

## **Appendix A**

### **Student/Faculty Quantitative Survey**

### Trends by Class

Since the random sample of the student population is stratified by class we can determine if the responses show a significant variation depending on if students are freshmen, sophomores, juniors, or seniors. Two statistical tests were employed on all questions of the survey to identify any class trends—the chi-square test and the Pearson correlation coefficient.

The chi-square test decides whether two variables are related in the population. The null hypothesis or test for independence between the two variables in our study is: That the students by class are likely to respond to the various questions in a similar manner. When the significance level falls below a predetermined level, usually taken as 0.05, then you reject the null hypothesis that the groups are responding in a similar manner and accept the alternative hypothesis that they are responding differently.

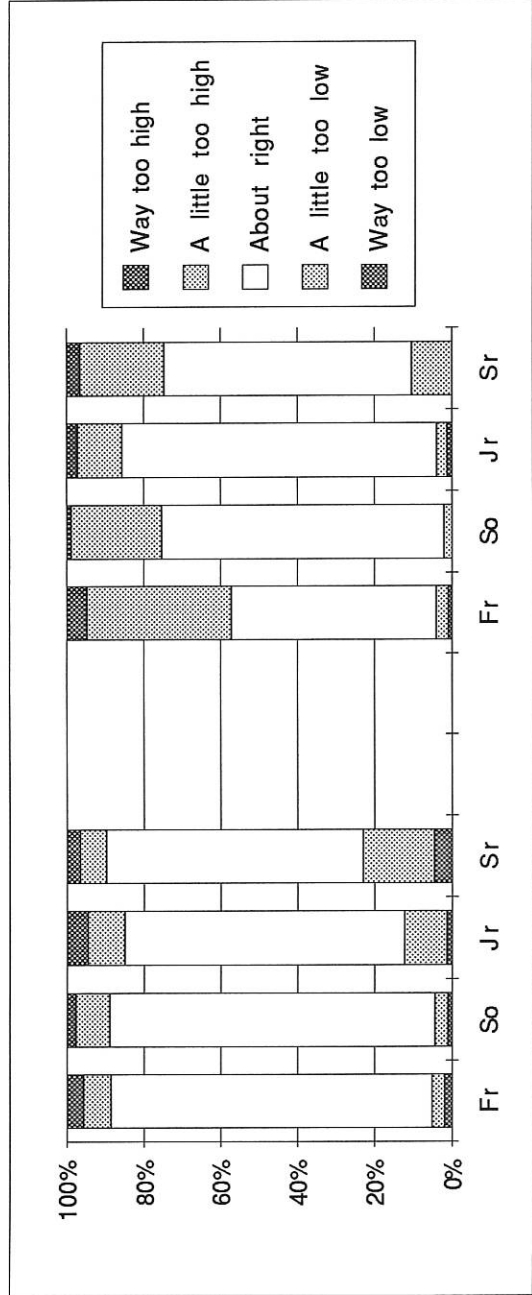
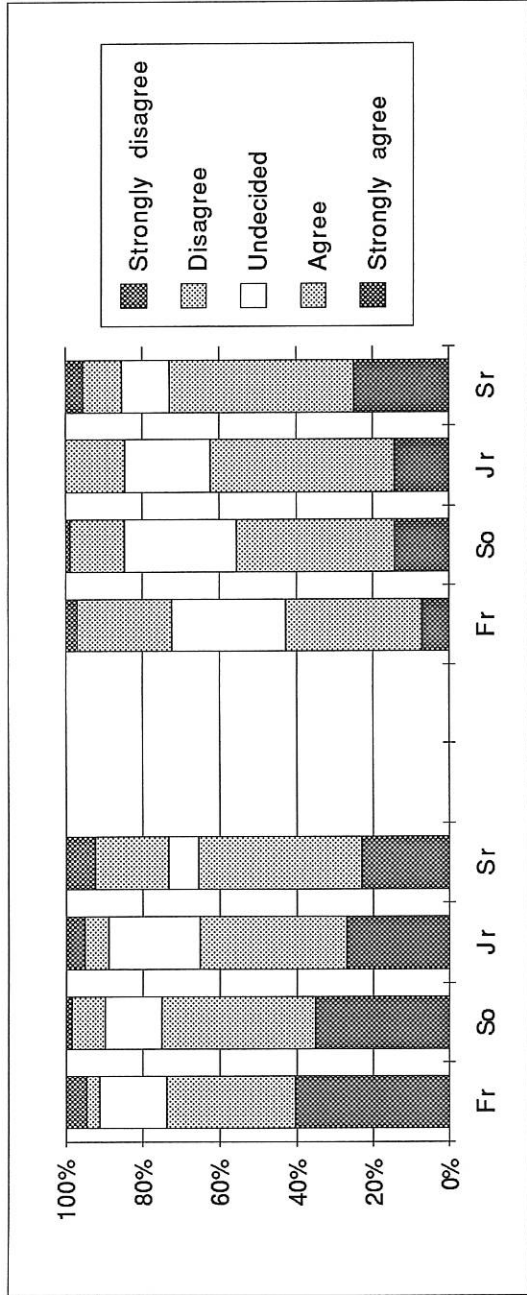
The Pearson correlation coefficient measures the strength of the linear relationship between variables. Two variables have a positive relationship if, as the values of one variable increase, so do the values of the other. The two variables in this study are class (freshman, sophomore, junior, senior) and response (for example, strongly agree, agree, undecided, disagree, strongly disagree for the questions about courses meeting their goals). The null hypothesis is: That there is no linear relationship between the two variables.

A statistically significant trend by class is established if the significance level falls below 0.05 for both the chi-square test and Pearson’s correlation coefficient. Of all the questions on the survey, only four passed both tests.

Question	Chi-square significance	Pearson’s significance
The Speech 180 class improved my public speaking and critical analysis skills	0.024	0.003
The general studies classes that I took taught me the diversity of cultures through multi-cultural experiences.	0.003	Less than 0.00005
The current Non-Western requirement is 4 units (one course, e.g. ISAC). The number of units required in Non-Western studies is ...	0.026	0.012
The current Social Science requirement is 11 units (three courses, e.g. ECON, HIST, POSC, PSYC, SOC 200). The units required in Social Science is ...	0.002	0.002

Figure 10 shows the responses for these questions by class. The strongest trend is for the question about multi-cultural experiences. The longer a student is at Seaver College the more likely she is to agree that general studies classes teach the diversity of cultures through multi-cultural experiences. One explanation for this trend is that more seniors are likely to have participated in the Year In Europe program than freshmen.

**Student Survey: Class Trends**



**Non-Western Requirement      Social Science Requirement**

*Figure 10*

## General Studies Survey

Dear Student,

You have been selected to participate in a survey by the Faculty Committee on General Studies. Please indicate your opinion to each of the following questions by **circling your response**. It is important that we know your perceptions to assist us in evaluating the effectiveness of the program. Your name will not be recorded with the responses to insure that your opinions are candid. Please return this form immediately to your instructor. Thank you.

1. Your classification at Seaver College is

A Freshman      B Sophomore      C Junior      D Senior

*Strongly agree*  
*Agree*  
*Undecided*  
*Disagree*  
*Strongly disagree*  
*Have not taken any of these classes*

2. The English 101/102 classes improved my ability to write effectively and increased my appreciation of literature.

A   B   C   D   E   F

3. The Religion classes encouraged me to develop a personal value system and gave me a better understanding of Judeo-Christian principles.

A   B   C   D   E   F

4. The Western Heritage classes gave me a better understanding and appreciation of Western art and music, literature and philosophy, and history.

A   B   C   D   E   F

5. The non-Western class (ISAC 101/301) gave me a better understanding and appreciation of non-Western culture.

A   B   C   D   E   F

6. The ECON/HIST/POSC 200 classes gave me a better understanding and appreciation of American history, economics and/or government.

A   B   C   D   E   F

7. The PSYC/SOC 200 classes gave me a better understanding of human behavior.

A   B   C   D   E   F

8. The Foreign Language classes gave me a better understanding of another culture and improved my ability to write and speak in a foreign language.

A   B   C   D   E   F

9. The science and math classes gave me a better understanding and appreciation of quantitative and scientific reasoning.

A   B   C   D   E   F

10. The Speech 180 class improved my public speaking and critical analysis skills.

A   B   C   D   E   F

11. The Physical Education classes gave me a better understanding of the importance of lifelong healthy behaviors and the benefits of physical activity.

A   B   C   D   E   F

12. The Freshman Seminar gave me a better understanding of the culture and procedures of Seaver College.

A   B   C   D   E   F

13. The Freshman Seminar gave me a better understanding of its academic content area.


A   B   C   D   E   F

14. The quality of academic advising has been consistently high.

A   B   C   D   E

15. Incoming freshmen who know what they want to major in should have advisors from their major Divisions.

A   B   C   D   E

(Over) 



## General Studies Survey, contd.

	<i>Strongly agree</i>	<i>Agree</i>	<i>Undecided</i>	<i>Disagree</i>	<i>Strongly disagree</i>
16. The General Studies classes that I took helped me to assume the responsibility for my own intellectual development.	A	B	C	D	E
17. The General Studies classes that I took helped me to make informed and responsible moral choices.	A	B	C	D	E
18. The General Studies classes that I took taught me the diversity of cultures through multi-cultural experiences.	A	B	C	D	E
19. I wish I had time in my academic schedule to take more classes in my major.	A	B	C	D	E
20. I wish I had time in my academic schedule to take more electives.	A	B	C	D	E
21. The large lecture classes that I took provided a positive learning environment.	A	B	C	D	E

	<i>Way too high</i>	<i>A little too high</i>	<i>About right</i>	<i>A little too low</i>	<i>Way too low</i>	<i>Undecided</i>
22. The General Studies requirements are 65 units out of 128 units to graduate (about 51%). The number of units required in the General Studies program is...	A	B	C	D	E	F
23. The current English requirement is 7 units (two courses). The number of units required in English is ...	A	B	C	D	E	F
24. The current Religion requirement is 9 units (three courses). The number of units required in Religion is ...	A	B	C	D	E	F
25. The current Western Heritage requirement is 12 units (three courses). The number of units required in Western Heritage is ...	A	B	C	D	E	F
26. The current Non-Western requirement is 4 units (one course, e.g. ISAC). The number of units required in Non-Western studies is ...	A	B	C	D	E	F
27. The current Social Science requirement is 11 units (three courses, e.g. ECON, HIST, POSC, PSYC, SOC 200). The units required in Social Studies is ...	A	B	C	D	E	F
28. The current Foreign Language requirement is at the 251 level (third semester). The number of units required in Foreign Language is ...	A	B	C	D	E	F
29. The current Science requirement is 7 units (two courses—lab science and math). The number of units required in science and math is ...	A	B	C	D	E	F
30. The current speech requirement is 4 units (one course). The number of units required in speech is ...	A	B	C	D	E	F
31. The current Freshman Seminar requirement is 3 units (one course). The number of units required in Freshman Seminar is ...	A	B	C	D	E	F
32. The current Physical Education requirement is 4 units (four courses). The number of units required in Physical Education is ...	A	B	C	D	E	F

Thank you for your cooperation. Please return this survey **immediately** to your instructor.

## General Studies Survey

Dear Faculty Member,

The Faculty Committee on General Studies wants to determine the perceptions of the Seaver faculty about the General Education requirements. Please indicate your opinion to each of the following questions by **circling your response**. It is important that we know your perceptions to assist us in evaluating the effectiveness of the program. Your name will not be recorded with the responses to insure that your opinions are candid. Please return this form immediately to your representative of the Committee. Thank you.

1. How long have you taught at Seaver College?

A 1–5 years    B 6–10 years    C 11–15 years    D More than 15 years

Strongly agree  
Agree    Undecided  
Disagree    Strongly disagree

2. The English 101/102 classes improve students' ability to write effectively and increased their appreciation of literature.

A    B    C    D    E

3. The Religion classes encourage students to develop a personal value system and give them a better understanding of Judeo-Christian principles.

A    B    C    D    E

4. The Western Heritage classes give students a better understanding and appreciation of Western art and music, literature and philosophy, and history.

A    B    C    D    E

5. The non-Western class (ISAC 101/301) gives students a better understanding and appreciation of non-Western culture.

A    B    C    D    E

6. The ECON/HIST/POSC 200 classes give students a better understanding and appreciation of American history, economics and/or government.

A    B    C    D    E

7. The PSYC/SOC 200 classes give students a better understanding of human behavior.

A    B    C    D    E

8. The Foreign Language classes give students a better understanding of another culture and improve their ability to write and speak in a foreign language.

A    B    C    D    E

9. The science and math classes give students a better understanding and appreciation of quantitative and scientific reasoning.

A    B    C    D    E

10. The Speech 180 class improves students' public speaking and critical analysis skills.

A    B    C    D    E

11. The Physical Education classes give students a better understanding of the importance of lifelong healthy behaviors and the benefits of physical activity.

A    B    C    D    E

12. The Freshman Seminar gives students a better understanding of the culture and procedures of Seaver College.

A    B    C    D    E

13. The Freshman Seminar gives students a better understanding of its academic content area.


A    B    C    D    E

14. The quality of academic advising is consistently high.

A    B    C    D    E

15. Incoming freshmen who know what they want to major in should have advisors from their major Divisions.

A    B    C    D    E

(Over) 

## General Studies Survey, contd.

16. The General Studies classes help students assume the responsibility for their own intellectual development.

*Strongly agree*   *Agree*   *Undecided*   *Disagree*   *Strongly disagree*

A   B   C   D   E

17. The General Studies classes help students make informed and responsible moral choices.

A   B   C   D   E

18. The General Studies classes teach students the diversity of cultures through multi-cultural experiences.

A   B   C   D   E

19. Students should have time in their academic schedules to take more classes in their majors.

A   B   C   D   E

20. Students should have time in their academic schedules to take more electives.

A   B   C   D   E

21. The large lecture classes provide a positive learning environment.

A   B   C   D   E

22. The General Studies requirements are 65 units out of 128 units to graduate (about 51%). The number of units required in the General Studies program is...

*Way too high*   *A little too high*   *About right*   *A little too low*   *Way too low*   *Undecided*

A   B   C   D   E   F

23. The current English requirement is 7 units (two courses). The number of units required in English is ...

A   B   C   D   E   F

24. The current Religion requirement is 9 units (three courses). The number of units required in Religion is ...

A   B   C   D   E   F

25. The current Western Heritage requirement is 12 units (three courses). The number of units required in Western Heritage is ...

A   B   C   D   E   F

26. The current Non-Western requirement is 4 units (one course, e.g. ISAC). The number of units required in Non-Western studies is ...

A   B   C   D   E   F

27. The current Social Science requirement is 11 units (three courses, e.g. ECON, HIST, POSC, PSYC, SOC 200). The units required in Social Studies is ...

A   B   C   D   E   F

28. The current Foreign Language requirement is at the 251 level (third semester). The number of units required in Foreign Language is ...

A   B   C   D   E   F

29. The current Science requirement is 7 units (two courses—lab science and math). The number of units required in science and math is ...

A   B   C   D   E   F

30. The current speech requirement is 4 units (one course). The number of units required in speech is ...

A   B   C   D   E   F

31. The current Freshman Seminar requirement is 3 units (one course). The number of units required in Freshman Seminar is ...

A   B   C   D   E   F

32. The current Physical Education requirement is 4 units (four courses). The number of units required in Physical Education is ...

A   B   C   D   E   F

## **Appendix B**

### **English Assessment Interviews**

English 101. English Composition I  
Results of Assessment Interviews in Winter '90

During Winter '90, interviews were conducted with students who had taken English 101 during the previous fall semester. Students were interviewed in small groups of 4 or 5 students. Approximately 50 students were interviewed. This represents about 10% of the students who took English 101 in Fall '90. Students were interviewed in randomly selected English 102 classes. Interviews were conducted by Lee Leeson, Carol Kivo, Hart Shulz, and Brett Love, all from the English Department, and by Herb Gore, from the library and a member of the General Studies Committee in 89-90. Interviewers took notes during the interviews and met together immediately after each interview session to collate their notes.

Report of Interview Findings

1. Student Background and "Improvement"

The majority of students reported that they felt confident of their writing skills when they entered Pepperdine. They felt they were at least average writers or above-average. They reported good grades on their writing in high school, and they believed that they had good high school English classes. Many were in accelerated, honors, or Advanced Placement English classes. For example, in a group of 14 students, 2 thought they were excellent writers, 8 thought they were above-average, and only 4 felt they were weak in writing.

As a result, many students did not see a great overall "improvement" in their writing. A common complaint is that they had to change their writing to accommodate "what the teacher wanted." However, students did mention several specific areas of improvement. These included: better organization, better development and support of content, learning different writing styles, and writing using research. Various students commented that they learned to "stick to the point," "go beyond the obvious generalities," and that "even a research paper should argue a point." Most students reported that they felt they improved simply through practice because they wrote so much during the semester. Most students reported that they continue to feel confident of themselves as writers.

Students who felt they were weaker or less confident writers at the beginning of 101 often reported the most improvement, especially if they had been in sections using tutorials and individual conferences. Many of these students felt that they now understand how to go about writing, and they are confident of their ability to be successful.

## 2. Teaching Strategies That Students Described as Helpful

Students were remarkably consistent in naming features of their 101 classes that they felt were most helpful. These included:

- small group tutorials
- individual conferences
- peer group work in-class, though this somewhat depended on the group
- in-process critiques of writing
- written comments (not grading symbols); these were most helpful if the teacher went over the comments with the student
- examples/models of successful student papers
- guidelines for the assignments/papers
- opportunities to revise

Students consistently made positive comments about teaching methods that focused directly and specifically on their own writing.

In addition, students claimed that they liked:

- assignments that allowed for choice/creativity
- assignments that allowed them to bring in their feelings, values, experience, "what they know "
- strategies that help them get started in writing, since this is the most difficult part of the writing process for most

## 3. Problems Reported by Students

A significant number of students complained that their class was not challenging enough. Apparently, their high school teachers frequently threatened them with how hard college would be. Students expected to work hard in Eng. 101. The complaint seemed to come mostly from students who wrote each paper the night before it was due, turned in an unrevised first draft, and received a decent grade on it. Students also felt they were getting away with something when revision meant simply cleaning up errors for a higher grade.

On the other hand, when students were consistently given low grades, they reported that they simply gave up and wrote the least amount possible on each assignment.

Students also complained when classes focused on basic grammar they had had in high school or focused too much on readings. Some students felt they spent too much time listening to lectures/discussions on the readings and not enough time on their own writing.

## 4. Students' Reactions to Specific Strategies and Materials

A. Portfolio Grading: Student reaction was generally positive. Students thought it would be helpful if the teacher required that they begin revising early in the semester so they would not put off all revisions until the last week of class.

B. Textbooks and other Reading: Some students mentioned the St. Martin's Guide as helpful because it included model essays and a step-by-step approach to writing. Many mentioned that they hated Habits of the Heart. They did not like a very long book that seemed to have nothing to do with writing.

C. Paper Exchanges (When students receive a second grade on their paper from another instructor): Students thought this practice was good because they were not writing just to please one professor. They thought the process was bad when the other instructor graded them down for something that had not been emphasized by their own instructor.

#### 5. Students' Report of Carry Over of Writing Skills from Eng. 101 to Other Classes

Students reported that the general skills they learned were helpful--organization, development, style, how to do research--but otherwise they did not report much carry-over. However, these students were only second semester freshmen. Many had not yet been asked to write much in other classes. This varied considerably. Some students had a lot of writing in other classes during their first year; some had almost none. Interestingly, students said writing tends to be "easier" in other classes -- topics and assignments are more specific, content is more narrow, "what the teacher wants" is easier to figure out.

Follow-up: This report was distributed to all English 101 instructors and discussed at length at meetings during Winter '90. In planning for Fall '90 in the composition program, we emphasized keeping Eng. 101 a class that is intellectually challenging despite students day-to-day complaints that the class or the instructor is "too hard". Instructors were also encouraged to emphasize those teaching strategies that students found most effective.

## **Appendix C**

### **Faculty Qualitative Survey**



Question 1: How does the general studies curriculum (excluding freshmen seminars) benefit the student? How is it not beneficial?

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Breadth of exposure, well roundedness, spiritual input. Allows students to "taste" different disciplines - otherwise students have to know what major they want and stay in it throughout the 4 years. If the core were not common to all majors then a student could start in the wrong major and waste course work.

Too many requirements. Some topics are repetitions of high school coverage, e.g. three semesters of Heritage.

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It helps our students to develop a broad base of knowledge of the important aspects of culture, civilization and life, in general. It also teaches them skills useful in dealing with whatever happens in their future--determining values, reasoning, thinking, etc.

Overall, I do not think that one can say it is not beneficial. One negative aspect, however, is that the multiplicity of requirements often places excessive demand on a student's time and more pressure on the students.

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Gives students the breadth and knowledge that is the essence of a liberal arts education. Allows students to gain better information regarding choices for their major.

In some cases, the presumption that the student has a choice of G.E. requirements is misleading. For example, Political Science majors are required to take two of the three courses in the American Heritage sequence (HIST 200 and POSC 200). Hence, any political science major interested in taking ECON 200 must do so as an elective.

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Gives good liberal arts background to all. Common core (shared adversity?) to all. Good "sample" to encourage majors selection.

Students are very frustrated when "required" courses are not available. For instance, only two sections for 20 students each (40 total) are available this term in Political Science 200, although demand is for 500 spaces per year. P.E. also fills too fast. University looks really stupid with this lack of planning.

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Students receive a "well-rounded" general education. Classes generally are small. Students should receive individual attention and learn ways of thinking and writing in each discipline.

Many courses are taught by adjunct faculty who are not always available to students and who may have relatively less commitment to the mission and standards of the University.

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It benefits the student because, ideally and under optimal conditions, it exposes the student to some basic landmarks of human history and thought. Students have expressed to me the satisfaction they sense that they are receiving a well-rounded background in the important disciplines of thought. There are colleges where this is not the case, they point out.

Some critics have stated that such a long list of core requirements limits the hours for a major as well as for electives.

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It gives them the liberal arts education which is so important today. Professional (medical) schools like this. Provides a basis for the acquisition of general knowledge in certain areas.

Because certain general studies teachers are simply not very good teachers, the students have a tendency to not attend the lectures. Many of these professors have few teaching skills or techniques. Many present unfocussed, diffused, disorganized lectures. Many have 15 minutes of real material stretched into the 50 minute lecture period.

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Allows them to explore on their own, different spheres of interest from those they study in their major. Provides a common core of knowledge for other courses to build on. Allows students a chance to not have to meet parents' career expectations for a few years, thus they get time to make their own choices.

Students have so little choice that they often go into the courses with a negative attitude. All students do not in truth have a core of studies - by meeting Heritage and other G.E. requirements in Europe their actual experiences differ widely. Common core of knowledge is actually not there because many students defer G.E. requirements until their junior or senior year.

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The two composition (ENG 101, 102) courses are good. One speech course is good. Math, science and social science is good.

Three religions is ridiculous. There is too much in requirements that serves to artificially create a demand for courses that creates employment for certain faculty. Three too many requirements--eliminate one Western Heritage, one religion and one language. Give students broader choices. Creating a demand for religion courses through forced demand is not a good policy. Why not create a demand for courses in religion by making the courses more interesting?

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Increases breadth of awareness.

Lack of range of courses limits exposure of students to a narrow spectrum that a few people think is important.

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The students who do the work benefit by bringing together a lot of information about Western civilization and putting important developments into perspective.

There is only enough time to learn very general things. For example, I feel they do not learn enough about music in particular--only how it fits into the broadest picture.

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Breadth of knowledge.

Students may not realize values. Some classes (Heritage) do not transfer in and out. Expense. Time. These courses cause complaint. Too many religion units.

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I can't say how effective the program is. Students do need some work in major disciplines (history, English, religion, etc.). The curriculum should introduce students to these.

The older program allowed more choices and might have had some advantages for the student.

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A liberal arts education is the only way to go to help our students before they become too specialized.

Too many classes that are in the medium range of student enrollment numbers (25-60). Too large for faculty/student interaction.

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General studies requirements are necessary to provide the students with a broad base of knowledge in a number of different fields. Any student graduating from a university should have had the privilege of a wide variety of courses covering many facets of learning. Whether this is done by course work or by indicating knowledge by the passing of a general test, I cannot judge properly which is best. Both seem to be adequate. To my knowledge, few students test out of classes. Perhaps this is true since high school generally provides very little material.

Some students might feel that material not related some way to their major, or is irrelevant. If the students feel this way, it colors their dedication and their ability to learn and retain information which will be of value to them later. Some choices should be available, exactly which ones I don't know.

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The student receives broad training in a variety of disciplines, and certainly no one would disagree that liberal education is a noble goal.

Many of these requirements seem to me to be a rehash of what students should have learned in high school or material that students could pick up by reading on their own. It appears to me that we are operating remedial or semi-remedial courses, many with the flavor of junior college courses, instead of university level courses that develop real scholastic discipline among our students. I am afraid we have construed the term "liberal" education to mean a big dose, rather than a broad course of study. The student is required to take 65 units (more than half) of their curriculum as general studies requirements. This means that for many, the amount of concentration given to their declared majors must necessarily suffer, since there are a number of "hidden" requirements that are not stated in the catalog. For example:

(a) It is stated policy of the administration that all students should have at least ?? upper division elective units that they may take outside their major (65 + 8 = 73 units).

(b) A foreign language proficiency is required for all students that may require as many as three prerequisite courses for a total of four to 12 additional units.

(c) It is a stated goal of the administration that all students be left the flexibility in their curriculum to attend the year-in-Europe programs, which teach general studies requirements almost exclusively. Given the administration's goal that no curriculum will exceed the 128 unit total requirement for graduation, the students are saddled with an enormous percentage of courses in the general studies requirement. This must necessarily weaken majors, and in my opinion, that is not beneficial for the student.

I wonder what the academic council is doing? If I were a student, I would probably rebel at the thought of being here five years to complete both a general studies program and a major!

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From my observations, very little--if we are speaking of "reality." Students see it as "bits and pieces" not as meaningful part of a whole--they do not integrate knowledge and frankly want to get it "over with" so they can get to the "real stuff." I think individual students may benefit, but overall I see little that changes them--in fact we could not prove the program did because we have no meaningful entrance and exit examination, or integrative senior-level course.

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Broad exposure to new ideas, fields increasing creativity, and opportunity for growth. Expands career alternatives.

1. Creates confusion of interests, diffuses focus.

2. Alienates students who are committed to a particular field of interest. NOTE: I knew exactly what I wanted to accomplish with my business degree from Pepperdine. Fine Arts courses were boring,

frustrating, and distracting. I resented being forced to study areas in which I had no interest.

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Broad background of knowledge. Shows interrelationship of disciplines. Refinement of basic skills.

Repetition of skills. Too much knowledge expected of student, i.e. rhetorical analysis of speech by freshman student.

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Gives them a broad based education.

Takes up, perhaps, a few too many units and more courses might cross subject areas.

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Broaden perspective, prepare for life, expand awareness/perception.

It is!

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As a believer in a core of "classic" courses, I have always liked our having such a core; this exposure appears to be broadening.

The foreign language component has some problems. Students who have As for four years in high school should be able to test out; when they can't, I suspect something is wrong. It may be that the high school emphasis is different. Whatever it is, it is frustrating to students. The competence exam is considered totally unacceptable by most students.

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Provides students with a broad knowledge in many areas and an exposure to subjects that will improve their enjoyment of life.

Too much emphasis in some areas.

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The general studies curriculum benefits the student by giving him a broad intellectual base, tapping the best of what human achievement has to offer couched within the framework of what God has created.

The main disadvantage of the general studies curriculum is that it crowds into the major, forcing the student to trim some essential coursework from his/her chosen field of emphasis.

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It can provide more of an interdisciplinary approach.

We still have quite a few large lectures--but now some do have discussion groups. But I understand the financial needs.

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Provides general liberal arts education. Encourages students to study and understand academic subjects they might choose to ignore. Broadens the student's perspective.

If students are forced to take many courses which they do not find interesting or applicable they may be discouraged from further academic pursuits.

Question 2. If you taught at Seaver College before the current general studies program was established, how do the changes in the general studies requirement (excluding freshmen seminars) benefit the student? How are they not beneficial?

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Not significantly. Beefing up existing Mickey Mouse G.E. courses and introducing Math requirement is a plus. I see the overall G.E. system not really that different from what we had before--we created another scheduling/catalog nightmare. ISAC needs beefing up!

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I think the addition of the Great Books and ISAC has been a big plus. Also, the break up of AI & I and Man & Society has been beneficial.

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They don't. If all of the plans were carried out, all students would have small sections of political science, psychology, sociology, and economics. Instead, most are taught as large lecture. Speech courses and language courses good. Again, University looks silly to "promise", and require, courses not available to most students (POSC 200) or not available in proposed format (psychology and sociology in Elkins).

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Wide knowledge so important in a complex society.

Nothing negative.

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Theoretically, under the new system, students are given the opportunity to engage in critical thinking through written essays for the examinations instead of having to memorize vast quantities of details for the "objective" type tests.

If a student does not know how to develop a reasonable argument or defend a given premise before he goes into the essay test, he will not miraculously learn how to do this in the G.E. courses.

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Students have fewer enormous lecture classes. The foreign language requirement has increased students' breadth in cultural understanding. Better and stronger liberal arts emphasis.

I think it places more responsibility on the student, which is where it should be, and good students benefit from having to organize the material.

The new system allows weaker students to get by without learning too much.

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The change was for the best. More similar to ordinary requirements. Much better education, especially in English. Previous courses were too unusual--not comparable and transferable to other universities.

We need more math and science--transferable courses.

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Many of the requirements seem essentially the same. Teaching formats have been modified and topics have been grouped in different ways.

I see no improvement over past system or very little except to get "handle" on former broad seminar offerings. Early days at Malibu had every student in five seminar classes limited to 20 or less students. (At one time 15 students was the number.) One seminar was required in each division. Now only one, not five, seminar classes required (frosh seminar). We used to promote (to prospects) school's seminar approach so students were not a "number" like at UCLA, but they are now medium and big classes.

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I have taught a long time at Seaver and we have always had general requirements.

(a) There is much more emphasis on fundamental skills like writing and public speaking. These are invaluable skills common to all disciplines, and I think greater emphasis on these kinds of fundamentals are of great benefit to my students.

(b) The addition of a non-Western heritage requirement is of great value, although I would hope that these courses could include more than just Asian studies.

(a) The study sections in Western Heritage make this the equivalent of a five unit course. Students spend an inordinate amount of time on this one topic.

(b) Three courses in religion is unnecessary. My guess is that this is a way that the Religion Division can justify hiring more professors without an increase in the number of majors or graduate students, and this has the potential to actually turn students off to religion who might at least tolerate it in smaller doses. Rumor has it that these courses now have study sections like Western Heritage, so that they also, are very time consuming.

(c) The foreign language requirement should be one course at the appropriate level, with students left to decide whether they want to use elective units to pursue further language study. The "hidden" remedial requirement is unfair to students, and in my opinion, a way to make work for underemployed faculty.

(d) In general, I think any situation where the driving justification is as much hiring more faculty as it is serving the real academic needs of students needs to be called into question by the academic council. I would rather spend money supporting the development of weak majors than to justify additional faculty positions on the backs of non-majors by



creating inordinate numbers of unnecessary and/or irrelevant requirements. Both cost money.

---

The only thing that I can see that has provided an (often not fully exploited) special or new opportunity in our changes is the freshmen seminars.

---

They are more coherent and preferable to the old AI & I, seminars, etc. I've heard Heritage hasn't worked as planned; I've heard mixed reports on adequacy of our ability to cover all the language, English 101, English 102, Speech 180 sections.

---

Greatly. One of our finest additions. They are extremely so.

Need to change SOC and PSY 200 back to four unit classes.

---

ISAC is a real improvement. So also is speech. So also are the discussion sections for most large classes.

Again, foreign language is in need of attention, or at least, the exam for competency.

---

The changes wrought by our current general studies curriculum have vastly broadened the curriculum (e.g. ISAC, foreign language, math, ... requirements), removed weak courses, and integrated more faculty into the process, thus giving students the benefit of being instructed by a larger proportion of our faculty.

Some courses need to be beefed up, not posing stringent enough expectations of our students. Specifically, the ISAC sequence needs to be made more rigorous. (Is "rigorous ISAC" an oxymoron?)

---

Some requirements are more rigorous--possibly a bit more writing. Some new areas of study.

Question 3. Have you ever taught a freshman seminar? If so, how can the seminar program be improved?

\_\_\_\_\_

Yes. Some standardization of the "introduction to college" would help. Try to fit student interests in subject matter.

\_\_\_\_\_

Yes. We need more uniformity among the freshman seminar. Faculty members are too free to do as they please.

\_\_\_\_\_

Yes. Have seminars taught by faculty and not administrators. Create a consistent set of expectations. Emphasize seminar rather than lecture experience. Seminars usually have more stringent expectations for writing and research than Freshman Comp courses. The Freshman Composition needs to focus on the same kinds of expectations as seminars, i.e., a freshman seminar should not have to teach how to organize a research project and write about it without having research and writing research papers in the Freshman Comp. We need to coordinate!

\_\_\_\_\_

Yes. I taught seminars for three years and had more difficulty each time. I believe there is a serious problem in having classes with just freshman students (except for ones students select, e.g., Great Books). Students in my freshman seminars acted more like high school students (not all, but enough to cause discipline problems) than college students. I never had that problem with our old seminars; a mix of more mature students seemed to solve the problem. I have talked with a number of faculty who have participated in the seminar program; very few, if any, seemed happy with the programs as it now stands.

\_\_\_\_\_

Yes

(a) Make the seminar a seminar in the major. Undeclared majors would be given the choice of any seminar which interested them.

(b) Make the emphasis academic and drop the "feel good," social part of the course that perpetuates the same immature behaviors students learned in high school.

\_\_\_\_\_

No--not because I did not want to, but simply because my schedule and the requirements of my Division and the college are such as to make that impossible. I think, from what I hear, it could be improved if some of our faculty would accept the mentoring responsibilities more consistently.

\_\_\_\_\_

No. Go to 1/2 of the fresman seminars taught in Fall, 1/2 in Winter and keep only the "best."

---

Yes. It seems like we've worked out the bugs.

---

Yes. Amount and quality of work expected varies tremendously.

---

Yes. Need to be more rigorous, more standardization of the course requirements and rigor.

---

Yes. Be certain the students understand it is (or should be) rigorous.

---

Yes. I find the experience very rewarding and my student evaluations of the course reflect similar feelings. I have no suggestions.

Question 4. Whether or not you have taught a freshman seminar, how does the freshmen seminar benefit the student? How is it not beneficial?

---

Good transition, mentoring class. Good for hand holding. Writing emphasis. Research skills. Too much attention. Force students to be more autonomous.

---

My impression is that there is so much variation in quality of instruction and material, it is hard to make a general statement. The afore mentioned variance problem. A little too paternalistic for me. Perhaps a more beneficial program might be an interdisciplinary senior seminar on selected topics (taught by a group of faculty members). Imagine majors from political science, sociology, biology, economics, etc., getting together to discuss some common topic like Brazilian rain forests.

---

Good introduction to college life, library, researching, writing, and speaking. Uneven quality of instruction by faculty. Uneven quality of students and interest of students vary greatly in each seminar.

---

Should provide the students to study a subject in depth with a full-time faculty member.

---

The quality of seminars seems rather uneven. Seminar teachers should be helping students to think critically and read and write in their discipline.

---

Some students may benefit more than others. For example, students needing more appreciation for the meaning and value of higher education, or needing orientation to the culture and procedures of Seaver, or needing practice in critical thinking and problem-solving skills may benefit the most. It may be of doubtful value for students who come to us with such traits as high motivation, deep appreciation for the meaning and value of higher education, and clearly focused goals.

---

Helps them to become adjusted more rapidly to our situation. No such thing as not beneficial.

---

Supposedly it provides a sense of community and establishes a mentor who will encourage and support the student as he enters the University environment. If students are to be believed, most seminars are a farce, characterized by weak, generalized, unfocused material, and generally

indifferent teachers, i.e., ones who do not actually serve as mentors. In defense of the teachers, the professors' attitudes may result from an excessive course load. Frequently the professors use the course as a recruitment tool to build their department or division.

---

Allows students to have access to faculty members and learn early how to take advantage of them. Provides excellent advising (if the faculty member--not administrator--does his or her job). In some ways both advising and teaching a course creates an unrealistic sense of course expectations in faculty which in turn is passed on to the student. But overall, the concept is great. Horrible to teach. Great to advise. We need to have all regular faculty rotate rather than having a few people teach them on a regular basis.

---

I question whether the freshman seminar is valuable or not. Often the student is removed from advising by an appropriate departmental advisor. Contact with an advisor outside the major for the first year seems somewhat counterproductive.

---

It has been my observation that students are not served well by being advised by someone who has little understanding of major requirements and considerations that could only be known by someone very knowledgeable in the specific area. I think a lot of students have been misguided.

---

Close contact with professor. Knowledge/content may not be adequate.

---

As taught, I doubt that many students receive much benefit. Mine complained that too much was expected. The seminar seems to encourage childish behavior among the students. Students complained that other seminar students did not have to work. Generally the seminars seemed to encourage students to demand that the work load be lightened. Thus, the student gets the wrong idea about college.

---

Students have an immediate mentor/adviser and one class where better learning takes place because of the interaction between student and faculty and student to students. It is not beneficial when faculty members don't follow course guidelines such as not doing library tour and training frosh to use library properly; when faculty don't approach class with "interaction" philosophy but lecture only approach.

---

It is something which the student selects--either because of his special interest or the awareness of the value of the subject. Not all freshman

seminars are of equal value nor of equal difficulty. Some may not even be classified as academic in total.

---

I can provide deeper insights, personal opportunities for growth, ability to think critically--BUT THAT IS NOT THE RESULT OF A PLAN OR PROGRAM, but rather of what INDIVIDUAL teachers do with it. I can't think of any inherent reasons the freshman seminar is beneficial--only in application.

---

Fabulous opportunity for twenty students to bond and track through a sequence of studies together. I think this represents a critical opportunity to distinguish Pepperdine as a teaching institution.

---

Personalize the frightening 1st semester. Gain basic knowledge of campus (library). Professor announcing to seminar that he didn't want to teach the course, but was forced to and bribed with promise of a computer. Such statements provide immediate negative image of P.U. There is a duplication of assignments in other areas--for example, requirements of a research paper, especially with long length (20 pages). Asking a freshman to write three research papers as he/she will do if enrolled in ENG 101, SPE 180 and freshman seminar almost guarantees three poorly written papers.

---

Much better advising and a clear place to go for help. The ones that don't succeed are a bigger problem than just some other course with less expectations.

---

It is!

---

Can provide an interesting elective. Does provide an advisor who takes a personal interest in students. Does help with orientation to college, if done well. I don't like the "books" that focus on adjusting to college. They are too much busy work and I think insult the intelligence of even freshmen. I have refused to use them despite pressure.

---

Provides a bridge to college. At present needs much improvement. In many cases, poorly taught.

---

(a) Yes, definitely. The student is given a solid integration into collegiate academia.

(b) The greatest weakness in the Freshman Seminar program is its lack of uniformity. Now, understand that this comment comes from one who has never taught one but is only getting impressions from having attended Freshman Seminar functions, but I perceive that some faculty are too easy on our students while others are unreasonably demanding.

There needs to be a DROP/ADD policy for the FS program so that students can bail out if they don't like the material or professor. No one should be forced to remain in a class with a given instructor. Especially in the first semester.

I propose that all Freshman Seminar's cover the same material during the DROP/ADD period and that students be allowed to switch seminars, space permitting. This will also keep the faculty a bit more honest with their 'sale' to the student of the worth of their seminar. No captive audiences.

---

The mentoring is good.

---

(1) Increases the sense of belonging between student and student, student and professor, student and university.

(2) Increases individual attention to the student because of the 1:18 faculty-student ratio.

(3) Improves the study skills and knowledge of resources available to the student.

(4) Increases the students academic knowledge in an area of their interest.

(1) Perhaps it gives the students the impression that we are going to "hold their hands" throughout their college careers.

(2) It is expensive for the University to implement and maintain, which means the students pay more in tuition increases.

---

We are misusing the word "mentor" to describe the faculty/student relationship in the freshman seminar. In more than 10 years of teaching at Pepperdine, I have been a mentor to probably a dozen students. These were students who had several classes from me in their major field of study, students who worked with me in several projects related to their field of interest, students who obviously were comfortable asking me to write letters of recommendation for graduate school or employment. It is physically impossible to establish that kind of mentor relationship in a freshman seminar.

Let's be realistic. Only a small fraction of students will ever have a mentor relationship with a faculty member. If this is elitism, so be it. Better to admit that only a few will experience the mentor relationship than to deny it for all.

Question 5. The committee wants to determine the extent of the impact that the general studies requirement has on the academic majors. In your view, how extensive is this impact? Do you feel too much of a requirement to support the general studies requirement at the expense of your majors program? Specific examples would be more helpful to us than generalities.

---

Dollars have been drained from majors! Majors are implicitly less important. Context not content? Baloney. Students are ill prepared for their profession, because of heavy emphasis on G.E.

---

I referred to this earlier (Question 1). Our Spanish majors often are getting a double major, which is made more difficult by the time restraint related to the demands of the general education requirements. The result is a person might be forced to forego getting a second major due to the GE requirement. Often an obstacle to the double major is not the GE, but the over-demanding course load of the first major and related course requirements.

---

GE requirements are essential and should not be cut back. However, majors that require 44 units or more should be cut back. Perhaps allow students to continue to take courses in their major if they choose but don't make it mandatory.

---

Faculty selection should be based on Priorities:

1. Fill the discipline classes first.
2. Cover general education required courses next.
3. Cover frosh seminars last.

All teaching spots must be filled! Specifics: Political science has been one prof short for more than one year, but the "lame duck" chair refuses to hire for the next year again. Neither general education nor major courses are adequately covered.

---

The English/Composition requirements and Western Heritage probably fit rather well with the English major. Other requirements give them background in other disciplines they should know.

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From the perspective of foreign language majors, the requirements do not have a negative impact. However, there are majors with a higher number of required hours. It may be beneficial for such high-hour majors (for example Accounting or Business Administration) not to have as many GE hours.

---

No. Majors are not suffering. In fact they benefit.



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The administration must come to the realization that the general studies program costs money and that it is both morally and legally wrong to support the program at the expense of the major. When up to 33 1/3% of the personnel in a given department or division is pulled away from the major in order to support the GE program, then the discipline is going to be crippled. The academic Dean ultimately controls the flow of funds to both the specific discipline and the general studies program. He also ultimately controls funding for adjunct personnel. Currently he is unwilling to support the specific discipline by providing adjunct professors to replace full-time professors who have been pulled out of the major for service in the GE program. Through his attitudes and actions, the major is slowly being destroyed.

When additional general education programs are included without also adding funds to a "fixed pie" budget base, then the major is further devastated. An example is the ISAC program--and incredibly expensive program in which little expense is spared in securing guest speakers, and no discretion is evidenced as an entire ISAC faculty, adjuncts, clerks and all, are treated on a regular basis to lunch in the faculty dining room. The money going to these favored few means that all budgets are now much smaller, in every discipline.

There is absolutely nothing wrong with a liberal arts approach and a belief in a general studies program. However, the Academic Dean's logic is horribly flawed when he makes the general education program the master and forces the major to become the slave. Students do not come to Pepperdine to major in general studies.

---

The problem is not so much GE/major as it is the entire structure of Seaver. Seaver students take units equal to other schools, but since so many of our courses are four units the students take fewer courses for graduation (than other semester system schools, eg.: in one year students on a quarter system taking 16 units/quarter = 12 courses; on a regular semester taking 15/18 units = 10-12 courses; at Seaver taking 16-18 units = 8-9 courses.) Ideally I would like to see our majors have greater depth experience, but I don't really want to sacrifice the breadth the GE requirements create.

---

Over-commitment of resources to general studies.

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Too many G.S. courses makes it difficult to require the courses (and time in those courses) necessary for national accreditation. Further, the required GEs are not evenly distributed across divisions.

---

I think that students who do the work in GE will be better prepared in music. The problem is, in my opinion, that the students do not really do the work in the courses that we consider to be the ideal.

---

No, but general education requirements should all be sound and transferable and taught at the lower division level. Students should complete all lower division courses before being admitted to upper division.

---

I don't see much impact on the philosophy major. More students are selecting the philosophy major, but I don't see that this is caused by the general studies program. Some students are selecting philosophy after working in the Great Books program.

---

The three unit courses, too often, demand the work of a four unit course.

---

I cannot determine the effect. I am constantly amazed at the evident lack of general knowledge of students on basic world knowledge through the centuries. Anything that would take away general studies requirements would not be helping the student.

---

I can only speak for our major. We have taken a cut to 2/3 in our department in terms of full time faculty positions. We have been told by the academic Dean that all positions must be justified not on the basis of teaching in the major or contributions to special programs, but based on contribution to the general studies program. Each time a person leaves, dies, or retires, we lose a position to the Dean's office which is then reallocated to other divisions whose chairmen have been conditioned like Pavlovian dogs to make their justifications based on general studies rather than considerations that involve balance between instruction for majors and non-majors. As a result, the number of requests to add unnecessary sections of general studies courses continually goes up, while majors are either static or in decline. I find it disappointing that the chairpersons do not have the collective courage to do what's best for students, only what's best for their faculties.

---

No. I am not sure, however, that the program was developed very well on a basic conceptual level. I think we patched rather than developing a clear model first. While there were problems with it--that's the way we started the Malibu program.

---

The impact from 1983-87 on me was serious. I needed to take Fine Arts 101 and several other courses in which I had zero interest, talent, or enthusiasm. Consequently, I did not have the chance to study roughly six business courses that I would have infinitely preferred taking.

---

My opinion is that it has made it easier to fill all our upper division courses.

---

I am pleased you are chairing this important committee. I have not taught in the program so I have no personal experience. I do know that the program has created a demand for lab space that is not available. I would like to know if additional space in labs could be funded from the general studies program.

---

No. We need extensive general studies. Does not impact my major adversely.

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It hurts us only slightly. I don't like the idea of forcing faculty to teach this type of course.

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With as much as 65-80 units of 128 required for graduation being GS requirements-that leaves very little time for major courses and electives. My major requires 68-76 units with only 18 units overlapping with GS courses.

---

The Natural Science Division has taken a hit because of shifting budgetary priorities within the school, specifically where money is first allocated to handle general studies courses leaving the majors and their program needs at the bottom.

More important than money is the apparent attitude of certain administrators that the general studies curriculum is more important than the major, which strikes a low blow to our efforts to enhance major programs. Statements to the effect that "Context is more important than content" show a naive understanding of what rigorous study in the Natural Sciences requires.

I am also amused by the apparent belief that one recruits majors in one's discipline by their having taken a general studies course in that area. To assume that one can cultivate a bunch of mathematics majors from the Math 102 class is laughable--similarly with Man and Science for biology majors.

---

It is no great problem in Communication areas because they usually don't have heavy requirements.

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(1) It is obvious that the changes in the GE program require more of the University's financial resources, and therefore there are fewer resources for the majors.

(2) A much needed position of academic specialization in sports medicine has not been filled because other positions that support the GE and freshman seminar program have been given priority.

---

It has had a great negative impact on my major.

(1) We recently lost two full-time positions. When we lost the first position, I sought assurances from the Dean's office that it would be filled. I was reassured in the strongest terms that the salary money would not be lost, and that a replacement would be possible. Because I am skeptical of any promises from the Dean's office, I placed a gentleman's bet with a colleague that the Dean would confiscate the funds. Sure enough, we have just been informed that the two positions would not be replaced. We will have to make do with one.

(2) We are offering fewer upper-level courses in our major now than we have in the past. And, we are offering them less frequently.

When you take just a cursory look at the expense of the new GE program, it is obvious that our majors program has suffered a setback.

Question 6. How has the general studies program affected your professional development?

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I've had fun in Math 102 but it takes away from research and upper division/major oriented projects.

---

Generally speaking, a larger number of students in our classes cuts down on the time we can spend in other pursuits. Since the general studies program was essentially in place when I came here, I know no other. Therefore, it probably has had little effect on my professional development.

---

Positive impact. Frosh seminars allow a professor to cover an area of special interest which may be outside established curriculum. (My example: Constitutional History.)

---

The general studies requirements put a heavy strain on English faculty. We are responsible for ENG 097, 100, 101, 102; part of Heritage; part of Great Books; and we teach a number of freshman seminars. We need more full-time faculty to teach these courses and the courses in the major.

---

My specific, personal professional development has not been affected. Enrollments have increased in foreign language classes, mainly, of course, in lower-division classes.

---

None in a negative way. Much in a positive way. We need to get down on their level and this program helps.

---

My career as a professional scholar has been devastated by being at Pepperdine and following the Pepperdine model of "service and teaching." Because the Academic Dean controls the valuation of any professor's service, he is able to control the amount of research that each professor may do. Because of an intensive workload, undervalued by the Dean, I have been unable to engage in the research necessary to meet even minimal standards of classroom performance.

(1) The Dean insists that a certain percentage of teachers from each department participate in either a freshman seminar or a GS course.

(2) The academic Dean controls the value of each GE course and any other service the professor may render.

(3) In public speeches he has denigrated personal research and indicated that it has nothing to do with what goes on in the classroom.

With these three factors in mind, it will be nearly impossible for any professor to obtain a position at any other institution because of the emphasis placed on research at other schools.

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Teaching a general studies course term in and term out gets STALE. I personally would rather teach three or four different courses by which students could meet breadth requirements.

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No effect on me specifically.

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Has had little effect.

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I personally have benefitted a great deal. I have learned a lot about my own field because I've been forced to look at it from a new perspective. I have certainly learned a lot of things I've always wanted to know as a person who likes learning for learning's sake. Grading essay exams has stretched me considerably.

---

I don't work with the program now. When I taught one of the seminars I was constantly frustrated, annoyed, and angry.

---

Loss of student/faculty interaction in small seminar classes.

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This I cannot tell.

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Since we have suffered cuts in personnel at a time when the number of majors in our area has actually increased, I have less time than ever to write, research, or give serious or thoughtful consideration to my discipline.

---

I can't think of any way that it has impacted me.

---

None.

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Not adversely. On the contrary, broadens me.

---

It has enriched it by getting more fully and broadly into the area of ethics. Although my course isn't in business ethics, the theoretical review has proven useful. Given time, it would be challenging to teach "Great Books."

---

No impact on me professionally.

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My professional development has been forced to shift toward the Math 102 course. Actually, I enjoy this course and may even write a text for it someday (Please hunt me down and shake some sense into me if I really follow through with such madness.)

Question 7. To what extent are you satisfied with the overall General Studies requirements?

\_\_\_\_\_

Overall, I am pleased with the GS requirement. I wish that we could require more of our entering classes so that they would be capable of moving more rapidly into upper division language courses (my reference is strictly to languages in this case), or that the requirement could become an upper division rather than intermediate course. This would insure greater competency, skill development and utility of the language.

\_\_\_\_\_

Very satisfied.

\_\_\_\_\_

Good plan but we need follow through by administration to provide adequate faculty and funding. Bad support by administrators and budget.

\_\_\_\_\_

I'm satisfied with the requirements. We need more faculty to meet them. In fall '90 we had five non-tenure track visiting lecturers and fourteen adjuncts teaching English 101 and 102. These adjuncts are good, conscientious teachers but cannot give as much time to students as full-time faculty. We exploit those teachers by paying them shamefully low wages. Most must teach at one or two other schools in order to make enough to live on.

\_\_\_\_\_

A few years ago when NEH Chairwoman Lynne Cheney's 50 Hours: A Core Curriculum for College Students appeared, I was gratified that Pepperdine's undergraduate program had fewer adjustments to make than many other schools. In many regards we measured up to the proposals quite favorably. We were very much in step with what Cheney was recommending.

\_\_\_\_\_

Naturally, I wish there were more science requirements.

\_\_\_\_\_

Minimally satisfied.

\_\_\_\_\_

Should be reduced and substitute greater student choice.

\_\_\_\_\_

Somewhat satisfied to satisfied.

\_\_\_\_\_



In theory, its a good idea. In actuality, the students don't read the material and don't hear the lectures. They cram at the last minute and learn as little as possible, for the most part.

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On a scale of 1-10, I'd say 7.

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Except for the seminars, I really haven't heard much about any problems with the program.

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Subjects offered, overall, are solid.

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It seems to be on a par with other universities and in my opinion covers quite a bit of what is generally expected of university students.

(a) I applaud the emphasis on basic skills and breadth of knowledge.

(b) I decry the deceptive implementation that creates hidden or unnecessary requirements and/or sections for the sake of faculty employment. This has to be costly both to students and to the University in the long term.

(c) As far as I'm concerned, we should either make the freshman seminar a course for bringing students to academic maturity or we should take the fortune we spend on it and give it to Campus Life to run a top-notch orientation program. Right now it is a failure.

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I think you can tell that I am not satisfied at all with it. Not so much because of individual cases, but because I do not believe that was ever soundly, professionally developed "from the ground up," if you will (after developing first an applicable paradigm).

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Students need only a few skills. But they need to be truly outstanding with those skills. Students must simply write clearly, speak powerfully, and think critically. Everything else is superfluous. If you can write, speak, and think; then you can contribute. Otherwise we failed.

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Four on a scale of five.

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Very satisfied.

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Overall, I am quite satisfied. The one exception is foreign language. I suspect we're trying to offer too many different languages, given our size and resources.

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I believe they are too heavy in some areas--religion and history and physical education. I would like to see them reduced in these areas and then encourage students to select electives of their own choosing.

---

I am very satisfied with the general studies curriculum except where it crowds out majors development, financially and philosophically.

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It's fine--probably about as good as we can do with financial constraints.

---

I see little benefit and great cost to reduce the large lecture classes from 300 to 40-60 students. It seems that a few large lecture classes would allow more small seminar classes in a student's major area of study and interest.

---

The idea behind the changes was noble, but the resources are simply not available to do it right.

When class size gets above about 35 or 40, you might as well go all the way to 300 in Elkins. It is very inefficient to have class sizes of 40 or more when we can be delivering the SAME educational experience (lecture oriented and multiple-choice, scantron-graded tests) in a class of 300.

The lack of financial planning to account for the increased cost of the GE program was a managerial disaster. The faculty was told to come up with an ideal plan regardless of its cost. We were told that resources would be made available. They were not. Faculty members do not have budget authority. Someone in the administration should be held accountable for the budgetary mess we are in.

Question 8. What other comments would you like to make about the GE requirements?

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I am pursuing implementation of a required Senior Seminar. We do a good job with our Freshmen - need to finish the job with our Senior major.

---

I believe that we have a very broad based, strong general studies requirement in place. I do not believe that we need to be concerned about radically restructuring it at this time. We do need to be concerned about insuring the quality of each of the integral parts of this requirement so that our students leave the program having experienced excellent curricula, instruction, materials, and facilities in every area.

---

If Administration (including Division chairs) continue to NOT fund GE adequately, LET'S BE HONEST. Bring back SOC 101, American ideals; SOC 105, Man/Person and Society and teach them as separate alternative courses in Elkins to cover Political Science-History and Psychology-Sociology and stop pretending that students can ever get a small section of POSC 200, PSYC 200, or SOC 200 (which should be reserved for major students). Better yet, eliminate administrators to fund adequate GE courses.

---

Here are some comments I would like to offer based on an item-by-item comparison of NEH's recommendations with Pepperdine's GE requirements.

(a) Cheney, under the rubric of Culture/Civilization, suggests 18 hours. This matches more or less what Pepperdine requires in the Humanities area such as Western Heritage and American History. One vast difference is what Pepperdine requires in English Composition and Literature. I wonder why Cheney had so little and Pepperdine has so much.

(b) For the foreign language category, Cheney also has 12 hours listed, as does Pepperdine if we count 151, 152, and 251. Of course, not all students have to take all three courses. The placement level determines how many, if any, the student will take. I confess that I like what Cheney suggests about requiring upper-division courses in a language begun in high school. This presupposes a STRONG background rarely found in our incoming students. Having a foreign language requirement that extends to upper-division courses would warm the cockles of the heart of foreign language professors.

(c) Whereas Pepperdine requires three hours of mathematics, Cheney's suggestion is for double that number, six hours.

(d) Likewise in the natural sciences, Cheney's suggestion is for twice the hours of a lab science, two semesters.

(e) In the category of Social Sciences, it is two courses in Cheney's recommendations as well as in Pepperdine's requirement. Our program adds up to more hours since our courses are four hours each.

The item-by-item comparison ceases at this point. The areas of Religion, Speech/Rhetoric, Freshman Seminar, and Physical Education are not included in Cheney's recommendations. Except for the Physical Education requirement at Pepperdine, I believe these additional requirements are a real plus in Pepperdine's program. These concerns come to mind:

(a) Does it not appear that the Humanities Division is getting a "lion's share" of the GE courses, while other Divisions (for example Natural Sciences) are short changed?

(b) What does the accounting and bookkeeping look like for the cost of the GE Program? Statistics would be important for all faculty to see.

---

It is about as perfect as we can make it. I regret that we have so many poor adjunct teachers in the program.

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If we really want the students to make this material their own, some new approaches need to be considered.

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I would seriously consider a radical modification of the seminar requirement.

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Go back to the philosophy of "old days" and require one seminar course in every division for every student. Offer more "Jumbo" sized classes in Elkins, and more seminar classes (limit 15-20 students). ELIMINATE excessive medium-sized classes (25-60 range) as same thing can be accomplished in Elkins or oversized rooms with lecture and TA help-if needed. Much study went into "old days" philosophy that are RIGHT for Pepperdine but NOT for Southwest Missouri State or Stanford! (Studies show students learn much more in seminar classes of 15-20 students.)

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I wish we would put as much emphasis on building good, solid academic majors as we have on the General Studies program. I believe we have created a very expensive junior college from which students transfer after they've taken advantage of programs like year-in-Europe. If the University is unwilling to invest energy and money in more than General Studies, we are doomed to fail. As much as we would like to call ourselves a "liberal arts" college, we are not. We should admit that and act pragmatically.

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Pepperdine does not, cannot, and should not try to offer everything. We do not provide the opportunity to study all subjects well, nor should we. We need to choose our areas and excel. We may not offer everything. But the areas we do offer, we offer well. And that makes all the difference. Play like a champion today!

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I firmly believe that all college graduates should share a core of knowledge. The primary purpose of a university should be to educate-not to prepare for a job. I would make minor refinements in the requirements but should not change the present courses. For example, I would not require a research paper in freshman seminar and would change the focus of the rhetorical analysis, but should still require both courses.

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I hope we do not develop a lot of classes of 40-50 students. I don't think we'd know students' names, give enough essays, have enough discussion. I prefer fewer courses over 20 students and taught by our very best teachers. Lots of us do well with 20, but the results quickly diminish after that. Please see my (Michael Gose) long memo to the committee.

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The Great Books course should count as a frosh seminar if the faculty who teach it are willing to provide some college orientation. Students who elect Great Books would probably need less "orientation" help than the average student. Coordination and integration for Western Heritage are very important. I hear rumors that all is not well now. Someone like J. Smythe did a marvelous job; we may need to find another leader for that course. The rhetoric component of the speech course is being over played. Speech courses from other colleges aren't being transferred unless this rhetoric component is there.

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If possible, a bit more emphasis should be put on writing, and on basic grammar and style problems.

## **Appendix D**

### **Faculty Memoranda**

To: Steve Davis  
From: Ron Whittaker  
Date: November 30, 1990

Steve:

Thank you for the presentation Thursday and for letting me know that I wasn't the only one with Freshman Seminar problems. In fact, everything you said holds true for my group.

The seminar started off with about three people announcing that this wasn't their choice for a seminar. They didn't particularly want to be there and they felt it an injustice to have to spend thousands of dollars for a course they really didn't want or (for their major) need.

Personally, I feel that in our fear of not getting and holding students we are sending the wrong message to parents and students. In some ways it may be making the student adjustment to college more difficult rather than easier.

As a product of all of this I had one graduate come back and say that he felt the school made his adjustment to the real world much more difficult. He said that he was successful here (Dean's list, etc) and he thought that meant that he was prepared for life in the real world. He said it took him six months to adjust to the shock of competing in the "non-nurturing environment" of the real world. (One of our graduates refers to our school as "Pamperdine University," which summarizes her viewpoint.)

Thanks again for your presentation. -rw

## MEMORANDUM

March 4, 1991

TO: Dr. June Payne-Palacio  
Dr. Dwayne van Rheenen

FROM: Gary Tallman

RE: Saturday's meeting of the Freshman Seminar Faculty

cc: Dr. Stan Warford

I wanted to write you a quick note to thank you for arranging Saturday's meeting. I am sorry that I had to come late and leave early, but the time I spent was well worth it! I was especially impressed with Fred Zucker. I thought he did a superb job of speaking to the anxieties that are unique to freshmen. Many of the feelings he described I remembered from my own freshman experience (nearly 100 years ago!).

This is my first reaction - please take it for what it is worth. As a faculty member, I feel equipped to address academic issues and even academic anxiety and fear of failure. However, I do not feel well qualified to act as a surrogate parent or to speak to the social anxieties or familial problems of my students. Over the years I have done this to some extent for a very small number (perhaps 10-15) students who were majoring in biology, but even then my attempts were amateurish. Many of these students had taken two or three courses from me and most had worked in my lab on a daily basis and sought my advice. I don't recall ever having had that relationship with freshmen who had taken one course to me that was not in their major and that was early on in their careers. I believe there are some faculty, perhaps those with some professional training in counseling or psychology, who feel comfortable speaking to these particular needs of freshmen, but I wonder whether most faculty feel confident in their ability to do this aspect of the job.

As I see it, there are two possibilities. One would be to train the entire faculty as professional counselors. This would, in my opinion, take more time, money, and energy than any of us has and we would still have a less-than-professional outcome. In addition, it would dilute our time even further when we have so little time to give thoughtful consideration to teaching anyway. The other option would be to spend more revenue on the counseling center, residential life office, and campus life office, and to do what we did Saturday - sensitize faculty, the local churches, social agencies, and all faculty who teach freshman courses, whether for majors or nonmajors, to the unique needs of this subpopulation of students.



Perhaps I am wrong, but the comments Stan Warford read seemed to run along three lines:

- 1) the seminar should be a solid academic, college level course that dispels student's misconceptions (developed through their family, high school, and media experiences) about the nature and level of work required for academic success in college;
- 2) the seminar should be a time management, personal health, mental health/reading, writing, speaking skills seminar with little academic content;
- 3) the seminar can do both of these well.

I doubt that the seminar can do both of these well. Under scenario number 1, the seminar should be faculty directed using the pedagogy of the particular discipline of the professor (the panel discussion by Dwayne, David, and Joe is a demonstration of just how individual disciplines are in their approaches). Under scenario number two, the seminar should be directed by support staff who are professionally trained. The lack of a focus may polarize the freshman seminar faculty into those who feel comfortable with purpose number one and those who feel comfortable with purpose number two, with both parties calling for more conformity and uniformity in approach. I see this as a violation of academic freedom and as painting an unrealistic picture of academics. The variety of approaches used to develop and examine ideas is the very strength of the University.

If the Freshman Seminar and General Studies Committees could come to grips with whether this dual purpose can be fulfilled, their year would have been well spent. I think this is a complex problem that requires rather slow, methodical analysis based on experience, and I believe the Saturday meeting and the work of the Freshman Seminar Committee and the General Studies Committee has uncovered, in the most positive way, some questions about the underlying assumptions about the seminar program. I would urge you to continue to examine the system and to continue to make adjustments to the program that will make it even stronger than it is now. Please let me know if I can do anything to help. On behalf of the Faculty Organization, thank you again for all the hard work you have invested in making this program successful.

## MEMORANDUM

**TO:** Stan Warford, Committee evaluating our current GE curriculum  
**FROM:** Stephen Davis  
**DATE:** 2/16/91  
**SUBJECT:** Recommendation:

Seaver faculty acknowledge the importance of college training in Speech and English. However, the new GE curriculum that requires all students to take a Speech course and one additional English course has caused some serious problems - proliferation of adjuncts in Speech and English at the expense of hiring full time faculty desperately needed to maintain strong majors. As a result, many of our majors have been severely weakened in recent years and overall, we are in a state of decline.

There is one, relatively easy way to resolve this problem - incorporate the new Speech and additional English requirement into a "Senior Seminar." This would shift our reliance on adjunct teaching remedial courses to full time faculty teaching advanced courses that are intellectually stimulating, both for students and faculty! Furthermore, it would allow us to strengthen our academic programs by judiciously hiring faculty that have expertise essential for each major.

Even with all the extra course requirements in Speech and English, many of us have observed that our students are not properly prepared to speak and write within a specific discipline. This is one reason why I currently require an English book, in the place of a laboratory manual, for one of my sophomore biology classes - How to Write and Publish a Scientific Paper by Robert A. Day.

A "Senior Seminar" that requires each student to complete a project with an oral and written communication of their discoveries and ideas could become a great "capstone course" in Speech and English, directly applicable to the student's chosen major.

## **Appendix E**

### **Science Requirement Proposal**

Date: November 5, 1990

From: Norman Hughes

To: General Studies Committee

We live in an age which is ambivalent toward science. On the one hand, we live in a time in which our lives seem to be dominated by science and technology. We all enjoy the comforts and material prosperity which applications of scientific knowledge have brought us. On the other hand, science is sometimes blamed for many of the ills of modern society--pollution, the depersonalization of machines and complex technology, and some would blame science for the loss of values in our time. Even though science pervades our culture, there are many who are taken in by astrology, superstition, or the outrageous claims of charlatans in medicine or nutrition.

We live in a time of great scientific illiteracy. A number of articles in the popular press have recently bemoaned the fact that U.S. students at all levels of education generally perform at a lower level of competence than do students of other industrialized nations. For a few years, I administered a "Science Literacy Inventory" at the beginning of the term to each of my non-majors science courses. The results were so discouraging that I have not given this inventory in recent semesters.

I fear that we require so little science as a part of the general studies requirement at Seaver College that we are guilty of contributing to the scientific illiteracy of our time. Ironically, while the total general studies requirement at Seaver College is larger than most other schools, our requirement in the sciences is unusually low. The American Association for the Advancement of Science recently published the report of the AAAS Project on Liberal Education and the Sciences entitled the "Liberal Art of Science". This document was especially critical of two practices which the project team found to be common in American colleges: 1). schools which allowed science students to graduate with little or general education in the humanities, fine arts, or social sciences; and 2.) schools which required very little science for those students majoring in non-science areas. The report's recommendation is as follows:

Fifty percent of the instruction in a baccalaureate degree program should be devoted to liberal education; at least one quarter of this portion should be devoted to liberal education in the natural sciences. In most institutions, this is equivalent to 15 or 16 semester hours of instruction in science for all students.

Seaver College fulfills the first part of this recommendation very nicely. We are seriously deficient with respect to the second part of the recommendation. In fact, very few schools require as much science as the AAAS report recommends, but most require more than we do. A brief survey of college catalogs revealed the following:

College	Total GS Req*	NS Req*	Math Req*
Loyola-Marymount:	15	2	
Redlands	10	1	†
Point Loma	23	4	1
USC	18	3	2
Occidental	10	2	1
Westmont	16	2	†
Pomona	14	2	1
UCP	9	2	1
UCLA**	21	6	1
Santa Clara**	18	1-2	1-2
Stanford	10	2	
Harding	16	3	1
ACU††	18	2-4	1
Williams	9	1-2	1-2
CSUN	17	3	1
Mills	8	1	1
Reed	10	2	2†††
Cal Poly**	30	3	2
Seaver College	18	1	1

Notes:

\*Numbers in the columns refer to the number of semester courses, except for UCLA, Santa Clara and Cal Poly, which are quarter courses.

\*\*Quarter courses

†Redlands and Westmont have a competency requirement in math.

††ACU requires 2 or 4 science courses, depending upon the students high school science courses.

†††<sup>Reed</sup>MHS requires two courses in math or foreign language.

I would like to suggest that the General Studies committee consider a somewhat radical proposal as a step toward rectifying the problem I have described. The proposal involves two parts. Part one calls for the a three-unit nonlaboratory core course in natural science to be added to the list of required general studies courses. Part two of the proposal is a scheme for reducing the total number of units in general studies while retaining the breadth which our current requirements achieve.

#### I. Proposed Modification of the Natural Science Requirement

A. I propose that NaSc 101 (New title: "Science as a Way of Knowing") be modified along the lines of the appended outline. The course would be a 3-unit lecture course with no formal laboratory component. Class demonstrations would be extensively used, and discussion groups would be desirable. NaSc 101 would become the required core general studies course in natural science.

B. In addition to NaSc 101, each student would then choose one laboratory science course from an array of courses like those now available --Biol. 106, Biol. 107, Biol 108, Biol, 109, Chem. 103, Nutr. 210, Sp Med. 106. Ideally, the core course (NaSc 101) would be taken prior to the laboratory science course.

At most colleges, including those at which most courses are three unit courses, laboratory courses are four units. It would be desirable for our lab courses to continue to be four units also.

#### II. Proposed Modification of the Total General Studies Requirement

Several of the general studies courses are now three units (all religion courses, all freshman seminars, Math 102/103, Eng 101, Psy 200, Soc 200). I propose that all courses specifically designed for general studies be assigned three units of credit. This would reduce the total number of units from 68 to 62, including the addition of the new natural science course. This plan would leave all the current courses in place and give a few additional elective units to every student.

## OUTLINE FOR PROPOSED REVISION OF NATURAL SCIENCE 101

The emphasis in the course would be on science as a process rather than on the accumulation of detailed information. A strong historical approach would stress the debt we owe to the Greeks for our view of the natural world as a system which can be studied rationally and understood by means of careful observations, thoughtful reflection, and the testing of predictions based on those reflections. Science would be presented as the most successful process man has devised for satisfying his curiosity about the natural world, while pointing out the tentativeness of all scientific conclusions.

Although there are many details to be determined (ideally with the participation of the entire natural science faculty), I would suggest that the course be devoted to the following three principal areas, with approximately one-third of the semester being devoted to each.

### I. ASTRONOMY

- A. Observations -- what can be seen in the sky?
- B. Ancient cosmology -- how did the ancients explain what they saw in the sky?
- C. Modern cosmology -- how do we explain what we see in the sky?

### II. PHYSICS

- A. Motion -- how and why do things move? Aristotle's view of "natural" and "violent" motion; gravity; Newton's laws of motion.
- B. Forms of energy -- heat, light, electricity
- C. Relativity -- What is the nature of reality, as described by scientific theories?

### III. ATOMIC THEORY

- A. Democritus's view of the material world as "atoms vibrating in the void".
- B. The development of the modern theory of the atom; quantum theory; bonding.
- C. Radioactivity

The course could conclude with a consideration of the values which scientific conclusions may imply. Democritus' view of the atom was a part of his thoroughgoing atheism and materialism. It is often alleged that science leads to a materialistic philosophy of life, a view which can be traced from Democritus through the French *philosophes* of the eighteenth century to the present day. A discussion of the validity of this assertion would be a fitting finale for the course as well as providing the basis for a major essay question on the final examination.

## **Appendix F**

### **Divisional Chair Interviews**



## Divisional Chair Interview

**Chair:** Don Shores, Communication Division

**Interviewers:** Mike Casey, Stan Warford

**Date:** February 11, 1991

1. Have the curriculum changes in the General Studies requirements been beneficial to the students? To your Division?

Some changes are beneficial to the student and some are not.

On the positive side are:

- the smaller discussion sections in Western Heritage.
- the greater emphasis in writing, for example on the exams in Western Heritage and in the new English composition sequence.

I have mixed feelings about the changes in Communication. We were not well served by the old Communication and Culture. The large lecture setting was not good, but the topic gave a broader view of the discipline. The new public speaking requirement is good, but we are achieving this depth at the expense of the breadth we used to offer.

I view the large lecture GE courses taught by the Social Science Division as going against the small class ideal of the new requirements.

The new foreign language requirement is beneficial to the student because it is more rigorous and it is an appropriate emphasis on "internationalization" of our students. For the same reason, I feel strongly that the non-western requirement is very beneficial.

The benefit to our Division also has a positive and negative side. Under the old tuition system the extra courses would have generated more tuition revenue, but under the flat-rate system it does not. We have been able to hire a few more faculty because of the new requirements, but not enough to fill the demand.

2. How adequate are the resources provided to you for the implementation of the General Studies requirements?

The costs of the new requirements were obviously not addressed at the planning stage. The only question was one of quality. We have not received the resources necessary to implement the changes.

We do not have the full-time faculty to teach the Speech requirement. The numbers are typically:

Fall,	20 sections	- 4 to 5 by full-time faculty
Winter,	20 sections	- 6 to 8 by full-time faculty
Summer,	6 sections	- 4 to 5 by full-time faculty

A major problem with the speech requirement is that the extremely low adjunct salary does not attract instructors in the quality or quantity that we need. Another problem is the severe lack of classroom space with appropriate equipment dedicated to public speaking.

The Foreign Language requirement is also way underfunded. We have added Chinese and Japanese, and increased our enrollment in Italian and German. We have huge enrollment increases because of the language requirement with no increase in classroom space. We have essentially 70 sections per semester of languages with 2 classrooms plus Jerene's room for scheduling. As with the speech requirement, the adjunct salary is way too limited.

The increased language demand is coming from growth in the International Studies major and from the remedial language courses. The prerequisite language courses are necessary because so many of our incoming students do not have the necessary two years of foreign language in high school.

Another example of the lack of resources is that our Public Speaking coordinator gets no reassigned time for his duties and only minimal compensation. Our Foreign Language coordinator gets no reassigned time and no compensation.

3. In some situations, instruction by adjunct professors is desirable. Excluding those cases, if you were to meet the requirements of the new General Studies curriculum with full-time Seaver College Faculty how many full-time faculty members (FTE's) would you need? (Exclude the freshman seminar requirement.)

In languages we would need 6 to 7 FTE's and in public speaking 3 to 4 FTE's. However, even if we had the funding for full-time faculty in these areas it would be difficult to hire them because of the traditional third-semester course guarantee. These people would have to be hired on a two-semester contract because there would be no demand for their services during the summer.

4. Do the costs to your Division of the General Studies requirements impact the quality of your other academic programs?

Yes.

A big disadvantage of the new requirements is that our full-time faculty have been diverted to general studies at the expense of the major. For example, in order to meet the general studies requirements we could afford to offer only two elective classes in our major last year. Even those two classes had to be staffed by adjuncts. This decrease in elective offerings of our major translates to a decrease in quality.

The new requirements have also forced us to increase the class size of our majors courses to the detriment of the quality. For example, we are now in the position of offering a course in "small group communication" in a class of about 35 students!

It is frustrating to be in an "either/or" situation. Either the major suffers or the general studies program suffers because of the limited resources.

**5. The Freshman Seminars are taught by Faculty from all the Divisions. What is your assessment of the strengths and weaknesses of the Seminars taught by your faculty?**

The idea of the Freshman Seminar is a good one, but it fails in practice. The resources are simply not available. The quota imposed by the Dean's office is difficult to fill. It has the effect of pulling our full-time faculty out of their major to teach the seminars. There is no classroom space.

Another problem with the Freshman Seminars is the advising. Our own faculty members are used to advising large numbers of students, so the extra advising load on them because of the seminars is not much of a problem. However, we continually find that many students are not placed appropriately in the foreign language sequence.

We need a better rotation of faculty members in the program. There is no relief for those who are willing to teach.

In the last few years there has been a drift to less academic content and more emphasis on "how to be a college student." That is a problem that was enunciated clearly by Steve Davis' recent speech at a Freshman Seminar luncheon.

**6. What other comments would you like to make about the GE requirements?**

There needs to be more coordination with our admissions people to enforce the requirement that two years of a foreign language are necessary for admission. Roughly 3/4 of our incoming students must take remedial language at the 152 level. This represents a big hidden cost of the new requirements.

I frequently ask our graduating seniors during their exit interview about the Western Heritage sequence. A common response is that they hate it while they are taking it, but like it in retrospect now that they are graduating. Exit interviews also indicate that the speech requirement is beneficial.

The new general studies requirements have become more traditional. I miss the more innovative, interdisciplinary thrust of the old system.

## Divisional Chair Interview

**Chair:** Gary Cobb, Fine Arts Division

**Interviewers:** George Neilson, Stan Warford

**Date:** February 1, 1991

1. Have the curriculum changes in the General Studies requirements been beneficial to the students? To your Division?

There were not many changes in the Fine Arts Division because there is not a specific Fine Arts GE requirement. I would be hard pressed to say that the changes are beneficial to the students.

The perception of many of our students is that the proliferation of general studies courses makes it difficult for Fine Arts majors to begin their major studies during their Freshmen and Sophomore years. There are problems of coordination and philosophy.

An example of the coordination problem is that all music majors are required to attend the 3:00 recital. No matter how hard we try to prevent it, the fact that students are arbitrarily assigned to Freshman seminars means that some will be forced to take a seminar that conflicts with that time.

A more serious problem is the prevalent philosophy that a student should complete his GE requirements during his first two years and take his major courses his last two years. That philosophy simply does not work in the Fine Arts where performing or artistic skills need to be developed continuously from the first year. An example with music majors is the difficulty of scheduling piano during the freshman year. That is a skill that cannot wait until later, but is difficult to fit in with competing GE requirements. The attitude is responsible for such ludicrous proposals as the one (in the Seaver Academic Council) to simply delay the vocal diction class until the third or fourth year. What would our vocal students do their first two years--sing incorrectly?

This philosophy is difficult to combat at Seaver College. The new general studies requirements are heavily weighted toward the first two years. This concentration in general studies can give a perception to the student that the music and theater programs are weak, because the student is too busy taking general studies requirements. Some students intend to major in theater, but lose interest simply from lack of exposure.

Fine Arts skills are developmental. We are in effect asking our majors to develop in three years those skills that previously required four years.

The problem is magnified by the fact that the new general studies requirements have hidden requirements and costs that are not apparent in the official requirements. A major problem is the third semester language requirement. Since most students are not prepared to take the third semester when they enter Pepperdine, they must spend time in

remedial courses, which takes away from the time they should be spending in their major.

2. How adequate are the resources provided to you for the implementation of the General Studies requirements?

Since our responsibility for general studies is small, our manpower problem is not severe, and I would characterize it as "just below adequate."

3. In some situations, instruction by adjunct professors is desirable. Excluding those cases, if you were to meet the requirements of the new General Studies curriculum with full-time Seaver College Faculty how many full-time faculty members (FTE's) would you need? (Exclude the freshman seminar requirement.)

Only one FTE.

4. Do the costs to your Division of the General Studies requirements impact the quality of your other academic programs?

Yes. The impact is in space, scheduling time, and budget competition. The additional space requirements for the GE requirements force us to use rooms that were designed for one purpose for completely different purposes. For example, we must offer the stagecraft class in a room that is smaller than a stage.

We must offer our major courses less frequently with higher enrollments with the effect of lowering the quality.

There is intense pressure on our Division to justify our courses based on the tuition revenue that we should generate. The Dean's office continually requests us to cancel courses that have enrollments of less than eight students. That requirement means that a chamber music group, typically a quartet, cannot count as a full class for the instructor. We cannot hire qualified adjunct personnel under these requirements.

The pressure has caused many of our faculty to feel vulnerable. Now that the Fine Arts Division has split off from Communications and Humanities, we want to see our own set of courses included in the GE requirements. Fine Arts is not represented adequately, and our own set of general studies courses would better enable us to justify the lower enrollments in our major courses.

5. The Freshman Seminars are taught by Faculty from all the Divisions. What is your assessment of the strengths and weaknesses of the Seminars taught by your faculty?

The quality is uneven. Some are academically sound, others are a "goody goody" time for the students. The problem is one of inconsistent standards.

#### 6. What other comments would you like to make about the GE requirements?

A big problem with the Freshman Seminars is that our freshman majors are no longer advised by professors in our Division. No one outside the field of specialty can possibly advise a freshman with the quality that a professor in the field can. To pick just one mundane example, Freshman Seminar advisors will place Fine Arts majors in evening classes (necessitated, ironically, by the new GE requirements) that conflict with rehearsal times.

In some cases we have had students who were required to complete an extra year at Pepperdine because of faulty advice during their first year.

My perception is that in the planning of the Freshman Seminars, no thought was given to the impact on the majors. It is a matter of over emphasis on one to the detriment of the other. To this day I do not understand why there has to be an emphasis on teaching freshmen how to be prepared for college. It appears like "hand holding".

## Divisional Chair Interview

**Chair:** James Smythe, Humanities Division

**Interviewers:** Lee Leeson, Stan Warford

**Date:** February 13, 1991

1. Have the curriculum changes in the General Studies requirements been beneficial to the students? To your Division?

We have an extremely large number of general studies requirements. They include English composition, the Great Books series, History 200, the ISAC sequence, Western Heritage, and several Freshman seminars. From an academic point of view, the changes are positive.

The first question I ask on the exit interview with our majors is the student's reaction to the general studies requirements. The Western Heritage sequence produces very favorable comments from the Humanities majors. However, many nonmajors do not like the course as it is presently organized. One characteristic is its low attendance except on test days. The change in its organization is a distinct improvement because of the larger writing component and the smaller discussion sections compared with the old sequence.

We encourage the majors in our Division to take the Great Books sequence to satisfy the general studies requirements. It consistently gets positive comments, such as "one of the best experiences in my academic career."

The change in the freshman composition sequence puts us in conformance with the UC Berkeley requirement for freshman composition transfer courses. The increased emphasis on writing is a great improvement.

History 200 is improved by its smaller class size and stronger academic content than the old American Ideals and Institutions.

2. How adequate are the resources provided to you for the implementation of the General Studies requirements?

The changes in the general studies requirements necessitated a "considerable increase" in resources. For example, under the old system we could teach the Heritage sequence with 3.0 FTE's while the new sequence requires 5.6 FTE's.

The increased demand on our full-time faculty has led to a very heavy dependance on adjunct faculty for the freshman composition. While it is true that several adjunct faculty have been outstanding in their service, we would like to staff the freshman composition sections with full-time faculty.

We are also in need of a specialist in English as a second language to better serve our foreign students.



3. In some situations, instruction by adjunct professors is desirable. Excluding those cases, if you were to meet the requirements of the new General Studies curriculum with full-time Seaver College Faculty how many full-time faculty members (FTE's) would you need? (Exclude the freshman seminar requirement.)

This figure is forthcoming.

4. Do the costs to your Division of the General Studies requirements impact the quality of your other academic programs?

Yes. The operational costs of the new general studies requirements are so high that it impacts the quality of our majors. Our operational budget has not increased over the past several years, and, in fact, will actually decrease next year. This decrease is in spite of the fact that the new general studies program requires considerably more resources and that we are experiencing a dramatic increase in the number of Humanities majors.

My personal feeling is that we will never be able to offer a quality program based only on tuition revenue. Fundraising for academics is our greatest challenge.

5. The Freshman Seminars are taught by Faculty from all the Divisions. What is your assessment of the strengths and weaknesses of the Seminars taught by your faculty?

We made a big mistake last year by forcing students to pick their 10 most desirable subjects for the Freshman Seminar. Many students were assigned to their ninth or tenth choices and were not happy with the assignment.

6. What other comments would you like to make about the GE requirements?

In my exit interviews, one common complaint is the public speaking course when it is taught by adjunct faculty.

Another problem this year is a typical example of how mismanagement can adversely affect the quality of our programs. When we admitted more freshmen than we had planned for, we were given the mandate to offer enough general studies courses to meet the demand. The ISAC course enrollment, originally planned for 200, was increased to 320 to meet the demand, with a corresponding decrease in quality.



## Divisional Chair Interview

**Chair:** Ken Perrin, Natural Science Division

**Interviewers:** Stan Warford

**Date:** February 13, 1991

1. Have the curriculum changes in the General Studies requirements been beneficial to the students? To your Division?

Yes. The individual lab classes are better than the old Man and Science large lecture. Student evaluations are much better. Under the old system 1/3 of the students complained that the course was way too hard and technical, 1/3 said it was ok, and 1/3 said it was way too easy and mickey mouse. Our teachers also say that the new, smaller classes are better. Reduction of class size is the primary benefit.

We had no math requirement under the old system. The new math requirement is ok, but many Seaver students have an aversion to the subject, which makes it difficult to teach. In general, the new math requirement is an improvement.

2. How adequate are the resources provided to you for the implementation of the General Studies requirements?

Not at all adequate. We have shortages in two areas--people resources and lab space.

The shortage in full-time faculty means that we offer fewer courses than we should. All the general studies classes fill up immediately at preregistration. I suspect that there is some pent-up demand that will be necessary to meet in the future.

The new general studies requirements place a heavier demand on our laboratory space. The problem is compounded by the scheduling requirement of the Freshman Seminar. Since the Seminars must be taught during the Fall semester, our faculty who teach them are prevented from offering the general studies lab courses during that time. Then, in the Winter semester, we must schedule all the lab courses that we would have offered in the Fall had we been able to. The net result is that the lab is a zoo in the Winter. Even without the lopsided demand on the lab, the space is inadequate.

3. In some situations, instruction by adjunct professors is desirable. Excluding those cases, if you were to meet the requirements of the new General Studies curriculum with full-time Seaver College Faculty how many full-time faculty members (FTE's) would you need? (Exclude the freshman seminar requirement.)

The problem with adjunct teachers in Mathematics is that students frequently need to see the instructor for help with homework problems. Adjunct professors are not nearly as accessible.

In the lab sciences, adjunct professors are simply not available for hire at all.

In the PE activity courses, however, our adjuncts do an outstanding job.

Next year we will be 2 FTE's short and the year after that 1 FTE short.

#### 4. Do the costs to your Division of the General Studies requirements impact the quality of your other academic programs?

Yes.

Because of the new general studies requirements, we now offer for our major students fewer courses, less frequently than we used to. Here are the numbers of the upper-division courses before and after the new requirements:

	<u>1985-86</u>	<u>1990-91</u>
Biology	8	6
Chemistry	7	8
Computer Science	9	4
Mathematics	8	6
Nutrition	6	4
Total:	38	28

This is a 26% decrease in the number of courses offered for our majors. We are running our majors program at absolute minimal cost.

To operate in this mode, we must offer some of our courses on an alternate-year basis. If a student misses one of these courses, it will not be available for another two years. To enable students to plan accordingly, some of our coordinators publish a four-year schedule of planned course offerings. If students enter the program in the Fall as Freshmen, they can fill the requirements without too much difficulty. There is a problem with about 10% to 20% of the students who get off track for one reason or another. In those cases, we just have to do the best we can.

The pressure from the Dean is his insistence that a class be canceled if it does not have the magic number of 8 or more students. Most of the courses that fall in that category are the upper-division majors courses. To cancel a majors course that is offered once every two years is, in effect, a decision to drop the major.

The drive to save money sometimes reaches outlandish proportions. One year the Dean suggested that it would be cheaper for us to cancel the Physical Chemistry class and have the students simply take the course at UCLA.

The Dean's office pressures us to prorate the faculty compensation for such courses (e.g. half pay for a class of four students) and I simply

refuse to do so. The teacher's work load in a class of four is certainly not half that of a class of eight. I could not in good conscience ask the faculty member to teach four courses instead of the customary three to maintain his full load. Furthermore, none of our faculty teach such small classes exclusively. Everyone has his fair share of large (30 to 40 enrollment) classes.

On balance, I would say that our majors have been shielded from the negative effects of the new general studies requirements. They would have been much more affected if I had not resisted the pressure from the Dean.

##### 5. The Freshman Seminars are taught by Faculty from all the Divisions. What is your assessment of the strengths and weaknesses of the Seminars taught by your faculty?

Most of our faculty are critical of the nonacademic component of the Freshman Seminar. They think of the "college experience" activities as a rather silly requirement.

In our Division, the quality of the Seminars ranges from academically solid to pure fluff. The uneven quality is a major characteristic. By way of illustration, in one section two girls announced that they had taken a survey in their dorm, and protested that theirs was the only Freshman Seminar in which the students were doing any work. My own guess is that only about 20% of the seminars are academically rigorous.

Frankly, I question the message that we are giving our freshman. Are we setting an academic tone, or hand-holding one? What is the purpose of the Seminars? Is it academic, or is it retention?

There seems to be an attitude that the student is the customer, and all our efforts are to make the customer happy. We have it turned around. The student is the product, and their academic progress should be aimed at making their teachers and mentors happy. In many cases, students are happy when a professor is forced to cancel a class session. Should we reduce our academic standards for the sake of students' happiness?

##### 6. What other comments would you like to make about the GE requirements?

It doesn't take a genius to see that the new General Studies requirements are tremendously expensive.

Consider the Freshman Seminar requirement. Since the faculty are credited with 4 units of teaching for 3 units received on each student's transcript, the school experiences a 25% reduction of its tuition revenue. Then consider that each section is held to an enrollment of 13 or less, which drives the cost up even further.

The same effect occurs in the other 3-unit courses in the General Studies requirement, although it is not quite as official. Since the school allows a 3-unit course to substitute for a full 4-unit course for the purpose of establishing teaching loads, every new 3-unit course in the general studies program produces the same 25% reduction in revenue.

An example is the new Religion requirement. Although the number of units was only increased from 8 to 9--a 12% increase--the number of courses was increased from 2 to 3--a 50% increase. The Religion Division is in effect delivering 12% more units, but at a 50% increase in cost.

Even if an instructor teaches a 1-unit directed studies to compensate for the reduced load, the benefit to the school in terms of revenue is not that great. Basically, it now takes 4 faculty to generate the tuition revenue that 3 faculty used to generate. An accurate assessment of the cost should take into account this hidden cost.

Another cost of the General Studies program is our inefficient use of Elkins Auditorium. Many classes in Elkins have enrollments of 140 or so, while the room holds about 320. Ask any preacher if he would rather preach to a full house or one that is 2/3 empty, and he will opt for the full house. The educational experience for the student in a class of 320 is probably not significantly inferior to the experience in a class of 140.

## Divisional Chair Interview

**Chair:** Tom Olbricht, Religion Division

**Interviewers:** Stuart Love, Stan Warford

**Date:** February 27, 1991

1. Have the curriculum changes in the General Studies requirements been beneficial to the students? To your Division?

Under the old system, students could take their religion requirement pretty much during any semester they chose. Now freshmen must take Rel 101, Old Testament. This is a distinct improvement and seems to add to the mission of the University.

Having a course in both Old testament (Rel 101) and New Testament (Rel 102) is also an improvement because it gives a more solid foundation in Biblical Faith.

The third course, Rel 301 (Religion and Culture), is a Junior-level course that has only been taught since the Fall of 1988. We are still struggling with the exact form it should take. It is an effort to relate Christianity to culture. Some sections of it are team taught in Elkins Auditorium. Dr. Wilson thought that it should count for the non-Western component of the GE requirements as well as the Religion requirement, but that idea was never implemented.

Students sometimes complain that three religion classes is too many for the General Studies requirements. However, it is only one unit more than under the old system. The old system was not good because it only required one scripture course and one course that was sometimes rather strange for a General Education course (e.g. Campus Ministry). Our new third course is more appropriate for GE.

Also in support of the three-religion-course requirement is the practice at our sister schools. Even the schools in our athletic conference, which are mostly Catholic, have an average religion requirement of three courses.

2. How adequate are the resources provided to you for the implementation of the General Studies requirements?

We have no problems in this area, other than space. We have a problem scheduling classrooms. We were only given three rooms in which to schedule our courses.

3. In some situations, instruction by adjunct professors is desirable. Excluding those cases, if you were to meet the requirements of the new General Studies curriculum with full-time Seaver College Faculty how many full-time faculty members (FTE's) would you need? (Exclude the freshman seminar requirement.)

With one exception, we do not use adjunct professors to staff our classes. That exception is a full-time University employee, so we do not really consider him like you would a ordinary adjunct. All other classes are taught by full-time PhD's.

4. Do the costs to your Division of the General Studies requirements impact the quality of your other academic programs?

Actually, it was just the opposite. We were permitted to hire a number of people to cover the GE requirements, which permitted us to use them in other programs. For example, our Master of Divinity program is possible because of the people we have on campus. It allows us to have a much better program.

5. The Freshman Seminars are taught by Faculty from all the Divisions. What is your assessment of the strengths and weaknesses of the Seminars taught by your faculty?

I cannot comment much based on my experience, since I have not yet taught one. I will be teaching a Freshman Seminar next Fall. The concept seems to be a good one, and the program should be continued.

Last Fall we had to cut down the number of upper-level courses because of a staffing shortage brought on in part by the Freshman Seminars, but it did not adversely affect our program.

From the comments I get, it might be worthwhile to experiment with the format. You must let people teach what they have expertise in. Some students think "college experience" material is valuable but others do not. I've read enough student evaluations to know that you cannot get consistency of opinions in something like this. I suspect that there is considerable difference in the way the seminars are taught.

6. What other comments would you like to make about the GE requirements?

General Studies are at the heart of what liberal arts universities are all about. The amount we require is about right. The people who object to excessive General Studies requirements are usually doing so to be able to devote more time to their major. I don't have much sympathy for that. The major should not require so many units that it crowds out the General Studies courses. The Religion major requires only 45 units (which includes the 9 GE religion requirement) while others, like Business, are much higher. I think the current 50-50 split between General Studies and the majors is pretty good.

Another thought is to have the PE requirement be noncredit, a practice that is common in other schools.

## Divisional Chair Interview

**Chair:** Mike Gose, Social Science Division

**Interviewers:** Dan Caldwell, Stan Warford

**Date:** January 29, 1991

1. Have the curriculum changes in the General Studies requirements been beneficial to the students? To your Division?

Better than the Social Science Seminars in the past. Good move to eliminate AI&I. Able to make better use of faculty members because of the current mix of class sizes and offerings.

2. How adequate are the resources provided to you for the implementation of the General Studies requirements?

Social Science Division is in a unique position because Gose believes in the occasional use of large lecture classes in Elkins to offset the cost of small class sizes in other GE courses. He would not have the resources to teach the GE courses if all of them were limited to 20 or 25 students.

3. In some situations, instruction by adjunct professors is desirable. Excluding those cases, if you were to meet the requirements of the new General Studies curriculum with full-time Seaver College Faculty how many full-time faculty members (FTE's) would you need? (Exclude the freshman seminar requirement.)

NA. Did not compute because the current setup is ok.

4. Do the costs to your Division of the General Studies requirements impact the quality of your other academic programs?

Assuming that (a) the three people whose positions will be lost will be readily replaced, and (b) that the policy to use Elkins for large lecture courses will continue, the GE requirements do not adversely affect the social science majors.

5. The Freshman Seminars are taught by Faculty from all the Divisions. What is your assessment of the strengths and weaknesses of the Seminars taught by your faculty?

There are several advantages but many problems with the Freshman Seminars as currently organized. Advantages include:

- Many advising problems that were handled by the Divisional Chair are now handled by the faculty.

- When the best teachers teach the seminars, the experience is positive for the students.

Disadvantages include:

- Divisional quotas are difficult to fill with the best teachers. Many of the best teachers are not attracted to the program, and many who do teach do not repeat their service.

- Perception is that the students do not like the seminars as much as the administration does.

Ideas to improve the situation include:

- Running the seminars during Winter as well as Fall to even out the resource demand.

- Bonus pay for the extra effort required to teach the seminar, say \$1000 stipend in addition to the 4-unit credit.

- "Young scholars" idea to split one FTE (including benefits) between three MA-level staff people at Pepperdine selected for their high probability of success at teaching a Freshman Seminar. This would be higher than the adjunct rate to attract correspondingly higher-quality teachers.

- Let the Great Books series (as it is currently constituted) count as a Freshman Seminar. Next Fall, eight sections of Great Books will be offered. If this counted as a freshman seminar, there would be eight fewer classes to fill.

## 6. What other comments would you like to make about the GE requirements?

I believe that the Speech 180 and English 101 courses, which have a high proportion of adjunct instructors, should be evaluated.



# PEPPERDINE UNIVERSITY

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To: The General Education Review Committee  
From: Michael D. Gose

I would like to argue and substantiate my perspective and consequent policies in implementing General Education requirements. I recognize limitations in the student evaluations of courses. Nonetheless, student evaluations of courses are a valuable indicator of the "quality of life in the classroom," and since the Pepperdine philosophy is that the student in the "heart of the educational enterprise" I think they should be taken seriously. Studies of such instruments as student evaluations indicates across the board a very high correlation among all individual items within an evaluation form. The most consistent of these items is the item evaluating the professor overall. Thus, I believe the single most interesting score to compare across courses is the score of our item asking students to evaluate the professor "overall."

Because of this my goal as Chair has been to maximize quality as judged by the marks each individual course receives in the evaluation of the professor. I try to deploy my professors so that the average for the division is as high as possible (realizing I must assign each of our full time professors a full time load and a qualified professor must teach each course). If, indeed, student evaluations are a measure of quality, I have been anxious to maintain quality instead of any arbitrary goal, for example, of having certain size classes.

The clearest "benefit" of this policy is the overall satisfaction of students in our general education courses that introduce students to the social science disciplines. Overall my division averages what I consider to be a very outstanding 4.3--4.4 average score across all classes. The introductory courses we have taught in Elkins have averaged over the past three years a 4.6.

A common student remark on the student evaluations is that they loved the course, but wish they could have had the professor in a smaller class. I would agree except such a prospect is not possible. I have selected the Elkins' professors for their great rapport with students and their outstanding teaching ability. To break up a course of 180 students into groups of 30 would necessitate 6 courses instead of one and two full time professors instead of a third of one professor's load. But that's not what makes the prospect of similarly quality classes impossible. What makes it impossible is that this kind of talent is simply not available in quantity. It is relatively rare. A good comparison is that we have offered a number of classes of twenty-five or less in the same 200 level courses. In fact we have offered 27 such courses over the past five semesters

all taught by our full time faculty. The average evaluation of these courses has been 3.9. Compare that to the 4.6 in Elkins. In a sense students have the choice of taking an A-course in Elkins or a C+ course in a small group. I clearly have chosen to emphasize the courses in Elkins as our best prospect for doing a quality general education effort. (I haven't run standard deviations on these numbers, but I have in another situation and I think that you would find that the Elkins courses are at least two standard deviations better than the non-Elkins courses, and maybe three.)

Even though one might expect adjunct professors to be at a disadvantage to full professors in student evaluations I have tried to only hire adjunct professors who would do better than our divisional average. Our one non-Western course has resulted in an average score of 4.7. Our Great Books alternative has averaged 4.5. (And Dennis Lowe has distinguished himself in Elkins.)

My biggest frustration in covering general education requirements has been with regard to Freshman Seminars. I have been "assigned" teachers from outside our division, some who have had very poor scores. I have also been required by the Dean's Office (and I understand that they have to have a freshman seminar for every freshman) to staff some of the seminars with professors who simply aren't suited for its requisites. Overall for the past three years our division's seminars have averaged a 4.1. That's not bad, but my feeling is that the seminars should be better than our average if they are going to help with advising and retention.

My feeling is that Dan Caldwell has the solution to this problem with the Freshman seminars--teach half in the Fall and half in the Winter. Seminar leaders would still have to advise their Fall and Winter groups both semesters, but that is already true. If we taught half these courses each semester we could cut back the total number of faculty needed to teach in the program (assuming many leaders could teach a course in both the fall and winter semesters). Note what would probably happen given previous year's statistics. Over the last three years the best 15 of our 29 seminars earned a mark of 4.6 while the bottom half earned a score of only 3.5. That is a tremendous difference that I'd liken to the difference between an A- and a straight C. If everyone in the top half had taught two seminars, one each semester, instead of one, I predict the overall average would have been about 4.6.

It may not be feasible, however, to think all freshman seminar teachers would be able to teach two. But if even half taught two we could cut the bottom third. If we cut the bottom third (and it is the same professors in the bottom third, not inconsistent scores among the same

professors), and half of the remaining leaders taught two while the other half taught only one, we would still bring the average score at least almost to our division average of 4.3. I think it essential to make the change to two semesters of seminars immediately. While I like the concept and the general quality of advising that has gone on, they make for invidious comparisons that make them less popular with students than we might think. It is the one course that invites students to make comparisons. Those in the relatively weak seminars are more notably aware of their bad luck. I would imagine we have a better retention rate in our best seminars, but a correspondingly disappointing retention rate in our poor ones.

I have heard other Chairs talk about the advantages of the new classrooms being built that will hold groups of 40-60. Such a configuration may be inevitable, but I think it ill advised. Our academic philosophy is that the student is the heart of the academic enterprise. I think the best single indicator of that is whether professors learn their students names. For my money I would rather have one brilliant lecturer in Elkins and three classes of 15-20 than four classes of about 40 (and the probability no one will know my name). While changing our general education requirements we were invited to recommend without regard to budget or talents of existing personnel. And I like the changes very much. But we don't have equal quality or similar talents across the board. My very strong recommendation is that the General Education Committee deemphasize trying to make every class a small class and emphasize quality in whatever form it can take. In our division we have managed to average a very strong 4.4 because we only use professors in Elkins who can "pull it off;" we place our other professors in subjects with class sizes that permit them to do their very best jobs; and we fill in with adjunct who do even better, in term's of their average score, than our already very successful full time faculty.

By leaving the Chairmanship at the end of this year, I realize I have given up my ability to influence this direction. So it goes. Even as Chair I have been unpersuasive. But I would at least like your committee to consider the merits of my case in the faint hope that if others agree that I am right our students will be even better served.