

Attachment III

Measuring the Resource Impact of the Proposed Revision to the General Education Requirement

Additional Tables Support ORMP Estimates of Current
Demand for Core Literacy Courses

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**Measuring the Resource Impact of the Proposed Revision to the General Education Requirement
Tables I, II, and III - Qualifying and Active Courses Sorted by College/Division**

Table I displays the 2,210 qualifying courses for all core literacies sorted by the college or division offering the courses. Table II separates total qualifying courses into two groups: the 420 (19%) courses that have not been offered in the last 3 years and the 1,790 (81%) courses that were offered at least once. Table III provides enrollment detail for the 1,441 courses (65% of all qualifying courses) that were active in the 2006--07 academic year.

Table I
Proposed GE Courses by College

	#	%
CA&ES	264	12%
CBS	77	3%
COE	185	8%
HArCS	1,045	47%
MPS	96	4%
DSS	522	24%
UGST	10	0%
SOE	9	0%
MED	1	0%
GSM	1	0%
Total	2,210	100%

Table II
Activity - last 3 years

Not Offered		Offered	
42	10%	222	12%
9	2%	68	4%
14	3%	171	10%
241	57%	804	45%
14	3%	82	5%
98	23%	424	24%
		10	1%
1	0%	8	0%
1	0%		
		1	0%
420	100%	1,790	100%

Table III
Activity - AY2006-07

#	%	Fall-Winter-Spring Enrollment	FWS SCH	Summer Enrollment	Summer SCH	Total Enrollment	Total SCH	% Fall SCH	% Summer SCH	% Total SCH
192	13%	14,217	48,078	781	2,723	14,998	50,801	8%	5%	8%
57	4%	13,530	55,877	1,458	6,333	14,988	62,210	9%	12%	10%
160	11%	11,025	41,644	726	2,830	11,751	44,474	7%	5%	7%
621	43%	45,721	185,401	4,601	18,407	50,322	203,808	31%	35%	31%
74	5%	19,462	77,864	1,209	4,700	20,671	82,564	13%	9%	13%
319	22%	43,948	178,033	4,272	17,182	48,220	195,215	30%	33%	30%
10	1%	3,939	7,647	46	62	3,985	7,709	1%	0%	1%
7	0%	853	2,734	102	408	955	3,142	0%	1%	0%
								0%	0%	0%
1	0%	39	156			39	156	0%	0%	0%
1,441	100%	152,734	597,434	13,195	52,645	165,929	650,079	100%	100%	100%

SCH = Student Credit Hours

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Table IV, V, and VI - Qualifying and Active Courses Sorted by Core Literacy

Tables IV and V show the distribution of total qualifying courses (2,210) and active courses (1,790) by literacy grouping as well as the proportion of these courses that fulfilled more than one literacy requirement. Table VI displays credit hours and enrollment by literacy for those courses active in the 2006-07 academic year and summer 2006.

Table IV

Proposed GE Courses by Literacy		
	#	%
Writing Intensive	968	44%
Oral Skills	146	7%
Visual Literacy	604	27%
American Cultures, Governance and History	161	7%
Global Cultures	204	9%
Quantitative Literacy	36	2%
Scientific Literacy	90	4%
Total	2,210	100%
Duplicate Literacies		
	#	%
One	1,575	71%
Two	578	26%
Three	57	3%
Total	2,210	100%

Table V

Activity - last 3 years			
Not Offered		Offered	
209	50%	759	42%
24	6%	122	7%
98	23%	506	28%
33	8%	128	7%
46	11%	159	9%
2	0%	34	2%
8	2%	82	5%
420	100%	1,790	100%
#	%	#	%
299	71%	1,276	71%
111	26%	467	26%
10	2%	47	3%
420	100%	1,790	100%

Table VI

Activity - AY2006-07				
#	%	FWS SCH	Summer SCH	Total SCH
563	39%	198,148	17,536	215,684
114	8%	50,191	3,998	54,189
438	30%	119,815	12,720	132,535
102	7%	62,432	5,811	68,243
115	8%	33,073	2,783	35,856
33	2%	42,915	2,590	45,504
78	5%	90,860	7,208	98,068
1,441	100%	597,434	52,645	650,079
		FWS Enrl	Summer Enrl	Total Enrl
Writing Intensive		52,353	4,447	56,800
Oral Skills		11,330	855	12,185
Visual Literacy		32,590	3,337	35,927
American Cultures ...		15,311	1,439	16,750
Global Cultures		8,283	696	8,979
Quantitative Literacy		10,815	656	11,471
Scientific Literacy		22,052	1,766	23,818
Total		152,734	13,195	165,929

SCH = Student Credit Hours

FWS = Fall-Winter-Spring

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Table VII and VIII - Distribution of 2006-07 Student Enrollment by Literacy group and College/Division

Table VII shows the percentage of students enrolled in qualifying courses assigned to each literacy group sorted by the college/division of their first major. Similarly, Table VIII shows the percentage of students with first majors offered by each college/division who were enrolled in qualifying courses for each literacy group. For example, Table VII shows that 39% of the students taking a course assigned to the writing intensive literacy had first majors offered by DSS. Table VIII indicates that 43% of the students with first majors in DSS were enrolled in a course assigned to the writing intensive literacy.

Table VII - Distribution of students enrolled in each literacy group (i.e. courses) who also have majors offered by a given college/division

	College/Division of First Major						% of Row
	CA&ES	COE	COE	HArCS	MPS	DSS*	
Writing Intensive	16%	16%	6%	18%	5%	39%	100%
Oral Skills	14%	15%	10%	16%	4%	42%	100%
Visual Literacy	18%	20%	28%	13%	9%	12%	100%
American Cultures, Governance and History	17%	12%	6%	13%	5%	47%	100%
Global Cultures	15%	10%	4%	16%	3%	52%	100%
Quantitative Literacy	16%	25%	18%	7%	9%	25%	100%
Scientific Literacy	21%	31%	17%	6%	7%	18%	100%
ALL Literacies	17%	19%	13%	14%	6%	31%	100%

Table VIII - Distribution of students with majors offered by a given college/division who also are enrolled in each literacy course group

	Writing Intensive	Oral Skills	Visual Literacy	American Cultures, Governance and History	Global Cultures	Quantitative Literacy	Scientific Literacy	% of Row
CA&ES	33%	6%	22%	11%	5%	6%	17%	100%
COE	30%	6%	22%	7%	3%	9%	24%	100%
COE	17%	5%	44%	4%	2%	9%	18%	100%
HArCS	45%	8%	20%	9%	7%	3%	7%	100%
MPS	29%	4%	30%	8%	3%	9%	16%	100%
DSS*	43%	10%	8%	16%	9%	6%	8%	100%
ALL Majors	35%	7%	21%	10%	6%	7%	14%	100%

* Note: L&S Collegewide included in DSS

Also, enrollments are duplicated for cross-listed courses