

FACULTY SENATE

There will be a meeting of the Faculty Senate on Tuesday, February 16, 1971, at 3:00 P. M. in Room 103 (BIOLOGY AUDITORIUM) Biology Building.

AGENDA

1. Call to Order
2. Approval of the Minutes
3. Special Order of the Day
4. Unfinished Business
5. Committee Reports
 - A. The Committee for Evaluation of Sophomore Level Classroom Attendance Factors.
 - B. The University Curriculum Committee
Questions concerning lab courses in General Education requirements as relates to proposed Physics 5, 6, 7 (See University Curriculum Committee Report of January 21, 1971).
6. New Business
 - A. Report Information and Statistics on the Freshman Class and Transfers into the University (Dr. Horne).
 - B. Breakdown of Number of Majors by Departments (Mr. Baker).
 - C. Questions Concerning the Discontinuance of the "New Book List" from the Library.

A Report On A Study Of
Sophomore Level Course Grades
And Classroom Attendance Regulations

by

The Faculty Senate
Committee To Evaluate Sophomore
Level Classroom Attendance Factors

EAST CAROLINA UNIVERSITY

Mr. Robert M. Ussery, Chairman
Dr. Wendall Allen
Dr. John Daniels
Dr. Dennis Roberts
Mr. Bob Whitley

January 29, 1971

A Report On A Study Of
Sophomore Level Course Grades
And Classroom Attendance Regulations

Introduction

On May 19, 1970, the Faculty Senate adopted a motion to suspend mandatory classroom attendance with the exception of Freshman classes on a trial basis for Fall Quarter of the 1970-71 academic year. Since junior and senior level courses were not bound by mandatory classroom attendance, the change only affected the attendance regulation for sophomore level courses. A recommendation was made that an Ad-Hoc committee be appointed by the Chairman of the Faculty and charged with evaluating the effect of the suspension of the mandatory classroom attendance regulation on grades earned by students in sophomore level courses.

With this mandate, the Evaluation Committee felt that a study of sophomore level course grade patterns for Fall Quarter 1969, and for Fall Quarter 1970 would serve this purpose. The collection and analyzation of these data has been completed and the report of the Committee is herein presented.

I. Purpose:

- A. To examine the relationship between sophomore level course grades for Fall Quarter 1969, and for Fall Quarter 1970, respectively.
- B. To determine the significance of any difference between sophomore level class averages for Fall Quarter 1969, and for Fall Quarter 1970, respectively.

II. Sample:

- A. Rosters indicating all sophomore level courses by course title and by instructor were secured from the grade sheets in the Office of the Registrar for Fall Quarter 1969 and for Fall Quarter 1970, respectively.
- B. From both rosters, a sample was selected that consisted of all courses that were taught by the same instructor during both Fall Quarter 1969, and Fall Quarter 1970.
- C. This resulted in a sample of 161 distinct sophomore level courses meeting the sampling criteria, i.e., 161 pairs matched by course and instructor.

III. Procedure:

- A. The number of grades by each grade level was secured for all courses in the sample.
- B. Class averages, based on the frequency of averageable grades (A, B, C, D, and F), were derived for all courses in the sample.
- C. The following computations were made using the above variables:
 1. Percentage ratios for the number of grades by each grade level by the total number of grades for Fall 1969, and Fall 1970.
 2. Means and standard deviations for class averages Fall 1969, and Fall 1970, respectively.
 3. The simple correlation coefficient of the class averages Fall 1969, and Fall 1970.

4. The Student's t statistic for the means in 2 above.
5. A tabulation of the signs of the differences between all the respective pairs of class averages.

IV. Findings:

(See Attached Tables)

V. Comments:

- A. Table I gives the frequency distribution of sophomore level course grades by grade level with the respective percentages of total. For the most part, the percentages of sophomore grades by level with respect to the total number of sophomore grades were homogenous in nature for the respective quarters. As an exception, the percentage of D's was somewhat higher for Fall 1970. Table I also indicates that more grades were assigned in Fall 1970, than in Fall 1969.
- B. Table II gives the means, standard deviations, simple correlation coefficient, and associated Student's t for the variables indicated. The correlation coefficient indicates a fairly strong linear relationship between the two sets of class averages.

A necessary condition for rejection of the hypothesis that there is no significant difference between these means is that the t statistic be less than -1.960 or greater than 1.960 for a .05 significance level. The computed t, -0.2038, did not meet this condition, hence the hypothesis was not rejected.

- C. Table III gives a tabulation of the signs formed by taking the differences between all the respective matched pairs of class averages. The number of negatives is less than the number of

positives; however, this difference did not prove statistically significant at the .05 level.

- D. Based upon the above procedures, the findings indicate no significant difference between sophomore level class averages for Fall Quarter 1969, and for Fall Quarter 1970.

Table I

Number Of Sophomore Level Course Grades

By Grade Level With Percent Of Total

Fall 1969 And Fall 1970

Quarter	Number Of Grades By Level With Percent* Of Total														Total
	A	%	B	%	C	%	D	%	F	%	I	%	Others	%	
Fall 1969	511	17	1063	34	976	32	282	9	170	6	73	2	13	**	3,088
Fall 1970	548	17	1013	32	994	31	343	11	205	6	46	1	17	1	3,166

* Sum of percentages may be less than 100 due to rounding

** Less than 1%

Table II

Means, Standard Deviations, Simple Correlation Coefficient, And Student's t

For Sophomore Level Class Averages

Fall 1969 And Fall 1970

(N = 161)

Variables	Means	Standard Deviations
Class Averages Fall 1969	2.6500	.6264
Class Averages Fall 1970	2.6346	.7199
Simple Correlation Coefficient = .68		
Student's t = -0.2038		

Table III
Tabulation Of Signs
(N = 161)

Number of Positives	Number of Negatives	Number of Zeros
74	70	17

NOTE: Number of negatives significantly different from number of positives if number of negatives equals 60 or less.