	SE (N = 38)
43	0	1
42	0	0
41	0	0
40	0	0
39	0	0
38	1	3
37	0	1
36	0	3
35	2	3
34	1	4
33	1	2
32	3	3
31	3	0
30	4	2
29	4	2
28	3	0
27	2	1
26	2	2
25	10	2
24	2	2
23	5	1
22	2	0
21	3	0
20	4	0
19	1	0
18	2	2
17	3	0
16	2	2
15	0	0
14	0	1
13	2	0
12	1	0
11	1	0

(2.2)

Scores grouped in sets

Ranges	FR	SE
40-43	0	1
36-39	1	7
31-35	10	12
26-30	15	7
21-25	22	5
16-20	12	4
11-15	4	1

N = 64	N = 38
mean = 24.6	mean = 29.0
median = 25	median = 32
mode = 25	mode = 34

Percentiles

	FR	SE
75%ile	29	35
50%ile	25	32
25%ile	20	25

Items with "biggest" (>10 points) change between FR and SE

(3)

Item	Trait	Δ Change =	← % by SE	- % by FR
36) We ought to worry about our own country and let the rest of the world take care of itself.	Re	48	82	34
26) I would enjoy studying the causes of an important national or international event and writing a paper on them.	Am	32	76	44
17) I enjoy listening to debates and discussions on social, econimic, or political problems.	TI, Am	29	82	53
25) I dislike test questions in which the information being tested is in a form different from that in which it was learned.	TI	26	42	16
3) It is highly unlikely that astrology will ever be able to explain anything.	TO	25	50	25
38) Every citizen should take the time to find out about national affairs, even if it means giving up some personal pleasures.	Re	23	84	61
24) Husbands, rather than wives, should have the final say in family matters.	Am	22	89	67
14) I would rather remain free from commitments to others than risk serious disappointments or failure later.	Am	21	82	61
10) I don't blame anyone for trying to grab all he can get in this world.	Am	20	50	30
6) I am uninterested in discussions of the ideal society or Utopia.	TI	19	74	55
21) I would enjoy writing a paper explaining a theory and presenting the arguments for and against it.	TO	19	66	47
30) The thinking which I do is largely limited to that which I must do in my work.	TI	19	63	44
8) I want to know that something will really work before I take a chance on it.	TO, Co	18	74	56
22) I am bored by discussions of what life will be like 100 years from now.	TO	17	84	67
28) I much enjoy thinking about some problem which is a challenge to the experts.	To	17	84	67
27) I have difficulty imagining the reaction of a person of another period, race or country, to a given situation.	TI	16	82	66
11) I dislike assignments requiring original research work.	TO	15	76	61
7) I like short, factual questions in a test rather than ones requiring organization and interpretation.	TI	14	47	33
18) I like assignments which require me to [illegible] my own conclusions from facts.	TO	14	87	73

40) Only a fool would try to change American way of life.	Ai	14	84	70
43) I like to read about science.	Re	12	53	41
12) I tend to ignore the feelings of others when accomplishing some important end.	Am	11	84	73
13) I don't like things to be uncertain and unpredictable.	Co	11	47	36
32) I like to look for faulty reasoning...	TO	-8	76	84
41) I like science.	To	-9	53	62

(4)

OPI-CPI questions

Item #	FR '76	SE '80	Delta	Delta	SE '96	FR '96	Trait
	→				←		
1	66	72	6	7	66	59	TI
2	55	70	15	2	82	80	SE
3	35	47	12	25	50	25	TO
4	62	50	-12	2	71	69	Co
5	44	55	11	4	42	38	TO
6	65	60	-5	19	74	55	TI
7	21	32	11	14	47	33	TI
8	58	55	-3	18	74	56	TO, Co
9	63	69	6	9	76	67	Am
10	40	48	8	20	50	30	Am
11	61	74	13	15	76	61	TO
12	62	60	-2	11	84	73	Am
13	44	42	-2	11	47	36	Co
14	57	65	8	21	82	61	Am
15	78	87	9	10	71	61	Co
16	57	73	16	1	74	73	TI, Am
17	54	63	9	29	82	53	TI, Am
18	71	76	5	14	87	73	TO
19	40	48	8	4	34	30	TO
20	74	90	16	2	66	64	TO
21	53	60	7	19	66	47	TO
22	76	82	6	17	84	67	TO
23	47	44	-3	0	45	45	Co
24	53	68	15	22	89	67	Am
25	21	29	8	26	42	16	TI
26	44	44	0	32	76	44	Am
27	58	68	10	16	82	66	TI
28	64	68	4	17	84	67	To
29	74	60	-14	7	76	69	TI
30	75	69	-6	19	63	44	TI
31	68	82	14	2	68	66	TO, Am
32	79	65	-14	-8	76	84	TO
33	70	87	17	1	68	67	Ai
34	66	71	5	7	87	80	Ai
35	82	85	3	6	89	83	Re
36	63	78	15	48	82	34	Re
37	48	62	14	8	58	50	To
38	62	75	13	23	84	61	Re
39	53	68	15	-3	58	61	Ac
40	64	74	10	14	84	70	Ai
41	49	52	3	-9	53	62	To
42	71	85	14	5	82	77	Ac
43	41	55	14	12	53	41	Re

Numbers represent percentages (%) of students who responded the way the item was "keyed."

(5)

Selected OPI and CPI Questions --- Numbers = % answering as keyed

Trait		Text	Key	FR'76 → SE'80		FR'96 → SE'96	
TI	1	I would like to learn more about the history of human thought.	T	66	72	59	66
SE	2	I take an active part in group or class discussions.	T	55	70	80	82
TO	3	It is highly unlikely that astrology will ever be able to explain anything.	T	35	47	25	50
Co	4	Usually I prefer known ways of doing things rather than trying out new ways.	F	62	50	69	71
TO	5	I prefer having a prin. or theory explained to me rather than attempting to understand it on my own.	F	44	55	38	42
TI	6	I am uninterested in discussions of the ideal society or Utopia.	F	65	60	55	74
TI	7	I like short, factual questions in a examination better than questions that require the organization and interpretation of a large body of material.	F	21	32	33	47
TO Co	8	I want to know that something will really work before I am willing to take a chance on it.	F	58	55	56	74
Am	9	I am aroused by a speaker's description of unfortunate conditions in a locality or country.	T	63	69	67	76
Am	10	I don't blame anyone for trying to grab all he can get in this world.	F	40	48	30	50
TO	11	I dislike assignments requiring original research work.	F	61	74	61	76
Am	12	I tend to ignore the feelings of others when accomplishing some end that is very important to me.	F	62	60	73	84
Co	13	I don't like things to be uncertain and unpredictable.	F	44	42	36	47

				FR → SE		FR → SE	
Am	14	I would rather remain free from commitments to others than risk serious disappointments or failure later.	F	57	65	61	82
Co	15	I like to fool around with new ideas even if they turn out later to have been a total waste of time.	T	78	87	61	71
TI Am	16	I discuss the causes and possible solutions of social, political, economic or international problems.	T	57	73	73	74
TI Am	17	I enjoy listening to debates and discussions on social, economic, or political problems.	T	54	63	53	82
TO	18	I like assignments which require me to draw my own conclusions from some data or a body of facts.	T	71	76	73	87
TO	19	I am more interested in the appl. of princ. and theories than in the critical consideration of them.	F	40	48	30	34
TO	20	Science has its place, but there are many important things that can never be understood by the human mind.	T	74	90	64	66
TO	21	I would enjoy writing a paper on a theory and presenting the arg. for and against it.	T	53	60	47	66
TO	22	I am bored by disc. of what life will be like 100 years from now.	F	76	82	67	84
Co	23	It doesn't bother me when things are uncertain and unpredictable.	T	47	44	45	45
Am	24	Husbands rather than wives should have the final say in fam. matters.	F	53	68	67	89
TI	25	I dislike tests in which the info being tested is in a form different from how I learned it.	F	21	29	16	42
Am	26	I would enjoy studying the causes of an important nat. or internat. event and writing a paper on them.	T	44	44	44	76
TI	27	I have difficulty imagining reaction of a person of another period, race or country to a given situation.	F	58	68	66	82
TO	28	I enjoy thinking about some prob. which is a challenge to experts.	T	64	68	67	84

				FR →	SE	FR →	SE
TI	29	After a lecture or a class I think about the ideas presented.	T	74	60	69	76
TI	30	The thinking which I do is largely limited to that which I must do in the course of my work.	F	75	69	44	63
TO Am	31	I expect that ultimately math will prove more important for mankind than will theology.	F	68	82	66	68
TO	32	I like to look for faulty reasoning in an argument.	T	79	65	84	76
Ai	33	Our thinking would be a lot better off if we didn't use "probably," "approximately," and "perhaps."	F	70	87	67	68
Ai	34	For most questions there's one right answer, once a person gets all the facts.	F	66	71	80	87
Re	35	Maybe some min. groups get rough treatment, but it's no business of mine.	F	82	85	83	89
Re	36	We ought to worry about our country and let the rest care for self.	F	63	78	34	82
To	37	I like poetry.	T	48	62	50	58
Re	38	Every citizen should take time to find out about national affairs, even if it means giving up some pleasures.	T	62	75	61	84
Ac	39	I like to read about history.	T	53	68	61	58
Ai	40	Only a fool would try to change our American way of life.	F	64	74	70	84
To	41	I like science.	T	49	52	62	53
Ac	42	Society owes a lot more to the businessman than to the artist and the professor.	F	71	85	77	82
Re	43	I like to read about science.	T	41	55	41	53

Difference of 10 or more in FR--->SE; 76-80 and 1996 compared

(6)

Item	Trait	76-80 diff. SE-FR	1996 diff. SE-FR	96 > 76-80	76-80 > 96
36) We ought to worry about our own country and let the rest take care of itself.	Re	15	48	33	
26) I would enjoy studying the causes of an important event...	Am	0	32	32	
30) The thinking I do is largely limited to my work.	TI	-6	19	25	
6) I am uninterested.. ideal society...	TI	-5	19	24	
8) I want to know something will work...	TO	-3	18	21	
29) After a lecture I think about ideas...	TI	-14	7	21	
17) I enjoy debates on soc-econ-pol...	TI, Am	9	29	20	
25) I dislike test questions in which the info has been changed around...	TI	8	26	18	
39) I like to read about history.	Ac	15	-3		18
33) ...better off w/o probably, perhaps...	Ai	17	1		16
16) I discuss soc-econ-pol problems	TI, Am	16	1		15
4) I prefer known ways...	Co	-12	2	14	
20) Science has its place, but there are things beyond our knowledge...	TO	16	2		14
2) I take active part in discussions...	SE	15	2		13
3) ...astrology...	TO	12	25	13	
12) ...ignore the feelings of others...	Am	-2	11	13	
14) ...free from commitments...	Am	8	21	13	
28) ...enjoy challenging problems...	To	4	17	13	
10) ...grab all you can get...	Am	8	20	12	
21) ...explain a theory & arguments...	TO	7	19	12	
31) ...Math > theology	TO, Am	14	2		12
41) I like science.	To	3	-9		12
22) ...bored by discussion of future...	TO	6	17	11	
38) ...take time to find out about events...	Re	13	23	10	
				17 "wins"	7 "wins"

(7)

FR--->SE change in specific TRAITS; 76-80 and 96 compared

Theoretical Orientation

76-80	#	1996
12	3	25
11	5	4
-3	8	18
13	11	15
5	18	14
8	19	4
16	20	2
7	21	19
6	22	17
14	31	2
-14	32	-8
75		112
+6.8	$\bar{X}$	+10.2
	+3.4	**

Thinking Introversion

76-80	#	1996
6	1	7
-5	6	19
11	7	14
16	16	1
9	17	29
8	25	26
10	27	32
-14	29	7
-6	30	19
35		154
+3.9	$\bar{X}$	+17.1
		**
	+13.2	

Altruism

76-80	#	1996
6	9	9
8	10	20
-2	12	11
8	14	21
16	16	1
9	17	29
15	24	22
0	26	32
14	31	2
74		147
+8.2	$\bar{X}$	+16.3
	+8.1	**

Complexity

76-80	#	1996
-12	4	2
-3	8	18
-2	13	11
9	15	10
-3	23	0
-11		41
-2.2	$\bar{X}$	+8.2
		**
	+10.4	

N.B.
Each trait is defined collectively by the questions that comprise it.

Responsibility

76-80	#	1996
3	35	6
15	36	48
13	38	23
14	43	12
45		89
+11	$\bar{X}$	+22
	+ 11	**

Core 10 Seminar Observations

30 assessments, April '96

Core 10

This semester segment is the **capstone** course for the Core Curriculum. It is usually taken in the eighth semester, although some exceptions have to be made for three-year programs and for certain internships. Hence, it is in this seminar course that we should be able to observe "the best" performance of our students.

Students are required to present their Core 10 seminar research in both written and oral form. Their seminar paper must involve at least two different disciplines, be thoroughly imbued with ethical reflection, and show senior level research skills. The key importance of this paper for the FIPSE project is that student performance precisely here will manifest how much connection between the Core and the major has occurred for the individual student! The seminar oral presentation will be an occasion to demonstrate oral and critical thinking skills.

Our Process

Three retired professors, all well acquainted with both the Core Curriculum and the major programs at the College, observed ten Core 10 presentations each---therefore we have 30 different assessments. Due to scheduling peculiarities, professors in Core 10 were unevenly covered: ten students for A, only two for B, and 18 for C.

The observers filled out a sheet with their written comments on four questions that seem to describe the principal outcomes from both the major and the Core program at the time of the seniors' departure from the College.

1) Was the talk "interdisciplinary?" Did the student integrate evidence or principles from at least two disciplines into the talk?

2) Did the talk deal explicitly with ethical issues? How well were they handled? Were principles, and not just opinions, involved? Was there evidence of the student's knowledge of Christian Humanist values?

3) What was the quality of the research skills exhibited?

4) Were the oral skills of the presenter what you would expect of a senior in Core?

Presentation

There is just one page of data to accompany this analysis. The Project Director debriefed the three observers, for the purpose of getting a feel for their overall impressions and some idea of how they went about expressing their judgments. Then he took their thirty response sheets and put their written comments on each question onto a four-point scale: 1 = Poor; 2 = OK; 3 = Very Good; and 4 = Excellent. The four-point scale made calculation of several "GPA's" possible---overall, for each question, and by teacher on each question. This operation did not misconstrue what the observers judged, because the overall "GPA's" matched their impressions exactly.

Interpretation

Let's be clear that there is a double interpretation at play here: the numerical rating of the observers' written comments, and also generalizations from those comments with regard to deficiencies that show in the Core 10 presentations. Let's also realize that the Core 10 professors may well be able to finesse or even to correct some of these judgments, since they have access to the students' full write-up on their research topics. Nonetheless, the observers and the Project Director made these judgments:

1) The interdisciplinarity of the students' work was disappointing (2.17/4.00), although the expectations of one professor (C) seemed to make a big difference.

2) The amount and the sophistication of ethical reflection exhibited varied a great deal according to the professor; and the 2.30 overall is nothing to brag about.

3) The observers all remarked that too many secondary sources (newspapers, television, and anecdotes) played too heavy a role in the student presentations, even though the rating on research got up to 2.68.

4) This was the most successful (2.73) of the four outcomes, but even here there was a lot of room for improvement---perhaps by giving students a good model to imitate in preparing and making their presentations.

Conclusions

The Class of 1996 has only been minimally connected with our FIPSE project and therefore also minimally affected by it. These data can only serve as **baseline data** for ongoing assessments of this type in 1997, 1998, 1999, and 2000. Because the Core 10 seminar presentation ranks so high in relevance to desired outcomes---

a capstone performance, so it assesses students right before graduation;
as interdisciplinary, it calls on the major and Core;
with the paper and the talk, it recapitulates all skills development---

the repetition of this assessment will figure prominently in what we do to finally determine what we've accomplished with the FIPSE grant. It will also be an important part of our next self-study for North Central.

The **hypothesis** that remains to be tested in upcoming years is the following: IF we have achieved significant collaboration between Core and the majors through our project, THEN by 1998 the overall ratings on these four questions should climb above 3.00 and stay consistently there.

QUANTITATIVE Interpretation of Written Comments from Core 10 Assessors
(by John Nichols)

QUESTION	1 -- Poor	2 -- OK	3 -- Very Good	4 -- Excellent	GPA by prof	Overall GPA
Interdiscip.?						
	5	5			Prof A 1.50	
	1	1			Prof B 1.50	
	3	6	4	5	Prof C 2.61	
	9	12	4	5		2.17
Ethical Prin.?						
	9	1			Prof A 1.10	
			1	1	Prof B 3.50	
	2	6	3	7	Prof C 2.83	
	11	7	4	8		2.30
Research?						
		6	2		Prof A 2.25	
			2		Prof B 3.00	
		7	7	4	Prof C 2.83	
	0	13	11	4		2.68
Oral Skills?						
	2	5	2	1	Prof A 2.20	
		1	1		Prof B 2.50	
	1	3	8	6	Prof C 3.06	
	3	9	11	7		2.73

APPENDIX C

Saint Joseph's College FIPSE Project
Final Evaluation Report
Submitted by Janice S. Green

INTRODUCTION

Saint Joseph's College has completed the final year of a three-year project funded by the Fund for the Improvement of Post-Secondary Education. The project was designed to enhance student growth and development, both intellectual and personal, by implementing planned collaboration between a mature general education core curriculum and sixteen disciplinary majors. It aimed to achieve an integrated, coherent program of studies that connects student learning over four years between the core and the majors.

Participating in the project were fifty of fifty-four full time faculty and seventy-three per cent of the student body, exclusive of those in the nursing program and those as yet undeclared as to major field. The project was directed by Dr. John P. Nichols, Professor of Philosophy and until very recently, Core Coordinator. Dr. Nichols holds the chair of NEH Distinguished Professor and has served as Vice President for Academic Affairs at Saint Joseph's.

This report is based upon three annual site visits, the most recent taking place September 26-28, 1996, discussions with members of each academic department, the project director, and the Vice President for Academic Affairs, and examination of materials prepared by departments and of standardized assessment testing results gathered and analyzed by Dr. Nichols.

The first section of the report will offer the reviewer's findings pertinent to achievement of project goals. The second section will present a number of observations and recommendations that may be helpful to the College as it pursues its objectives. The reader is asked to bear in mind

that the faculty of seven majors (the Gamma group) have participated in the project for only one year and are therefore not expected to have achieved results commensurate with the Alpha and Beta groups, who have been involved directly since 1993-94 and 1994-95.

PROGRESS AND ACHIEVEMENTS OF THE PROJECT

Over the three-year period, the Saint Joseph's faculty has made excellent progress toward achieving the primary goals of the FIPSE project. While progress must be seen as somewhat uneven among the various departments, in part due to shorter or longer periods of participation, there have been solid advances toward the goal of an integrated, sequenced, and holistic four-year program of studies. Dr Nichols and his colleagues are to be congratulated for undertaking a complex and demanding task requiring ongoing vigilance, cooperation, and creative effort. When mature, their program can serve as a model of educational coherence for institutions nationwide.

Principal Project Areas

I. Curriculum

The departments were virtually unanimous in declaring that the project had stimulated a hard look at the curriculum of their majors. The result has been a restructuring and resequencing of major courses to achieve a more compatible and effective fit with the required sequence of general education core courses. While this effort has focused fairly heavily on parallel skills development and intellectual maturation, it involves also, although with somewhat less emphasis, attention to coordination of course content. For example, the content of several required courses in the history major relates to that of Core 1-4 and 7-8. Again, the junior year focus in the psychology major on behavioral and social structures purposefully relates to Core 5-6. While numerous other examples might be cited, it is fair to state that greater focus

has been placed on the concurrent development of intellectual skills, e.g. written and oral communication, critical thinking, research techniques, ways of knowing, etc. Many examples were provided of a heightened recognition of the need to coordinate student assignments by type and level to ensure steady and predictable skill development. For instance, the student asked to produce a summary in Core 1 and again in Pol. Sci. 101 and in Eng. 121 will have multiple opportunities to develop this particular ability. Conversely, the student will not be asked to write a research paper until he or she has learned to do so in Core. Again, the Communications and Theatre Arts major now requires Core 1 and 2 as prerequisites for several of its basic courses.

The stimulus provided by the FIPSE project to examine major programs has resulted as well in redesigned or updated curricula. For example, the mathematics faculty has developed three new courses that include humanistic and historical considerations and taken steps to insure that their graduates are skilled in the latest technologies applicable to the field. They are presently working to incorporate quantitative material into Core courses, thus assisting students to understand and evaluate the data with which we are daily bombarded. The effort of incorporation is apt to be a gradual one, as many faculty feel inadequate to deal with quantitative elements.

From the perspective of Core, it was evident that the project has encouraged Core faculty to enrich their courses with related content provided by guest lecturer colleagues. Examples include a lecture in Core 2 on the economics of slavery by an accounting professor and materials on Africa provided by a member of the education department. Such inclusions promote cross-fertilization between Core and the majors and enhance student understanding of the connectedness of knowledge.

In short, the FIPSE project has been successful in stimulating and motivating faculty to think about curriculum

with a fresh focus and to purposefully strive for a coherent educational experience.

II. Community Building

It is generally assumed that small liberal arts colleges are, by virtue of size and purpose, models of academic community. In fact, to quote Gershwin, "It ain't necessarily so." Communities don't just happen; they are built and nurtured and, in the best of worlds, preserved. At Saint Joseph's, the FIPSE project has been the driving force behind a greatly enhanced sense of community and collegiality among faculty. Awareness of and satisfaction with this advance was expressed almost unanimously by those with whom I spoke. I learned of more frequent interaction between departments, between Core and non-Core faculty, and between individual faculty members. Exchange of information and ideas is taking place, both formally and informally. Groups across disciplines are working together on curriculum and faculty development projects. Plans are under way for a series of informal faculty dinners and brown bag discussions. Most significant, there is a strong awareness of the need to continually seek ways to foster academic community. It is clear as well that the new and very excellent Core Building, housing classrooms, Core faculty offices, and a faculty resource room plays a large role in providing the physical setting for ongoing interaction and communication. In working toward the project goals of cross-fertilization, integration, and coherence, the structures and habits of community are being realized and appreciated. It should be noted in this regard that the Interim Vice President for Academic Affairs (a search is under way for a permanent incumbent) is keenly aware of the importance of nurturing and building upon the advances achieved.

III. Assessment

The FIPSE project, from the initial stages of proposal-writing, included a strong emphasis on the formal assessment

and evaluation of student growth and development, learning outcomes, and academic programs. Each participating faculty team understood that engagement in the project mandated the development of a departmental assessment program designed to measure, both quantitatively and qualitatively, the extent to which project goals were being met. It should be noted that, while outcomes assessment was not new to Saint Joseph's faculty, comprehensive programs of evaluation were not the norm. This, of course, is the situation at many institutions.

On August 19, 1996, Dr. Nichols convened the entire group of project faculty for a "final exam." This was to be a summing-up, an opportunity for departments to present and discuss the fruits of their labors during the three-year period in terms of the following issues: an eight-semester plan for the major, specification of student outcomes, and an assessment plan. Worksheets were distributed in advance of the meeting for completion by the faculty.

In examining the resulting documents, I found mixed results, ranging from the very specific, thoughtful, and comprehensive to the somewhat cursory. Nevertheless, each department evidenced solid understanding and appreciation of project goals and efforts to achieve them. It was the assessment component that appeared least well-developed overall. Many, if not most, departments had opted for portfolio evaluation - the collection of student work and related data to be used for ongoing analysis and guidance. In many departments, portfolios had already been initiated. However, my discussions with faculty pointed to the need for enhanced expertise in the development and assessment of portfolio materials. The Core Coordinator and the Interim Academic Vice-President are fully aware of this need and will take steps to address it promptly, perhaps inviting an assessment specialist to offer one or more workshops on campus. Also underway is the appointment of an Assessment Committee charged to lead and coordinate the initiative. On the plus side, numerous departments plan to survey their graduates

periodically for feedback as to the value of their undergraduate education, their employment situation, advanced studies, etc. Indeed, such surveys have been administered by certain departments as a regular practice in past years.

In addition to the assessment of majors, a program for evaluating student growth and development more broadly is in place. Data covering several years is available, providing a base for trend analysis, comparison with national norms, and identification of strengths and weaknesses. Dr. Nichols has been the prime mover of this effort. Standardized testing instruments include the College Student Experiences Questionnaire, MAPS Reading Comprehension Test, and the OPI-CPI Inventories. Faculty members have received a great deal of data compiled and analyzed by Dr. Nichols. While admittedly the three years of the project do not permit definitive conclusions to be drawn, nonetheless, results in several areas show distinct patterns of growth and improvement. They show as well areas of lesser strength. For example, reading scores improve substantially from the freshman to sophomore years; items querying students as to values and ethical issues show that the College is fulfilling its Christian humanistic mission; on the CSEQ activity scales, the 1996 scores stand up well compared to those of selective liberal arts colleges nationally. On the other hand, test items involving the arts, literature, and science and technology offer less satisfactory results; the reasons for this are as yet unclear, but will be the subject of investigation.

A final avenue for assessment is the public presentation required of students at the conclusion of Core 10, a seminar on selected ethical topics examined in the context of Christian humanism. In 1996, for the first time, three retired Saint Joseph's faculty were invited to listen to and evaluate a sample of student presentations. Students were rated on the basis of four issues: evidence of interdisciplinarity, evidence and discussion of ethical principles, quality of research skills, quality of oral skills. The accompanying written

papers were not evaluated by the visitors. It is understood that this set of evaluation results can serve only as baseline data, since the class of 1996 was only minimally involved in the FIPSE project. Additionally, the assessment was experimental as to format and process. Nevertheless, the findings were less positive than would have been hoped. Given that Core 10 is seen as a capstone experience wherein students can demonstrate interdisciplinary knowledge and understanding, ethical growth, and development of intellectual skills, it will be important to further explore the procedures and future results of this element of assessment.

OBSERVATIONS AND SUGGESTIONS

It is clear to the reviewer that the Saint Joseph's faculty has accomplished a great deal in the past three years. They have worked purposefully and with good will to meet the goals of the FIPSE project. They recognize that full achievement of those goals will require ongoing commitment and effort. Presently, however, they express considerable anxiety and feelings of stress. The reasons for their discomfort may not be unusual in these difficult days, but they are nonetheless troublesome. During the past two or three years, Saint Joseph's has experienced an unusual rate of faculty attrition. This year alone a dozen new faculty arrived to take the place of those who resigned. The problem is a low salary schedule. People are forced to seek other positions for economic reasons. The results:a loss of programmatic continuity; the burden of mentoring and training new faculty to teach in the Core; the likelihood that new faculty will seek further curricular revision; and, the consequent difficulties in successfully pursuing project objectives. This year, for example, the psychology department (Alpha group), which had produced an excellently redesigned program of studies, is staffed entirely by new faculty members. Those faculty who remain on board are increasingly burdened and see no light at the end of the tunnel. It can only be hoped that the Board of

Trustees and the senior administration can find ways to improve salaries and achieve greater faculty stability.

It is clear to the Saint Joseph's faculty and academic administration that a major effort of the next several years must be in the area of assessment. Far less clear at this point are the processes by which collected data will be analyzed and utilized. Such determination will be a major task for the new Assessment Committee and, in the light of existing pressures on faculty, a difficult one. In this same connection, it will be important, I believe, to identify the measures and criteria for a final outcomes assessment to determine whether a student has achieved, to a reasonable degree, the College's principal educational objectives as defined by the FIPSE project. Presently the student is required, in most majors, to take a capstone course or seminar in the senior year. Also required is CORE 10, mentioned above, and seen also as a capstone experience. The question is: how will each of these requirements contribute to a global assessment of student achievement? If they are seen as quite separate sources of evaluation - one of achievement in the major, the other of achievement through Core - it would seem that the holistic thrust of the FIPSE project is diminished. While it may be premature to raise this issue, I would urge its consideration as integral to the development of a comprehensive assessment program.

Not surprising, but nonetheless disappointing to some, were the weakness of test scores in art and literature. While Core courses include works of literature and study of the visual arts in a cultural context, the English major offers intensive study of American and British literature, and a minor in studio art is required of elementary education majors, it appears that many students are unaffected. Given the College's location in a small, rural town, a stronger effort to bring the arts to campus may be at least part of the answer, e.g. rotating exhibits of the work of regional artists, concerts by visiting performers, poetry readings, etc. A donor might be

pursuaded to fund such a program with a small endowment. In addition, the faculty may consider the further inclusion of works of fiction in Core, not for purposes of textual analysis, but rather as cultural, historical, and socio-political statements.

CONCLUSION

It has been a privilege to play a small role in the Saint Joseph's FIPSE project. The project is a ground-breaking initiative with important implications for American higher education. A great deal has been accomplished by a committed group of faculty and I am confident that their work will continue and thrive despite obstacles. Dr. Nichols' early assessment results show that progress toward stated goals has already been made, a fact that should hearten and encourage all concerned. For those of us who believe profoundly in the value of coherence and connectedness in undergraduate education, it will be important to follow the Saint Joseph's project over the next several years and I look forward to doing so.

I want to extend my thanks to Dr. John Nichols and his colleagues for their unfailing courtesy, cooperation, and hospitality during my campus visits. They have my best wishes for continued success in their very significant work.

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