



FACULTY SENATE

TO: Members of the Faculty Senate and Guests **DATE:** November 3, 2014
FROM: Lee Fox-Cardamone, Chair of the Faculty Senate
SUBJECT: Agenda and Materials for the November 10, 2014 Faculty Senate Meeting

Attached you will find the agenda and the materials for the November 10th Faculty Senate meeting. As always, we will meet in the Governance Chambers at 3:20 p.m. Please join us, if you can, for a few minutes of informal conversation prior to the meeting.

1. Call to Order
2. Roll Call
3. Approval of the October 13, 2014 Faculty Senate Meeting Minutes
4. Chair's Remarks
5. President's Remarks
6. EPC Items:
 - a. Action Item: EPC Ad Hoc Committee for Academic Policies - Revision of Course Repeat Policies for undergraduate students to limit the number, to three, of overall attempts to a course before a student can no longer register for that course without college/campus intervention. Effective Fall 2015.
 - b. Information Item: University Requirements Curriculum Committee - Endorsement of the Writing Intensive Course (WIC) requirement review report. Effective Fall 2014.
 - Report: Writing Intensive Course Requirement Review (Richmond Nettey, Associate Dean, College of Applied Engineering, Sustainability and Technology)
7. Old Business
8. New Business
9. Announcements / Statements for the Record
10. Faculty Senate Meeting Adjournment



FACULTY SENATE

Minutes of the Meeting

October 13, 2014

Senators Present: Ann Abraham, Patti Baller, Madhav Bhatta, Jeffrey Child, Ed Dauterich, David Dees, Ali Erritouni, Paul Farrell, Rick Feinberg, Christopher Fenk, Lee Fox-Cardamone, George Garrison, Willie Harrell, Min He, Susan Iverson, Jay Jahangiri, Thomas Janson, Robert Kairis, Kathy Kerns, Darci Kracht, Tracy Laux, Stephen Minnick, Oana Mocioalca, Thomas Norton-Smith, Larry Osher, Linda Piccirillo-Smith, Mary Beth Rollick, Susan Roxburgh, David Smeltzer, Deborah Smith, John Stoker, Beatrice Turkoski, Terrence Uber, Roberto Uribe-Rendon, Donald White, Linda Williams, Kathryn Wilson, Kim Winebrenner

Senators Not Present: Brian Baer, Vanessa Earp, Mary Ferranto, Cynthia Kristof, Jayne Moneysmith, Anne Morrison, Vilma Seeberg, Fred Smith, Christopher Was

Ex-Officio Members Present: Provost & Senior V.P. for Academic Affairs Todd Diacon; Vice Presidents: Alfreda Brown, Iris Harvey, Greg Jarvie; Executive Director Deborah Huntsman; Deans: Sonia Alemagno, James Blank, Allan Boike, James Bracken, Barbara Broome, John Crawford, AnnMarie LeBlanc, Daniel Mahony, Elizabeth Sinclair for Deborah Spake; Director Robert Walker

Ex-Officio Members Not Present: President Beverly Warren; Vice Presidents: Gregg Floyd, Ed Mahon, Grant McGimpsey, Char Reed, Steve Sokany, Joseph Vitale Jr., Willis Walker; Deans: Donald Palmer, Eboni Pringle, Robert Sines, Douglas Steidl, Mary Ann Stephens, Wanda Thomas

Observers Present: Alexandria Lesak (GSS), Jerry Feezel (Emeritus Professor)

Observers Not Present: Michelle Crisler (USS)

Guests Present: Sue Averill, Edward Collins, Fashaad Crawford, Janis Crowther, Chelsea Graff, Mary Ann Haley, Tess Kail, Karen Keenan, Val Kelly, Jimmy Miller, Alex Moore, Rebecca Murphy, Amy Quillin, Athena Salaba, Cynthia Stillings, Melody Tankersley, Jarrod Tudor, Whitney Wenger, Lindsey Westermann Ayers, Keith Wisdom

1. Call to Order

Using the gavel, Chair Fox called the meeting to order at 3:20 p.m. in the Governance Chambers.

2. Roll Call

Faculty Senate secretary, Tom Janson called the roll.

3. Approval of the September 8, 2014 Faculty Senate Meeting Minutes

A motion to approve the minutes (Dees/D. Smith) was approved.

4. Provost's Remarks

Senior Vice President and Provost Todd Diacon welcomed everyone to the meeting reminding senators that a search is underway for a Vice President for Research. President Warren has conducted two meetings with Kent Campus academic deans to discuss strategizing research assessment and accessing college research efforts. This position will report directly to the President and involve faculty research, creative activity and research awards. A new hire is anticipated to begin on campus July 1, 2015.

Provost Diacon introduced Assistant Provost Fashaad Crawford who addressed the Senate and also introduced Lindsey Westermann Ayers, Assistant Director, Accreditation, Assessment & Learning. A PowerPoint covered eight survey instruments available at Kent State intended to assess student and faculty/staff experience. An accompanying handout listed the eight instruments as, Beginning College Survey of Student Engagement (BCSSE), National Survey of Student Engagement (NSSE), Faculty Survey of Student Engagement (FSSE), Collegiate Learning Assessment (CLA+), Graduated Student Survey (GSS), Great Colleges to Work For, Student Alumni Survey, and Collaborative on Academic Careers in Higher Education (COACHE). Of these only the CLA+ is mandated and is currently being administered Fall Semester 2014. The CLA+ is given to incoming freshman, and graduating seniors.

Dr. Crawford explained the four themes that are included in all surveys and of interest to the University for retention and graduation rates of undergraduate students: academic challenges, learning with peers, experiences with faculty members, campus environment. Dr. Crawford will provide a full report on the findings at a subsequent meeting.

Questions from the Senate: Senator Mocioalca pointed out that the sample size percentages printed in the handout were incorrect. Dr. Crawford said that the numbers were not finalized, only sampled. Senator Iverson was interested to read CLA+ data. This is the second year administering this survey at Kent State; results will be presented to the Senate in the spring 2015. Senator Child questioned the need for incentives. Dr. Crawford explained the voluntary nature of the survey which takes up to 90 minutes of students' time. Senator Dees encouraged faculty to share with students the importance of being part of the survey. Senator Piccirillo-Smith suggested that the CLA+ be administered in FYE classes. Melody Tankersley will look into that option in discussions with Eboni Pringle.

Questions concerning some of the other seven surveys were also asked: Senator Garrison requested a report on COACHE surveys to both the Faculty Senate and the AAUP. The GSS requests primary activities after graduation (jobs, graduate degrees, etc.); a website provides available information (a web address was not provided). Other questions concerned the actual questions asked on these surveys and the appropriateness to a diverse student body. Dr. Crawford explained that the handout indicates the professional organization or company that writes each survey and that there are scoring rubrics and several scoring options. Written essays are scored by human readers. Senator Child wondered if subsets of reports could be generated in the future by academic majors. Dr. Crawford is working on operating procedures.

Dr. Crawford explained that due to the visitation by the Higher Learning Commission, the past academic year was spent on accreditation. This year's focus is on student assessment. Provost Diacon announced that the HLC report is due to us in November at which time he will share with the results with the Senate.

Associate Provost Melody Tankersley reported on the electronic pilot Student Survey of Instruction (SSI), FlashSurvey, at the request of Senator Minnick. Dr. Tankersley reviewed the process from its beginnings with FYE classes, fall 2013, through the current fall semester. She enumerated response rates from several units, listed successes and problems to be addressed. The "scantron" paper forms cost \$89,000 not including employee costs, whereas the cost of administering the electronic FlashSurvey is \$50,000. Provost Diacon would like the electronic version to be completed by students in class. Only those who do not have an appropriate device in the classroom are to complete the form later that day or within 24 hours in a computer lab or on a personal computer. He said that this plan most closely parallels the procedures followed with the paper-only method. Senators debated the merits of this proposed method. Interim Dean Jarrod Tudor who ran the pilot during the AY 2013-2014, said that it will take some time for a culture shift from the paper-

only procedure to the all-electronic format. Senator Child remarked that the questions in the instrument are not totally valid for online classes and that the Senate needs to address the instrument.

5. Chair's Remarks [attached]

In response to the Chair's remarks about discussions that took place at the Fall Faculty Senate Retreat, Senator Laux commented on senator's responsibility to the constituency. It was agreed by several senators who spoke on this issue that senators need a communication tool to reach the constituency they were elected to represent. Many such constituencies are large, for example the entire NTT faculty, a regional campus, the College of Arts and Sciences, senators elected as "At Large" representatives, etc. Tess Kail offered to forward communications to constituencies via e-mail for any senator. She has "ListServes" for each area represented on the Faculty Senate that can be made available to senators in the future. For now, senators should contact Tess. Senator Williams reminded all that the monthly Newsletter written by the Vice Chair provides information about Senate activities. She suggested that senators' names, affiliations and e-mail be attached to the Newsletter.

6. Reports:

A. The Instructional/Curricular Accessibility Committee, Amy Quillin, Director, Student Accessibility Services (SAS)

A PowerPoint presentation was made by Amy Quillin as an overview of the charge to the Accessibility Curricular Subcommittee. A primary goal expressed is to reduce remedial and reactive accessibility concerns by focusing on proactive and preemptive curricular accessibility for students. Dr. Quillin offered to attend faculty meetings and present the services offered by her office. Training opportunities and faculty resources are available to faculty who are preparing curricular revisions and new programs.

Questions from the Senate floor: Senator Williams expressed concern about data involving note takers for students who are not attending class. Dr. Quillin was firm in stating that note takers do not substitute for student attendance and that faculty should speak with the student in question and/or call the SAS office with concerns. Similarly, in response to Senator Deb Smith, Dr. Quillin urged faculty members to directly involve students with perceived problems and to contact SAS for assistance. Senator Iverson was interested in hearing how SAS is or can be connected with the SIS FlashSurvey. Dr. Quillin explained that if necessary, a lab assistant helps the students enter their responses to the survey. Senator Farrell informed the Senate that all vendors interviewed about supplying SSI instrument were asked about serving a diverse population with accessibility concerns

B. Enrollment Update, Greg Jarvie, Vice President for Enrollment Management and Student Affairs

Vice President Jarvie made a PowerPoint presentation that he had previously presented to the Board of Trustees. The data showed positive growth in all areas of enrollment over several years. Donor funding is necessary to increase scholarship offerings to build the highest possible academic level of students in the freshman class.

Questions from the Senate floor: Senator Baller asked if there are differences between athletic and academic scholarships. The answer was negative. Senator Iverson asked about a correlation between the diversity score card and AALANA enrollment growth. VP Jarvie explained that AALANA student growth is successful but additional funds are needed for scholarships to bring these talented students to Kent. Senator Kearns asked about any long-term goals which would assure the academically strongest possible freshman class. VP Jarvie explained that enrollment is a year-to-year struggle and that any five-year plans would change on a yearly basis. Comparisons were made to Miami University of Ohio where the freshman

class is one-half the size of Kent State. Senator Garrison pointed out the importance of diversity and access to higher education for the citizens of Ohio. VP Jarvie had said earlier that Kent is placing recruiters in new markets, and Senator Garrison would like those employees to be indigenous to the particular areas where they are working. He asked for a future report on the percentage of awards given to incoming freshmen in terms of racial and ethnic backgrounds.

C. Faculty Senate Fall Retreat, Senator David Dees

A handout was provided that listed highlights of the Retreat held on Monday, October 6, 2014, at the Overlook Restaurant. The hand out as read allowed by Senator Dees, is only a list of some of the important issues discussed. The Retreat was centered on the topic of transitions from one university administration to another. Presentations on recent transitions were presented by former Senator Barb Hipsman and current Senator Rick Feinberg, The Transition to a New President's Agenda. The remaining discussion in break-out fashion tackled the following two topics, A. What is our current environment?, and B. How would you like to see Faculty Senate handle this current transition? Each area of discussion dealt with strengths and weaknesses, positives and areas for improvement, strategies and pressing issues.

7. Old Business

There was no old business.

8. New Business

There was no new business.

9. Announcements / Statements for the Record

There were no announcements.

10. Adjournment

Chair Fox adjourned the meeting at 5:40 p.m.

Senator Tom Janson
Faculty Senate Secretary

attachment

V. Chair's Remarks (for October 13, 2014)

I wanted to begin the Chair's remarks today with a remembrance of one of our former Senate colleagues, Tish Soper. Tish was a member of our Salem campus where she taught accounting and management classes for many years. Tish was also a long-time Senator. She passed away a few weeks ago in her home, and Tess sent an e-mail with her obituary shortly afterwards.

When I got that e-mail, I was struck by a number of things. Certainly, I think we would all argue that dying at age 66 is too young – and the closer I get to that age, the more strongly I feel that dying at age 66 is too young.

But, it was more than Tish's relatively young age that made me reflect a bit on life, death and Senate. I knew Tish somewhat – I would not presume to say that I knew her well, but we worked together in a number of AAUP capacities over the years. What I remember most about her, in addition to her sense of humor and love of animals, was her strong voice and her inability, or perhaps unwillingness, to pull any punches when it came to expressing her viewpoints and those of the people she represented.

My favorite memory of her was during the elections for AAUP President for the 2008-09 academic year. She asked me if I was going to run for a 3rd term and see the upcoming contract negotiations through. When I replied that I was, she sighed somewhat heavily and said, "Well, I guess I'll vote for you then. I don't want to change horses midstream."

While that would seem to be damning with faint praise, I nonetheless thought it both very funny and typical of Tish -- she never hesitated to speak her mind, and I always appreciate that quality in a person. I'll miss her strong voice paired with a very decent human being.

This may sound like a eulogy – and perhaps in a way, it is. But, Tish came back into my mind last Monday when Faculty Senate held its fall faculty retreat for Senators. It was a great event with wonderful conversation and an opportunity to learn from others, and I want to take a moment to publicly thank the organizers of the event:

Kathy Wilson, Fred Smith, Tess Kail, and David Dees, all of whom should take a figurative bow for producing a wonderful event. I would also like to thank Barb Hipsman and Rick Feinberg for their thoughtful comments on the topic of "Transitions." While the Senate Chair's remarks are often used to summarize the retreat, we will instead have a more formal presentation about the retreat as one of our reports.

For now, though, I wanted to comment on one of things that struck me in those retreat discussions, and that was the conversation that centered around the role that we all play as Senators. While there are different ways to conceptualize the representative role we play here, I believe that our Senate service requires us to communicate frequently - with our constituencies and on the floor of Senate when issues are raised.

Our conversation at the faculty retreat, though, led me to believe that those conversations are not happening with sufficient frequency or depth.

It is not enough to rely on the Vice Chair's monthly digest of Faculty Senate meetings to keep faculty and others informed of what Senate is considering. By necessity, those digests are brief.

As a Senator, you absolutely need to be communicating with your people frequently and even personally, when possible. Take issues of discussion here back to your Faculty Advisory or College Advisory Committees. Put together your own digest of events and solicit feedback.

What happens here is important – the Senate Charter and Bylaws (and I am quoting here) “...defines a role and mechanisms for effective participation of the faculty in the formation and establishment of the university policies and the conduct of university affairs.”

That is a broad-based responsibility -- there are few issues of interest to the university community that cannot (and have not) been discussed in Senate meetings over the years. And, the decisions that are made here often have a wide-ranging impact on not only faculty, but staff and administrators as well.

Senators need to carry those decisions, and preferably the news of discussion items before decisions are made, back to their constituencies for feedback. I have spoken here before about the need to try to get decisions right the first time, thus avoiding a revisiting of them again and again – and many of the decisions with which we are faced benefit not only from our collective wisdom, but from the feedback of our constituents.

In addition, Senators need to be willing to speak on the floor of Senate. Many of you are willing and speak eloquently on issues of concern to you. But, conversation at the retreat indicated a bit of hesitancy on the part of some Senators to engage in this very public forum. Let me urge you, if you are a quieter Senator – to put your reticence aside.

Bad decisions can be made for a variety of reasons, but one of those is that people who have relevant information do not share it. I am reminded of some work I did in graduate school with my advisor on this very topic.

Students would be given materials on which a decision needed to be made. All students received the same common information - and each student also received some information to which only they had access. During the group discussion preceding the decision process, it was typical for discussion to focus only on the common information – even though the individualized information held the keys to a better decision.

The same can happen here – and perhaps especially because we often tackle issues that are difficult and sensitive -- it is difficult to say things that may be unpopular. But, if you do not speak up when issues are being debated, it is too late once the vote is taken.

And, this is where I am acutely reminded of Tish Soper –Tish never hesitated to speak up, and she was seemingly unafraid to take unpopular positions. And in the end, her willingness to speak up well and often, strengthened many discussions and the final decisions that resulted.

I recognize the difficulty of speaking up – especially with a potentially unpopular position. While I've been at Kent more than 2 decades now, I remember vividly the effort it took at the beginning to voice an opinion in a group setting. I am a natural introvert -- I was the student who always sat at the back of the classroom and never said a word, and left to my own devices, I do that even now – unless I am representing other people.

Then it is my job – it is all of our jobs – to speak up and represent the people who elected us. Thanks to people like Tish Soper who demonstrated the value of speaking up, and to other Senators past and some right here and right now – we have models of what it looks like to work as an elected Senator. We can all emulate those masters of representation.

Thank you – I am happy to take any questions at this time.

Chair Lee Fox
October 13, 2014

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **21-Oct-14** Curriculum Bulletin 191
Effective Date **Fall 2015** Approved by EPC 20-Oct-14

Department **EPC Ad Hoc Committee for Academic Policies**
College **PR - Provost**
Proposal **Revise Policy**
Proposal Name **Revision of Course Repeat Policies**

Description of proposal:

The EPC Ad Hoc Committee recommends revision to the course repeat policies to limit the number, to three, of overall attempts to an undergraduate course before a student can no longer register for that course without college/campus intervention.

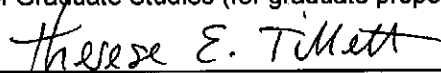
Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need, audience)

The proposed revisions will be automated in the Banner registration system for undergraduate courses. Academic units will need to determine the criteria to be used when reviewing student requests for exceptions to the three attempts restriction.

Units consulted (other departments, programs or campuses affected by this proposal):

Members of the EPC Ad Hoc Committee represent the following areas and were encouraged to consult with and request input from their colleagues: College Advising; Computer Science; Curriculum Services; Enrollment Management and Student Services; Faculty Senate; Fashion Design and Merchandising; Foundations, Leadership and Administration; Graduation Planning System; History; Mathematical Sciences; Modern and Classical Language Studies; Music; Philosophy; Podiatric Medicine; Provost; Regional College; Student Financial Aid; Teaching, Learning and Curriculum Studies; The Arts; Undergraduate Student (Regional Campus); Undergraduate Student Government; Undergraduate Studies; University Registrar

REQUIRED ENDORSEMENTS

| | |
|--|----------------|
| _____ Department Chair / School Director | ____/____/____ |
| _____ Campus Dean (for Regional Campuses proposals) | ____/____/____ |
| _____ College Dean (or designee) | ____/____/____ |
| _____ Dean of Graduate Studies (for graduate proposals) | ____/____/____ |
|  _____ Provost and Senior Vice President for Academic Affairs (or designee) | 10 / 20 / 14 |

Proposal Summary

Revision of Course Repeat Policies

SUBJECT SPECIFICATION

The EPC Ad Hoc Committee for Academic Policies proposes revising the course repeat policy for undergraduate students to limit the number, to three, of overall attempts to a course before a student can no longer register for that course without college/campus intervention.

BACKGROUND INFORMATION

The EPC Ad Hoc Committee, formed in spring 2013, is charged with reviewing academic policies that promote student success. For more than a year, the committee discussed Kent State's current repeat policy, read literature and research on the matter and reviewed course repeat policies at more than 35 universities (see Appendix A). During those conversations, the committee remained mindful of two self-imposed instructions: (1) the policy must be geared more toward student success rather than punitive in nature, and (2) the policy must be able to be implemented in Banner.

The current course repeat policy was established spring 2008 with the implementation of Banner. It allows undergraduate students to repeat any course as many times as desired. In addition, students may withdraw from a course as many times as they choose. Appendix B contains a report on the effects of adopting the current policy that explains the decision behind revising the policy and examines student behavior prior to and post 2008.

The proposed policy will allow students to attempt the same or designated equivalent course¹ up to three times. After the third attempt, the student will not be able to register for the course and will need to meet with an advisor to decide next steps. It will be the responsibility of the college/campus to determine the criteria to be used when reviewing student requests for exceptions to this policy.

For the purposes of this policy, a course drop (done within the first two weeks of the semester for a semester-long course) **is not** considered an attempt. A course withdrawal (done after the drop deadline) **is** considered an attempt.

Much research has been published correlating student progress with excessive course repeats and withdrawals. Clifford Adelman, who served nearly 30 years as a senior research analyst at the U.S. Department of Education, released in 2006 a follow-up to "The Toolbox" (1999). The report, "The Toolbox Revisited," stated that students who accumulated excessive withdrawals and repeats cut in half their chances of earning a degree. According to Adelman²:

Both the original Tool Box and The Toolbox Revisited revealed that one of the most degree-crippling features of undergraduate histories is an excessive volume of courses from which the student withdrew without penalty and those the student repeated. ... The withdrawals counted here are not "drop" grades that apply during standard drop-and-add periods at the beginning of terms. They are the result of institutional policies that allow withdrawals without penalty after the drop-and-add period. No-credit repeats are standard fare in remedial courses, but when they reach destructive levels the question arises as to how many times an institution allows a student to repeat a course. Think of it this way: Every non-penalty withdrawal and no-credit repeat means that a seat in a course is not available to someone else. Add those seats up, and admission to an institution may not be available to someone else. Excessively lax withdrawal and repeat policy, then, ultimately blocks general access. And in terms of degree completion, such policies do students no favors.

¹ These course are referring to the ones that are not designated as "repeatable for credit" in the catalog.

² Adelman, C. *The Toolbox Revisited: Paths to Degree Completion From High School Through College*. Washington, D.C.: U.S. Department of Education, 2006.

A data profile from the Florida Department of Education revealed that its students who were “college-ready” (non-remedial) and did not receive any grades of W had a completion rate that was approximately 10 percentage points above that of the entire group of college-ready students. Florida college-ready students who earned three or fewer W grades had a completion rate 13 points above the rate of students receiving four or more W grades; those with three or fewer F grades had a completion rate that was almost twice that of those with four or more F grades.³

Another data analysis, from Alberto Cabrera (professor, University of Maryland), Kurt Burkum (director of policy research, ACT Inc.), Steven LaNasa (former president, Donnelly College) and Erin Bibb (director of post-secondary readiness, District of Columbia), indicated that “Those who dropped, withdrew from, or failed to complete between 10 to 20 percent of their college coursework were 13 percent less likely to secure a four-year degree.”⁴

Complete College America, using data provided by 33 participating states, found that withdrawals and repeats were the largest drivers of excess credit hours, totaling nearly 10 percent of grades earned overall by undergraduates.

On average, bachelor's degree students graduate with 13 credit hours coded as withdrawals or non-credit repeats, and associate degree holders graduate with nearly 7 of these types of credits, costing an estimated \$6.5 billion annually—that doesn't include those who drop out. Withdrawals and non-credit repeats also reduce course availability for other students, lengthening their time to degree as well.”⁵

Repeated coursework affects students’ financial aid. Per Federal regulations, students who repeat a course for which they have earned a passing grade can only receive financial aid for that class one more time. However, students who continually fail or withdraw from a course are still covered by student financial aid. Therefore, excess repeats of the same course will either hurt students financially or will allow them to stay eligible, thereby, passing the financial burden on to taxpayers.

In addition, with no restriction on the number of attempts, a student could spend countless semesters attempting to achieve something that is unachievable for them, with no registration mechanism to prevent it and help lead them to an intervention. Knowing there is a limit on the number of attempt may encourage students to do better in the next attempt, as there is no fourth chance.

A limit may also demonstrate more clearly a student’s fit in a specific program if the student has reached maximum attempts with no success in courses required to progress and graduate.

Kent State data on course repeats from fall 2009 to spring 2013 demonstrate that students who repeated a course two or more times (3+ attempts) before earning a passing grade were 9 percentage points below students who repeated a course once in enrollment and graduation rates⁶.

| | Student Count | Currently Enrolled or Graduated |
|--|----------------------|--|
| Student failed 1 st attempt; passed 2 nd attempt | 9,908 | 58% |
| Student attempted course 3+ times before passing | 2,828 | 49% |
| Student attempted course 3+ times and never passed | 1,237 | 19% |

³ Florida Department of Education. (2005). *The impact of withdrawals and failures on graduation rates*. Retrieved from www.fldoe.org/fcs/OSAS/FastFacts/FF81.pdf.

⁴ Cabrera, A.F., Burkum, K.R., La Nasa, S.M., & Bibb, E. W. (2012). Pathways to a four-year degree: Determinants of degree completion. In A. Scidman (Ed.), *College Student Retention: Formula for Student Success*. Westport, CT: Praeger Publishers. Retrieved from

www.education.umd.edu/Academics/Faculty/Bios/facData/CHSE/cabrera/Pathwaystoafouryeardegree2012.pdf
⁵ Complete College America (Winter 2012). *Guided Pathways to Success: Boosting College Completion*. Retrieved from http://completecollege.org/docs/GPS_Summary_FINAL.pdf.

⁶ Data source: Division of Research, Planning and Institutional Effectiveness (RPIE).

Once implemented with the fall 2015 registration, the proposed policy will affect current students only if they have previously attempted a course three or more times prior to fall 2015 and try to register for the course again in fall 2015 or later.

ALTERNATIVES AND CONSEQUENCES

Academic policies that involve course credits pose true dilemmas for university faculty and administrators. On the one hand, they want students to succeed and to have the initiative to be ambitious and aspiring in their course-taking. Therefore, if students do overextend themselves, the consequences are fairly gentle—the penalty for a bad grade is another attempt at the course for a better grade that demonstrates student success in mastering the required outcomes. The penalty for a withdrawal is no course credit awarded, a statement of “no harm done.”

On the other hand, Kent State has to be a good steward of faculty time and university facilities. When faculty teaching a course see the same faces reappear term after term, year after year, with students repeating to the point that they are no longer on track for graduation, these professors are increasing their workload and circumscribing their freedom to teach other classes. In addition, a student who sits in a course for several weeks before withdrawing effectively prevents another student from sitting in that same seat for the entire term and earning credit. The EPC Ad Hoc Committee considered this balance between “no harm done” and the stress on faculty and physical resources when deciding the policy.

SPECIFIC RECOMMENDATION AND JUSTIFICATION

It is recommended that, effective for fall 2015, the changes to the Course Repeat Policies as outlined on the following pages be approved to continue the goal of promoting student success. Language revisions reflect the new course attempt limit, as well as revisions to outdated language and clarification of existing practices. The current policy for upper-division and graduate courses states that credit hours earned in the second attempt do not count toward graduation. However, if a student earned a better grade in the second (or any subsequent) attempt, Kent State applies that higher-graded course and its associated credits toward a requirement rather than the first lower-graded attempt. In all cases, nonetheless, the GPA still counts all grades for upper-division and graduate courses.

TIMETABLE AND ACTIONS REQUIRED

| | |
|--|--|
| EPC Ad Hoc Committee for Academic Policies | 14 February 2014 |
| Testing of policy in Banner (Registrar's Office) | Spring - Summer 2014 |
| Educational Policies Council | 20 October 2014 |
| Faculty Senate | 10 November 2014 <i>anticipated approval</i> |
| Implementation in Banner | Prior to fall 2015 registration |
| Implementation in the University Catalog | Fall 2015 |

PROPOSED CATALOG COPY – COURSE REPEAT POLICIES

Students may repeat for credit any course they have failed. They may repeat a course already passed for additional credit if the course is identified as repeatable for credit in the course description (e.g., special topics, internship, individual investigation). Some academic units place a limit on the total number of credits that may be earned toward a program for a given repeatable course. For credit limits on specific courses, students should read the course descriptions or consult their advisor.

The university is not obligated to offer courses so that students can repeat them. In some instances, repeating courses could affect financial aid, scholarships or other assistance. Students should consult the appropriate office prior to registration.

UNDERGRADUATE COURSES

Students may repeat the same or designated equivalent undergraduate course no more than two times (a maximum of three attempts per course). If students plan to repeat a course, they are encouraged to work with their advisor to identify resources for academic support. After the second repeat (third attempt), students will be restricted from registering for the course again. Withdrawal from a course is counted as an attempt.

Students may repeat undergraduate lower-division (00000, 10000 and 20000 levels) courses, and the university will use only the course with the highest grade in the calculation of the undergraduate cumulative and major grade point average (GPA), the requirements for the student's program and cumulative credit totals. Lower-division course repeat with GPA recalculation is subject to the following provisions:

- a. The course must be repeated at Kent State University.
- b. The course may not be repeated for a pass/fail grade.
- c. All grades will appear on the official transcript.
- d. Recalculation of the students' GPA will occur automatically at the end of the semester in which students complete the repeated course.
- e. All eligible courses will be included in the recalculation.
- f. Courses taken as part of a completed associate degree may be repeated under this policy.
- g. All course repeats for recalculation must be completed before conferral of the student's first bachelor's degree from any college or university.
- h. All grades for attempts of a course will be used in GPA calculation for determining institutional honors and class standing. All grades may be counted also for admission to or progression in specific programs, for admission to graduate programs or for admission to other institutions. These computations are independent of the cumulative GPA as it appears on the student transcript.
- i. This policy does not apply to courses that are designated in the course description as repeatable for credit.
- j. This policy was effective with the spring 2008 semester.

Students may repeat undergraduate upper-division (30000 and 40000 levels) courses to meet specific graduation requirements, and only the credit hours earned in the highest-graded attempt count toward graduation. All grades earned (passed or failed) are counted in the undergraduate cumulative and major GPA.

GRADUATE COURSES

Students may repeat graduate (50000-80000 levels) courses with approval of the academic dean to meet specific graduation requirements, and only the credit hours earned in the highest-graded attempt count toward graduation. All grades earned (passed or failed) for graduate courses are counted in the graduate cumulative GPA.

MARKED-UP CATALOG COPY – COURSE REPEAT POLICIES

~~Students may repeat courses taken at Kent State University subject to the following provisions:~~

Students may repeat for credit any course they have failed. Students may repeat a course already passed for additional credit if the course is identified as repeatable for credit in the course description (e.g., special topics, internship, individual investigation). Some academic units place a limit on the total number of credits that may be earned toward a program for in a given repeatable course. For credit limits on specific courses, students should read the course descriptions or consult their advisor.

The university is not obligated to offer courses so that students can repeat them. In some instances, repeating courses could affect financial aid, scholarships or other assistance. Students should consult the appropriate office prior to registration.

UNDERGRADUATE COURSES

Students may repeat the same or designated equivalent undergraduate course no more than two times (a maximum of three attempts per course). If students plan to repeat a course, they are encouraged to work with their advisor to identify resources for academic support. After the second repeat (third attempt), students will be restricted from registering for the course again. Withdrawal from a course is counted as an attempt.

Students may repeat undergraduate lower-division (00000, 10000 and 20000 levels) courses, and the university will use only the course with the highest grade in the calculation of the undergraduate cumulative and major grade point average (GPA), the requirements for the student's program and cumulative credit totals. Lower-division course repeat with GPA recalculation is subject to the following provisions:

- a. The course must be repeated at Kent State University.
- b. The course ~~must be repeated for a letter grade, including satisfactory/unsatisfactory (S/U), but not~~ may not be repeated for a pass/fail grade.
- c. All grades will appear on the official transcript.
- ~~d. Only the highest grade received for the course will be used in the calculation of the cumulative GPA.~~
- ~~d. e.~~ Recalculation of the students' ~~cumulative~~ GPA will occur automatically at the end of the semester in which students complete the repeated course.
- ~~e. f.~~ All eligible courses will be included in the recalculation.
- ~~f. g.~~ Courses taken as part of a completed associate degree may be repeated under this policy.
- ~~g. h.~~ All course repeats for recalculation must be completed before conferral of the student's first bachelor's degree from any college or university.
- ~~h. i.~~ All grades for attempts of a course will be counted in determining used in GPA calculation for determining for graduation with institutional honors and class standing. All grades may also be counted also for admission to or progression in specific programs, for admission to graduate programs or for admission to other institutions. These computations are independent of the cumulative grade point average GPA as it appears on the student transcript or student grade report.

MARKED-UP CATALOG COPY – COURSE REPEAT POLICIES *continued*

- ~~j. Credit for a repeated course will apply only once toward meeting degree requirements.~~
- ~~k. The university is not obligated to offer courses so that students can repeat them.~~
- ~~i. h. This policy does not apply to variable content courses that are designated in the course description as repeatable for credit, such as a special topics course, individual investigation, practicum, internship, etc.~~
- ~~i. m. This policy was effective with the spring 2008 semester.~~

~~Students may repeat for credit any undergraduate upper division (30000 and 40000 levels) courses they have failed. All grades earned are counted in the undergraduate cumulative GPA. Students may repeat undergraduate upper-division (30000 and 40000 levels) courses already passed with approval of the academic dean in order to meet specific graduation requirements, and only the credit hours earned in the highest-graded attempt; however, hours earned in the second time do not, under any circumstances, count toward graduation. All grades earned (passed or failed) are counted in the cumulative undergraduate cumulative and major GPA.~~

GRADUATE COURSES

~~Students may repeat graduate (50000-80000 levels) courses with approval of the academic dean to meet specific graduation requirements, and only the credit hours earned in the highest-graded attempt; however, hours earned in the second time do not, under any circumstances, count toward graduation. All grades earned (passed or failed) for graduate courses are counted in the graduate cumulative grade point average (GPA) for graduate students.~~

| Course Repeat Policy Among Ohio Universities | | | | | |
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| | Limitations on number of retakes | Maximum grade before repeat is allowed | Which attempt counts in GPA? | Repeat only permitted during specific time period | Other information |
| Ohio University | 2 retakes per course | | Last grade | | "W" does not count as an attempt to repeat |
| Cleveland State University | 2 retakes per course | D or F | Last grade | | If C is earned in initial attempt and course is repeated, all attempts calculate |
| University of Akron | 2 retakes per course | C- or below | Last grade | | |
| Bowling Green State University | Can repeat only 2 different courses | D or lower | Last grade | | Can't repeat grade of C or higher except as audit |
| Youngstown State University | Can only repeat if authorized by dean | | | | If a student has credit for a more advanced course, unless approved for recalc by dean, repeated course is averaged into overall GPA. |
| University of Cincinnati | Max of 10 semester hours/ 4 courses can be replaced | | | | "W" counts toward repeat max rules; student must apply to have course repeated and decision is irrevocable |
| Ohio State University | <ul style="list-style-type: none"> Course must have been taken during freshman year, i.e., first 29 hours Can only repeat once. Maximum of 15 credits can be repeated | Can only repeat grades of D+ and below | | Must be repeated before end of sophomore year (59 credits) | Any other repeats are averaged into GPA |
| Miami University | Can repeat up to 8 hours and only during the first 64 hours (84 for transfer students) | Can only repeat grades below C | | Repeat must occur within the next 3 terms, including summer, whether or not enrolled | |
| Wright State University | Repeat is limited to 5 grades | Can repeat B or below | Last attempt calculates in GPA | | |

Course Repeat Policy at Banner Institutions

| INSTITUTION | COURSE REPEAT POLICY |
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| <p>Kent State University</p> <p>no limit on repeats</p> <p>lower-division – highest grade counts in GPA</p> <p>higher division and graduate – all grades count in GPA</p> <p>College of Podiatric Medicine: 2nd attempt counts in GPA</p> | <p>Course Repeat Policies: Students may repeat courses taken at Kent State University subject to the following provisions:</p> <ol style="list-style-type: none"> Students may repeat a course already passed for additional credit if it is identified as repeatable in the course description. Some academic units place a limit on the total number of credits that may be earned in a given repeatable course. For credit limits on specific courses, students should read the course descriptions or consult their advisor. Students may repeat for credit any upper-division (30000- and 40000-level) courses they have failed. All grades earned are counted in the cumulative grade point average. Students may repeat upper-division (30000- and 40000-level) courses already passed with the approval of the academic dean in order to meet specific graduation requirements; however, the hours earned the second time do not, under any circumstances, count toward graduation. All grades earned are counted in the cumulative grade point average. Students may repeat lower-division (10000- and 20000-level) courses, and the University will use only the highest grade in the calculation of the cumulative grade point average. Lower-division course repeat with recalculation is subject to the following provisions: <ol style="list-style-type: none"> The course must be repeated at Kent State University. The course must be repeated for a letter grade, including satisfactory/unsatisfactory (S/U), but not pass/fail. All grades will appear on the official transcript. Only the highest grade received for the course will be used in the calculation of the cumulative grade point average. Recalculation of the students' cumulative grade point average will occur automatically at the end of the semester in which students complete the repeated course. All eligible courses will be included in the recalculation. Courses taken as part of a completed associate degree may be repeated under this policy. All course repeats for recalculation must be completed before conferral of the student's first bachelor's degree from any college or University. All grades will be counted in determining grade point average for graduation with institutional honors and may also be counted for admission to or progression in specific programs, for admission to graduate programs or for admission to other institutions. These computations are independent of the cumulative grade point average as it appears on the transcript or student grade report. Credit for a repeated course will apply only once toward meeting degree requirements. The University is not obligated to offer courses so that students can repeat them. This policy does not apply to variable content courses that are repeatable for credit, such as special topics courses, individual investigations, practicum, internships, etc. This policy was effective with the spring 2008 semester. |
| <p>University of Alabama</p> <p>no limit on repeats</p> <p>last grade counts in GPA</p> | <p>Repeat Course Policy: The University of Alabama repeat course policy reads as follows:</p> <p>The grade and credit of the last (most recent) attempt of a course taken more than once will count in the student's GPA and earned hours. All previous attempts will only count in the calculation of the GPA but not in earned hours. This also applies to courses taken at other institutions and transferred in to UA as an equivalent course.</p> <p>Requests for exceptions to this policy shall be submitted in writing (or email) by the college to the Vice Provost for Academic Affairs. Federal Regulations limit the number of times a student may repeat a course and receive financial aid for that course. Questions about these regulations should be emailed to the Financial Aid Office from this webpage: http://financialaid.ua.edu/contact/</p> |

Course Repeat Policy at Banner Institutions

| INSTITUTION | COURSE REPEAT POLICY |
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| <p>University of Akron (not a Banner school)</p> <p>no limit on repeats</p> <p>no repeat for grades A-C</p> <p>last grade counts in GPA</p> | <p>Repeating Courses</p> <p>Any course may be repeated twice by an undergraduate student subject to the following conditions:</p> <ul style="list-style-type: none"> To secure a grade ("A-F") a student may repeat a course in which the previously received grade was a "C-", "D+", "D-", "F", "CR", "NC," or "AUD." Registrations under the "CR/NC" option are subject to the restrictions in the "CR/NC" policy To secure a "CR," a student may repeat a course in which the previously received grade was a "NC." Registrations under the "CR/NC" option are subject to the restrictions in the "CR/NC" policy To secure a grade ("A-F"), "CR," "NC," a student may repeat a course in which the previously received grade was an "AUD." Registrations under the "CR/NC" option are subject to the restrictions in the "CR/NC" policy A graded course ("A-F") may not be repeated for a grade of "AUD" A course taken under the "CR/NC" option may not be repeated for a grade of "AUD" With the dean's permission, a student may substitute another course if the previous course is no longer offered. Courses must be repeated at The University of Akron Grades for all attempts at a course will appear on the student's official academic record Only the grade for the last attempt will be used in the grade-point average All grades for attempts at a course will be used in grade-point calculation for the purpose of determining graduation with honors and class standing For purposes of this section, credit for this course or its equivalent will apply only once toward meeting requirements |
| <p>Auburn University</p> <p>no limit on repeats</p> <p>no repeat for grades A-C (without dean permission)</p> <p>all grades count in GPA</p> <p>UG students may delete 3 D/F/U grades from GPA prior to a repeat (courses must be repeated) – requires approval</p> | <p>Repeat: No student may repeat a course for credit in which the student has previously earned a grade of A, B, or C without written permission by the student's academic dean. Courses specifically designated as repeatable in the <i>Auburn University Bulletin</i> are exempt from this regulation. Students may repeat courses in which they earn a grade of D or F. Grades and hours for both attempts will be included in the calculation of the GPA unless the grade adjustment policy has been invoked for the first attempt. (See the previous section for limitations and procedures). If the grade adjustment policy is not invoked in the case of the repeat of a D grade, then the course credit hours may count only once toward graduation unless the course is designated as repeatable.</p> <p>Grade Adjustment Policy: All regularly admitted undergraduate students, who were enrolled during Fall 2000, or after, may delete a maximum of three (3) course grades of D or F (including FA or U) associated with their undergraduate degree from the calculation of their grade point average. GAP does not apply to the professional students in pharmacy and veterinary medicine. All core courses and those courses required for a major must be met for graduation. If deleted through GAP, these required course must be repeated at Auburn University. All courses for which a grade has been assigned will remain on the transcript. However, the notation will appear that the work is not included in the GPA. Students interested in taking advantage of the Grade Adjustment Policy should contact their dean's office. A form is required to adjust grades. When the change has been made, it can not be changed back.</p> |

Course Repeat Policy at Banner Institutions

| INSTITUTION | COURSE REPEAT POLICY | | | | | | |
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| <p>University of California at Davis</p> <p>repeat limit: 1 per course (more attempts requires approval)</p> <p>no repeat for grades A-C</p> <p>2nd grade counts in GPA – max total 16 UG credits and 9 GR credits for repeat (after that, all grades count)</p> | <p>Repeating Courses: Undergraduate students may only repeat courses in which they received a D, F or NP. Courses in which students received a grade of D or F may not be repeated on a P/NP grading basis. (Courses in which a grade of NP was received may be repeated on a P/NP grading basis.)</p> <p>Degree credit for a repeated course will be given only once, but the grades assigned for both the first and second time a course is taken will appear on the student's transcript. In computing the GPA of undergraduates who have received a grade of D, F or NP, only the grade and corresponding grade points earned the second time a course is taken will be used, up to a maximum of 16 units for all repeated courses. After the 16-unit maximum is reached, the GPA shall be based on all grades assigned and total units attempted.</p> <p>Repeating a course more than once requires approval by the appropriate college dean. Departments may restrict the repetition of a course if it is a prerequisite to a course the student has already completed with a grade of C– or better.</p> <p>In computing the GPA of graduate students who have received a grade of C, D or F, only the most recently earned grade for each course and corresponding grade points will be used, up to a maximum of 9 units for all courses repeated. After the 9-unit maximum is reached, the GPA shall be based on all grades assigned and total units attempted.</p> | | | | | | |
| <p>California State University at Northridge (not a Banner school)</p> <p><u>undergraduate grade forgiveness:</u></p> <p>repeat limit: 2 per course; 1 per course if goal is improving grade; 2nd repeat requires dean approval</p> <p>highest grade counts in GPA (first 16 hours)</p> <p>all grades count in GPA (subsequent 12 hours)</p> <p>no repeat for grades A-C</p> <p>no grade forgiveness for grades result of academic dishonesty</p> <p><u>graduate repeat</u></p> <p>repeat limit: 1 per course, 6 hours overall</p> | <p>Repeat Policy: Students enrolling in a course for the first time receive priority over students who wish to repeat a course. Students may repeat a course on a space-available basis before the term or semester begins, starting with the dates in the chart below:</p> <table border="1" data-bbox="716 651 805 1381"> <tr> <td>Term:</td><td>Repeating a course is permitted beginning:</td></tr> <tr> <td>Spring 2013</td><td>Thursday, January 17, 2013 (Classes begin January 22)</td></tr> <tr> <td>Fall 2013</td><td>Thursday, August 22, 2013 (Classes begin August 26)</td></tr> </table> <p>On the first day of fall and spring classes through the end of Week 3, a permission number is required to add a class, including repeated courses. For all registration dates, see the <u>Semester Bulletin</u>. For Late Registration dates and policies, see <u>Add and Drop Classes</u>. Repeat policies and unit limits differ for undergraduate and graduate students as summarized below.</p> <p>Undergraduate Students: A maximum of 16 semester units of CSU Northridge coursework in which an undergraduate student earned less than a C grade may be repeated for the purpose of excluding grades (or grade forgiveness) from the computation of a student's overall GPA. Only the first 16 semester units repeated are eligible for grade forgiveness. All subsequent repeats will be averaged into the student's total GPA.</p> <p>After the first 16 units of repeated coursework, an additional 12 semester units may be repeated for grade averaging, but not grade forgiveness. Both the original and the repeated grades shall be calculated into the student's total GPA.</p> <p>Any course taken at CSUN must be re-taken at CSUN to replace (or forgive) the previous C-, D, F, or WU grade within the 16-unit maximum. Any course repeated at another college will be averaged into your cumulative GPA; your previous grade will not be forgiven. Enrolling in an individual course for the third time is generally not permitted. For exceptions, consult your <u>academic advisor</u> and complete the <u>Third Repeat Approval Request</u>.</p> <p>Graduate Students: Students pursuing a graduate degree must maintain a minimum 3.0 (B) average in the formal program and the cumulative grade point average. No grade below a C can be counted in the formal program. Any grade of C- or below in the formal program must be repeated after an approved course repeat form has been filed. If the student does not receive a C or better on the second attempt, the student will be disqualified from the program. A maximum of 6 units in the formal program may be repeated at the graduate level. The repeat grade will appear on the transcript. Departments may have higher standards that take precedence over the university policy.</p> | Term: | Repeating a course is permitted beginning: | Spring 2013 | Thursday, January 17, 2013 (Classes begin January 22) | Fall 2013 | Thursday, August 22, 2013 (Classes begin August 26) |
| Term: | Repeating a course is permitted beginning: | | | | | | |
| Spring 2013 | Thursday, January 17, 2013 (Classes begin January 22) | | | | | | |
| Fall 2013 | Thursday, August 22, 2013 (Classes begin August 26) | | | | | | |

Course Repeat Policy at Banner Institutions

| INSTITUTION | COURSE REPEAT POLICY |
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| <p>Colorado State University</p> <p>repeat limit: 1 per course (max 10 credits overall) 2nd grade counts in GPA if a 3rd or more attempts occur, all grades except 1st are used in GPA</p> | <p>Repeat/Delete Policy: Repeat/Delete is a one-time per course grading option that may be used by undergraduate students to repeat a course in an effort to achieve a better grade. The following rules apply:</p> <ul style="list-style-type: none"> ▪ The grade received the second time will be used to calculate the student's grade point average (GPA), regardless of whether the repeated grade is higher the same as, or lower than the initial grade received. The initial grade remains on the student transcript, but is not used in calculating the GPA. ▪ The student must request the Repeat/Delete option from the Registrar before the expiration of the W-drop period in the first semester in which the course is repeated. ▪ May be used for a maximum of ten credit hours. ▪ If a course is repeated at any time after using the Repeat/Delete option, all grades received for that course, except the initial grade, are used in computing the student's GPA. ▪ Although a course may be repeated as often as a student chooses, the Repeat/Delete option can be used only the first time a course is repeated. |
| <p>East Carolina University</p> <p>repeat limit: max 4 per course or overall for 1000-3000-level courses no repeat for grades A-C last grade counts in GPA all attempts count for senior-level courses (?) repeat requires approval</p> | <p>Grade Replacement Policy: A student is permitted to use the Grade Replacement Policy a maximum of four times for courses below 3000 in which he or she has earned a grade of D or F. For example, a student may replace a grade in four different courses or may replace a single course grade a maximum of four times or a combination thereof not to exceed the limits of the policy. Approval to use the policy will not be given if a student wishes to repeat a course after he or she has successfully completed an advanced course covering the same or similar material (e.g. a course for which the repeated course is a prerequisite.)</p> <p>The grade replacements will be automatically processed for courses worth 3 or more semester hours. The student must request a grade replacement for 1 or 2 semester hour courses by completing a grade replacement form and submitting it to the Office of the Registrar. The grade replacement form must be submitted by the last day of classes of the semester in which the student retakes the course in order for the grade replacement(s) to be reflected in the student's GPA and Academic Standing for the current semester. Although the original grade will not be used in determining the GPA of the student, the original grade will remain on the student's permanent academic record and will be included in the calculation for degrees with distinction. The replacement grade, or last grade, stands. Students receiving an F on the replacement grade must repeat the course if credit is required for graduation. In the event that the original grade was a D, no additional credit hours will be awarded. The grade replacement policy does not apply to courses taken prior to fall 1994.</p> |

Course Repeat Policy at Banner Institutions

| INSTITUTION | COURSE REPEAT POLICY |
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| <p>Florida Atlantic University</p> <p>repeat limit: 2 per course or overall</p> <p>last grade counts in GPA</p> <p>repeat requires approval</p> | <p>University Forgiveness Policy (Repeated Courses): The University Forgiveness Policy permits an undergraduate student to repeat a 1000- to 4000-level FAU course and allow only the last grade to count in the grade point average. The policy permits undergraduate students in a five-year baccalaureate program to repeat a 5000-level course in that program and allow only the last grade to count in the grade point average.</p> <p>Undergraduates are permitted to apply the forgiveness policy at any time prior to graduation to a grade earned in a course taken during the completion of their degree program at FAU. Students are permitted to apply the forgiveness policy to any grade earned in a course taken at FAU and repeated at FAU. This policy may be applied only twice during a student's study at the University and must be requested by the student for each course repeated.</p> <p>Forgiveness Policy Request forms are available here or in the Office of the Registrar and should be submitted prior to or during registration for the term in which the course is to be repeated. The policy does not remove the previous grade, but eliminates the effect of that grade on the FAU cumulative GPA by removing it from the computation. Grades awarded due to academic irregularities cannot be repeated under the Forgiveness Policy. (See University Regulations, Chapter 4, Regulation 4.001, Code of Academic Integrity at www.fau.edu/regulations.) For transferred courses, grade forgiveness by the prior institution will be honored by Florida Atlantic University.</p> <p>In the event that a student chooses to repeat a course that is no longer offered by the University, it is the prerogative of the academic unit that offered the original course to either deny the student's request or to designate an appropriate, related substitute course.</p> |
| <p>George Mason University</p> <p>no repeat limit</p> <p>last grade counts in GPA</p> <p>departments may disallow repeat or require approval</p> | <p>Repeats: For undergraduate classes not repeatable for credit, undergraduate degree students may repeat courses for which they seek a higher grade. Academic programs may restrict repeats of certain departmental or college courses in the major. Excessive repeats may result in termination from the major by a student's dean. A grade received in a repeated course will replace a grade in prior takings of the same course in the calculation of the cumulative GPA, even if the more recent grade is lower. Duplicate credit is not given. Repeat rules apply to taking the same course and courses designated in the catalog as equivalent. Repeat rules apply throughout a student's academic history. All instances of courses and their grades remain part of the student's transcript. No adjustment to the cumulative GPA will be made when the grade in the repeated course is W. A grade in a Mason course will not be excluded from the cumulative GPA based on a subsequent taking of an equivalent course at a transfer institution. The exclusion of earlier grades of repeated courses will not change the academic standing or dean's list notations for the earlier semester. Note that individual programs may disallow students from retaking certain high-demand courses simply for the purpose of improving their grade. Programs may also require departmental permission for students to repeat certain department, school, or college courses.</p> |
| <p>George Washington University</p> <p>no repeat limit</p> <p>all grades count in GPA</p> <p>repeat requires approval</p> | <p>Repeats: In the case of a student who is allowed to repeat a course, the first grade received remains on the student's record and is included in the grade-point average.</p> |

Course Repeat Policy at Banner Institutions

| INSTITUTION | COURSE REPEAT POLICY |
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| <p>Georgia State University</p> <p>repeat limit: 4 overall subsequent grades count in GPA repeat requires approval</p> | <p>Repeat to Replace Policy: Under the conditions outlined below, undergraduate students who have retaken courses and earned a higher grade may request to have the first grade excluded from their institutional GPA. If the request is approved, the Office of the Registrar will make appropriate notations next to the original course and the retaken course on the student's official transcript. Grades for all attempts at the course will appear on the student's official transcript regardless of whether or not the grade has been excluded from the student's GPA. This policy has no effect on any GPA requirements set by state or federal laws/regulations (such as the GPA requirements set by the HOPE scholarship program). A copy of the request and approval will become part of the student's permanent record file. The attempt to repeat must be made in Fall 2011 or thereafter. Students who have repeated courses prior to this date will not be allowed to delete earlier attempts from their GPA calculation. Units may prohibit students from repeating certain courses.</p> <ul style="list-style-type: none"> • Before requesting to apply the repeat-to-replace policy, a student must have retaken the same undergraduate course (or the renumbered substitute for that course) in the same department at GSU and earned a higher grade in the course retaken. • No more than a total of four course grades (from four different courses) may be replaced and excluded from the student's GPA. • Requests must be submitted before the beginning of the term of graduation. • Once a request has been approved the request cannot be revoked or reversed. • This policy applies only to the first recorded grade in a course that a student has repeated. For example, suppose that a student took a course three times. The student may use the second or third grade to replace the first grade. The student may not use the third grade to replace the second grade. • Only grades that are part of a student's GPA may be replaced. For example, Ws, Ss, and Us cannot be replaced. |
| <p>Georgia Institute of Technology (Georgia Tech)</p> <p>no repeat limit 1st-time freshmen may have D/F removed earned in first two terms (1 per course, 2 overall) course must be repeated in first four terms last grade counts in GPA (outside grade sub policy)</p> | <p>Grade Substitution:</p> <ol style="list-style-type: none"> 1. First-time freshman students who receive a grade of D or F in a course within their first two terms in residence (first three terms for those who begin in the Freshman Summer Session) are eligible to repeat the course and have the original grade excluded from the computation of the academic average. Grade substitution may be used only once per course, with a maximum of two courses total. 2. The course must be repeated at Georgia Tech within the student's first four terms in residence (first five terms for those who begin in the Freshman Summer Session). The application for grade substitution must be filed with the Registrar's Office no later than the deadline for withdrawing from a course during the student's next term in residence after the course is repeated. 3. The original course and grade will continue to appear on the student's transcript, with a notation that the course was repeated and that the original grade is not included in computation of the academic average. Credit for the course will be counted only once. 4. If the revised academic average results in a change in academic standing for any term, then the revised standing will be reflected on the student's transcript. If standing is changed from "Dismissal" to a higher standing, it will be recorded as "standing from Dismissal" and the dismissal will continue to be counted with respect to regulations and policies related to Withdrawal and Readmission. 5. A course is not eligible for grade substitution if the student was found responsible for any academic misconduct in that course regardless of how many times it is repeated. |

Course Repeat Policy at Banner Institutions

| INSTITUTION | COURSE REPEAT POLICY |
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| <p>Harrisburg Area Community College</p> <p>repeat limit: 2 (without approval)</p> <p>no repeat for grades A-C (exceptions for C – see policy at right)</p> <p>no mention of how grades count in GPA</p> | <p>Repeat Course Students may repeat a credit course for which they have received a D, F, I, IF, W, Y, YD, or YF grade. A student may register for a course 3 times without permission. Thereafter, the student must meet with an advisor or a counselor to discuss an educational plan and get the advisor or counselor's signature on the Repeat Approval form to repeat the class again. If there is a need to repeat the course in subsequent semesters, the student will need to get the advisor's or counselor's signature on the enrollment form each semester for continued monitoring.</p> <p>Students may repeat courses for audit with no regard to the initial grade earned or the number of years that have elapsed. Students must exercise the audit option at the time of registration or within the first three weeks (or equivalent) of the semester.</p> <p>Students may not repeat a course for which they have received a grade of C or higher unless the student/class meets the criteria set forth in this procedure.</p> <p>Students who have received a grade of C or higher in a course may repeat for credit under the following conditions:</p> <ol style="list-style-type: none"> 1. The course is a sequential course and is a prerequisite for a subsequent course, and three or more years have elapsed since the course was taken, and 2. The student wishing to repeat the course is in an allied health program. The course is a required science course or a prerequisite for a science course, and three or more years have elapsed since the course was taken. <p>Students should be advised that certain financial aid awards may not cover repeats.</p> |
| <p>Miami University</p> <p>repeat limit: 1 for passing grades</p> <p>all grades count in GPA</p> | <p>Repeated Courses: A student may repeat any course for which no credit has been granted. A student may repeat only once for credit a course in which credit has previously been earned. All grades are counted in the cumulative average, but the credit hours earned in the course will count only once toward graduation. This rule does not apply to those courses designated by a department as being repeatable, nor does it supersede Section 1.2.H on repetition of credit/no-credit courses.</p> |
| <p>Mississippi State University</p> <p>repeat limit: 2 overall (8 hours)</p> <p>no repeat for grade A</p> <p>subsequent grades count in GPA</p> | <p>Academic Forgiveness (Course Retake) Policy. Effective Fall semester 2007, for courses taken during or after fall semester 2003, an undergraduate student will be permitted to retake up to two courses, not to exceed eight hours, in which he or she made a B, C, D or F. The original grade will remain on the transcript but will be noted by *S and will not count toward the GPA. This policy will be applied only to courses taken at Mississippi State University. For specific regulations and instructions on this policy, students should contact the Registrar's Office or refer to Academic Operating Policy 12.20.</p> |

Course Repeat Policy at Banner Institutions

| INSTITUTION | COURSE REPEAT POLICY |
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| <p>New Mexico State University</p> <p>no repeat limit</p> <p>no repeat for grades A-C</p> <p>subsequent grades count in GPA for 1000-3000 level (max 30 credits overall)</p> <p>all grades count for senior-level courses</p> <p>repeat requires approval if student earned D, F, U, W grades in prior repeats of course</p> | <p>Repeating courses: If a student's transcript shows two or more registrations in a course with grades of D, F, U, or W, a further registration for this course requires the prior approval of the student's academic dean. Approval will be granted under special circumstances.</p> <p>A student may repeat a course numbered below 300 in which a D or F grade has been earned at this University. A computable grade (excluding I, W, RR, AU, CR, S, or U) in a repeated course may be substituted in the calculation of the grade-point average, though the original grade also remains on the transcript. All grades in repeated courses, except the first grade earned, are counted in the grade-point average. If a student repeats a course eligible for grade substitution in which he has earned a D and fails the course, the second grade of F may be substituted for the original grade. If this is done, the student loses both credit and grade points earned by the original D. However, the dean may waive the course if required for graduation. A course numbered 300 or above in which a D or F grade has been earned may be retaken. All grades earned for the course will be included in the cumulative grade-point average but credit may only be earned once. A maximum of 30 credits of grade substitution is permitted overall.</p> <p>Neither credits nor grade points may be earned by repeating a course for which a grade of C or higher has already been received. A course taken prior to the time the student received a baccalaureate degree at NMSU cannot be repeated after the degree has been awarded.</p> |

Course Repeat Policy at Banner Institutions

| INSTITUTION | COURSE REPEAT POLICY |
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| <p>University of New Mexico</p> <p>no repeat limit</p> <p>highest grade counts in GPA for UG students applied to UG degree (1 per course, 12 hours overall)</p> <p>all grades count in GPA for GR students and UG students who do not meet criteria listed above</p> | <p>Repeat: A student may repeat any course but only receives credit once, unless otherwise noted in this catalog. ALL ATTEMPTS and ALL GRADES are computed in the student's grade point average. A grade replacement policy is available for repeated course work as described below.</p> <p>Grade Replacement Policy</p> <p>The course repeat policy was revised by the Faculty Senate to include a grade replacement option effective Spring semester 1991. Under this policy, only undergraduate students may repeat a course for a higher grade and have the lower grade removed from the grade point average. This revision is an option for students who meet the criteria outlined below. Repeated courses for students who do not meet the criteria, or who choose not to make use of the option, automatically fall under the existing policy as described under "Repetition of a Course."</p> <p>The following outlines the procedure for the implementation of this course repeat (grade replacement) option. NO EXCEPTIONS WILL BE MADE TO THIS POLICY.</p> <ol style="list-style-type: none"> 1. The Grade Replacement policy is effective as of Spring semester 1991 and affects only the University of New Mexico course work from Spring 1991 forward. This means that the first attempt in a course cannot have been prior to Spring semester 1991. The policy is not retroactive to any semester prior to Spring 1991. * A student who fails a course at the University of New Mexico and repeats the same course with a grade of C or better at another college or University may have the credit accepted for transfer, but the grade received at the University of New Mexico will continue to be computed in the grade point average. 2. Students in undergraduate status are eligible to use this policy, and only course work that applies to an undergraduate degree is considered for a grade replacement. 3. A repeated course must result in an improved grade in order to replace the other grade (e.g., a D cannot replace a D). The higher grade removes the lower grade from the grade point average and earned credit hours. Grades of CR, NC, PR, WP and W are not replaceable grades since they do not affect the grade point average. 4. The process is not automatic. Students must initiate the process by completing a form in the Records and Registration Office, indicating which course is to be replaced. The course numbers and titles must be identical, except where equivalencies or a change has been noted in the University of New Mexico Catalog. Substitute courses are not acceptable. Forms are accepted after the second attempt in the course has been completed. 5. A grade replacement may be applied only to 12 hours of repeated course work. Only one grade replacement is allowed for each course, regardless of the number of times the course has been repeated. 6. Once a grade replacement has been approved, the process cannot be reversed or changed. 7. No grade may be replaced after a degree has been awarded. 8. All grades remain on the record. An "E" appears on the transcript next to the course that has been replaced. 9. Students registering for a late starting Fall course cannot use the Grade Replacement Policy to replace a grade within that same Fall Semester. <p>NOTE: This policy applies only to courses taken and repeated at the University of New Mexico.</p> |

Course Repeat Policy at Banner Institutions

| INSTITUTION | COURSE REPEAT POLICY |
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| <p>University of North Carolina at Chapel Hill</p> <p>repeat limit: 1</p> <p>no repeat for grades A-C</p> <p>repeat course must be in major and prerequisite to other major courses and have min. C grade as graduation requirement</p> <p>student must wait several years after first attempt to repeat</p> <p>2nd grade counts in GPA (? – policy doesn't specify)</p> <p>all grades count in GPA for students who passed first attempt and were approved to repeat</p> <p>repeat requires approval</p> | <p>Repeating Course Enrollments</p> <p>Students who have received passing grades in courses may not enroll in the same courses at a later time without the approval of their academic dean. If a student proceeds with such an enrollment without securing permission, the course and any grade received beyond the initial enrollment may be administratively removed from the student's academic transcript.</p> <p>A second enrollment in a course for which a student has received a grade less than C through a previous enrollment at the University will be approved by an academic dean at the request of the student if any of the following apply:</p> <ul style="list-style-type: none"> • The course is specifically required by the student's academic major and is a prerequisite to other courses required in the major; • At least a grade of C (2.000) must be earned in a course specifically required in the student's academic major to satisfy graduation requirements in the academic major; • Several years have elapsed since a student's initial enrollment in a course and a current, satisfactory knowledge of the course material is either required or advisable. <p>In some circumstances, permission may be granted to repeat a specific course regardless of the grade earned during the initial enrollment.</p> <p>If a student is permitted to repeat a course in which a passing grade previously has been earned, only the credit from the course with the highest grade (or if the grades are the same, the latter attempt) will be counted toward the fulfillment of the University's minimum graduation requirement of 120 academic hours. The grades of both courses, however, will be computed in the student's cumulative grade point average.</p> <p>For the purposes of receiving financial aid, hours for repeated courses will only be considered a part of the total upon which awards are based if 1) the student is repeating a course previously failed, or 2) the course is the first repeat of a prior course in which a passing grade was received.</p> <p>Certain University courses (e.g., applied music, special studies, undergraduate research, etc.) may be taken more than once for credit and are so designated in the ConnectCarolina course catalog. A particular physical education activity (PHYA) course may be taken more than once. However, a different level of the same course (beginning, intermediate, and advanced) must be taken during each separate enrollment. PHYA courses numbered above 200 do not award credit hours, but the grade is factored into the cumulative grade point average.</p> <p>Students may enroll in no more than one lifetime fitness (LFIT) course, and only one LFIT course will count toward graduation.</p> |
| <p>University of Oregon</p> <p>no repeat limit</p> <p>all grades count in GPA</p> | <p>Courses cannot be repeated for credit unless designated as repeatable (R) by the University of Oregon Committee on Courses. Credit for duplicated courses is deducted, but grades for these courses are included in the GPA.</p> |

Course Repeat Policy at Banner Institutions

| INSTITUTION | COURSE REPEAT POLICY |
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| <p>Oregon State University</p> <p>no repeat limit</p> <p>2nd grade counts in GPA (department may use subsequent grade toward graduation)</p> | <p>Repeated courses: If a student repeats an Oregon State University course, the grade from each attempt¹ will appear on the student's academic record but only the second attempt will count toward the student's institutional credits, requirements, and grade point average². An academic unit³ may, however, include subsequent attempts after the second attempt to meet individual course degree requirements associated with the baccalaureate core/majors/options/minors/certificates/endorsements. A course may not be repeated on an S/U basis if it was taken previously on a normal grade basis⁴.</p> <p>¹ An attempt comprises a final grade in a course where the grade is: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, S, U, P, NP or an I/Alternate Grade (where the Alternate Grade is one of these grades).</p> <p>² Recognized repeatable courses as defined in the Oregon State University course catalog, such as activity courses, research, seminars, and selected topics, do not come under this restriction. Additionally, if a course has been approved as a multiple repeatable course for credit and grade points, each attempt will be included in the institutional credits and grade-point average until it reaches its defined limit (total allowable attempts or credit maximums for the course). Further, the Office of the Registrar will include all courses from the first repeat taken until it reaches the maximum total allowable attempts or credit maximums for the course. All subsequent repeats after the repeat maximum has been reached will be excluded from both institutional credits earned and grade-point average calculations.</p> <p>³ Academic Unit: College, School, or Department</p> <p>⁴ Normal Grade Basis is defined as any grade of A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, or any I/Alternate Grade (where the Alternate Grade is one of these grades).</p> |
| <p>Purdue University</p> <p>no repeat limit</p> <p>last grade counts in GPA (with approval)</p> <p>all grades count in GPA (without approval)</p> | <p>The cumulative GPA for an undergraduate student is a weighted average of all grades received as an undergraduate student. With the consent of his/her academic advisor, a student may repeat a course not intended for repeated registrations. In the case of such a repeated course, the same course* is to be used and only the most recent grade received shall be included in the cumulative GPA. In the case of a course in which a conditional grade has been improved by examination, the most recent grade received shall be used.</p> <p>* An equivalent course may be used when authorized by the faculty member in charge of said course. Transfer credits from other colleges and universities may be used to fulfill degree requirements, but cannot be used to remove Purdue recorded grades from GPA calculations.</p> <p>The program GPA is derived from a degree audit and will be used as a criterion to accept a student to a program during the process of Change of Degree Objective (CODO). The degree audit relevant to the program to which a student transfers is used to determine the program grade point average. In a case where no courses of the initial program apply to the new program, the same criteria for acceptance to a program may be used as for a student applying out of high school.</p> <p>The cumulative GPA for a student enrolled in the professional curriculum in pharmacy is a weighted average of all grades received by the student while in the professional curriculum plus all grades included in the student's undergraduate graduation index, as defined in section J-2 above, prior to entering the professional curriculum. With the consent of his/her academic advisor, a student may repeat a course not intended for repeated registrations. In the case of such a repeated course, only the most recent grade received shall be included in the graduation index.</p> <p>The cumulative GPA for a graduate student is a weighted average of all grades received by the student in graduate-level courses (those numbered 500 or higher) since entering a graduate program, plus all grades received in undergraduate-level courses, taken while in the graduate program as part of the graduate plan of study. With the consent of his/her major professor, a student may repeat a course not intended for repeated registrations. In the case of such a repeated course, only the most recent grade received shall be included in the graduation index. Grades received in foreign language courses to establish reading knowledge as specified by the Graduate Council are not used in computing graduation indexes.</p> |

Course Repeat Policy at Banner Institutions

| INSTITUTION | COURSE REPEAT POLICY |
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| <p>Old Dominion University</p> <p>repeat limit: 1 per course, first 5 repeated courses</p> <p>no repeat for grades A-C</p> <p>no repeat for F grade given for academic dishonesty</p> <p>2nd grade counts</p> <p>if repeated more than once, all subsequent grades count in GPA</p> <p>if passing course is repeated, all grades count in GPA</p> | <p>Grade Forgiveness Policy: Undergraduate students are subject to the following conditions and requirements.</p> <ol style="list-style-type: none"> Students who receive a grade of C- or lower (grades of C-, D+, D-, F, and WF) may repeat up to five courses to improve the overall grade point average.* A course may be repeated once with grade forgiveness applied. Grade forgiveness is automatically applied only to the first repeat of a course with an original grade of C- or less, regardless of how many times the student may elect to repeat the course for other reasons. The Grade Forgiveness Policy will not be applied to courses for which a grade of C or higher was ever earned. Additional courses that are not eligible for grade forgiveness include courses taken under the pass/fail option, courses taken under the audit option, courses for which a grade of W was the only grade awarded, courses that currently are incomplete (I grade), or courses for which a grade of F was awarded as a result of an act of academic dishonesty. The Grade Forgiveness Policy applies only to the repeat of the same course (same number, same title, same credit value, and, for topics courses, same subtitle and same credit value). Exceptions will be made where the course number or title is the only change and the change is documented in the Catalog and approved for grade forgiveness by the assistant vice president for undergraduate studies. The Grade Forgiveness Policy will not be extended to courses originally taken elsewhere, including Norfolk State University and institutions with which Old Dominion University has consortia arrangements. In addition, courses repeated at other institutions will not be used to forgive Old Dominion University courses. Students may not be able to repeat a course in the following cases: enrollment is restricted, the student no longer qualifies for admission to a course, the prerequisites are enforced, major or sequence requirements have been changed, or the curriculum has been revised. In such cases the decision of the assistant vice president for undergraduate studies in consultation with the appropriate academic department will prevail. Exceptions are granted only in rare instances. In any course or program where enrollment demand exceeds the resources to offer sufficient openings or sections to meet that demand, the academic unit may give registration priority to students taking the course for the first time. Students may elect to use both grade forgiveness and the Adjusted Resident Credit (ARC) policy. However, students cannot use grade forgiveness for individual courses for which adjusted resident credit already has been applied. Students who have graduated may not use the provisions of this policy to repeat for forgiveness a course taken prior to the date of graduation. Once a bachelor's degree has been awarded, a student may not raise the undergraduate grade point average by repeating a course taken as an undergraduate. Under this policy, only the second grade earned, whether higher or lower than the original grade, will be calculated in the grade point average for the purposes of continuance, graduation, etc. Any repeats of a course after grade forgiveness has been applied will be averaged with other course work. All grades will remain on the student's permanent record, but the record of a previous grade in the course will be marked to indicate that the course has been repeated. Academic suspensions will not be removed from student transcripts and Dean's List status will not be added after grade forgiveness is applied to the student record in cases where the grade point average is improved sufficiently to change the student's status for the semester in question. An enhanced grade point average using the Grade Forgiveness Policy does not determine eligibility for graduation with honors. To determine eligibility for graduation with honors, the student's complete record, including grades (grade points and hours) for courses that have been forgiven, will be evaluated to calculate the final grade point average. If the student's overall average is sufficient, graduation with honors will be posted to the student's record. <p>* Only the first five repeated courses will be forgiven. Students are not given an option to select which course might be forgiven.</p> <p>9. In cases where the student repeats a course in which a grade of C or better was awarded, all grades received, including the original grade, and all hours earned will be used for calculation of grade point averages. The course will count only one time toward graduation certification and degree completion.</p> |

Course Repeat Policy at Banner Institutions

| INSTITUTION | COURSE REPEAT POLICY |
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| <p>Old Dominion University <i>continued</i></p> | <p>10. Students receiving financial aid should consult with their Financial Aid representative to determine how use of this policy may affect financial aid status.</p> <p>11. Other schools, including professional and graduate schools, may not honor this policy on repetition of courses with forgiveness.</p> <p>12. Veterans should consult the Office of the University Registrar to determine the impact of course repetition on their eligibility for benefits.</p> <p>Repeating Courses: Normally, undergraduate students may not repeat courses in which they have previously earned a C or better or in which they have received transfer credit. Exceptions to this should be made by the department chair or, in the case of graduate students, by the dean of the college in which the graduate student is enrolled, and should be allowed only under the following conditions:</p> <ol style="list-style-type: none"> 1. A student has a long delay (usually more than five years) between an introductory course (or the first half of a two-course sequence) and subsequent study, so that repeating the course is advisable for future success in the field. 2. A department requires that grades higher than C be earned in particular courses and requires a cumulative grade point average greater than 2.00 and stipulates that students who earn less than the desired grades or grade point average retake the courses. <p>None of the credit hours earned in courses that have been repeated for credit under these conditions will be applicable toward the total hours required for the degree. Grades earned in both the original course (if C or above) and the repeated course will, however, be used in the calculation of the cumulative grade point average. The Grade Forgiveness Policy does not apply when courses are repeated in which a grade of C or higher was earned originally nor does the Grade Forgiveness Policy apply to transfer courses.</p> |
| <p>University of Tennessee at Knoxville</p> <p>repeat limit: 2 per course, (unless specified otherwise or with prior approval)</p> <p>no repeat for grades A-C</p> <p>last grade counts in GPA for 100-200 level (first 3 courses) unless last grade is failing</p> <p>all grades count in GPA if course attempted after 3</p> | <p>General Repeat Policy: Unless it is otherwise specified in the course description, no course may be attempted more than three times.</p> <ul style="list-style-type: none"> • A grade of W does not count as one of the available attempts. • Grades of C-, D+, D, D-, F, I, and NC are counted as one of the available attempts. • No course may be repeated in which a grade of C or better has already been earned. • Exceptions to the number of times a course may be repeated will be allowed only with prior written permission from the head of the department where the course is being offered and the student's college dean or designee. • Each course is counted only once in determining credit hours presented for graduation. <p>Grade Replacement Policy for Three Lower Division (100-200 Level) Courses</p> <ul style="list-style-type: none"> • For the first three repeated lower-division courses (100-200 level), only the last grade earned in the repeated courses will be counted in computing the grade point average. • In the case where a student earned a grade of C-, D+, D, or D- in the course and subsequently repeats the course with a failing grade (F), the grade of C-, D+, D, or D- will be counted in computing the grade point average. • If the same course is repeated more than once, the additional repeats count as part of the repeat total. • Repeating a course in which an NC grade has been earned does not count as one of the repeats covered by this policy. • Grades of W do not count as one of the repeats covered by this policy. • For all courses repeated after the first three, all grades will be included when computing the grade point average. • All grades for all courses remain on the transcript. |

Course Repeat Policy at Banner Institutions

| INSTITUTION | COURSE REPEAT POLICY |
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| <p>Temple University</p> <p>no repeat limit subsequent and higher grades count in GPA</p> | <p>Students may wish to repeat a course in order to earn a higher grade, either to raise their grade point average or to receive a grade required by their major or to meet another requirement, such as achieving the minimum C- required for successful completion of Core Curriculum courses.</p> <p>The decision to repeat a course for a higher grade must be made in consultation with an advisor. A repeated course must be graded using the same grading system (pass/fail, credit/no credit, or letter grade) as when originally taken.</p> <p>If an undergraduate student takes a course more than once, (a) all occurrences of the course will appear on the student's transcript, but (b) all grades other than the lowest grade received will be used in calculating the student's grade point average.</p> <p>Except for courses designed to be taken multiple times, such as independent study, research, or other specified courses, credit for a given course will be granted only once.</p> |
| <p>Utah State University</p> <p>repeat limit: 2 per course, 10 total repeats (without dean approval) – registration hold if more attempts without approval highest grade counts in GPA</p> | <p>Repeating Courses</p> <p>Students may repeat any course at USU for which they have previously registered. They may also retake a course originally taken at an institution where USU has an articulation agreement, if the agreement identifies a specific USU course as being equivalent to the one the student desires to replace. All other decisions dealing with retaking courses, including courses taken under the quarter system, will be determined by the department in which the course is offered.</p> <p>The number of times a student can take the same class is limited to a total of three times (once, plus two repeats). Beyond three attempts, the student's dean must approve additional registration for the class.</p> <p>The total number of repeats allowed is limited to ten. Students who exceed this limit will have an academic hold placed on their registration. Beyond ten repeats, the student's academic dean must approve additional registration.</p> <p>This policy does not apply to courses repeatable for credit. When a course listed in the <i>General Catalog</i> is identified as repeatable, the course may be taken more than once for credit.</p> <p>When a course not identified as repeatable for credit is repeated, the highest grade and GPA hours are used to recalculate the student's grade point average. (Note: For courses taken prior to Summer 2011, the most recent grade and GPA hours were used to recalculate the student's grade point average.) The lower grade and GPA hours for the same course will remain on the student's academic record, but will not be calculated in the grade point average or total GPA hours completed, and will be designated on the student's transcript with an E (exclude). With the approval of the college dean, a course designated as repeatable may be repeated to receive a higher grade, with only the most recent grade and GPA hours being used in recalculating the student's grade point average.</p> <p>Once a degree is posted, all grades for that degree are frozen and cannot be modified. The only exception may be when a student completes an associate degree and then continues on to pursue a bachelor's degree. In this case, if a course is repeated, the highest grade will be used.</p> |
| <p>University of Vermont</p> <p>all grades count in GPA</p> | <p>Repeated courses: Students who repeat a course only receive credit once for the course. The grades for all occurrences of the course remain on the permanent academic record and all are included in computing the cumulative grade-point average. Any transfer credit for repeated course work will be removed from the transfer credit record. Only the course(s) completed at UVM will be calculated into the GPA.</p> |

Course Repeat Policy at Banner Institutions

| INSTITUTION | COURSE REPEAT POLICY |
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| <p>Virginia Commonwealth University</p> <p>no repeat limit</p> <p>D or F grade excluded when course repeated (with approval)</p> <p>all grades count in GPA</p> <p>repeat requires approval</p> | <p>Repeated courses: Because some programs do not allow students to repeat courses, any student planning to do so must first consult with his or her adviser, department chair or program head.</p> <p>The semester credits attempted and the grade points earned for all attempts are included in computing the cumulative GPA. No matter how often a course is repeated, it may be counted only once as credits presented toward graduation.</p> <p>If a student repeats a course in which a D or F was earned on the first attempt, the student can file the Historical Repeat Course Option form at any time during a semester prior to the awarding of the undergraduate degree. This form must be filed before the last week of classes in any semester so the cumulative GPA can be adjusted at the end of that semester. It is available online at www.enrollment.vcu.edu/ra/.</p> <p>In the case of courses that are no longer offered at VCU, students may take the established equivalent course at VCU and file the Historical Repeat Course Option form as described in the previous paragraph.</p> <p>The grade is not excluded until the request is made. If, however, more than one D or F grade is received in the same course, only one of these grades will be excluded from the computation of the cumulative GPA.</p> <p>Grades for all attempted courses remain on the student's permanent record. Students may not repeat courses for which they have previously received transfer credit. A repeated course may be counted only once toward credits necessary for graduation. Before repeating a course, the student should consult with the adviser, department chair or program head.</p> <p>Initiating the repeated course option by using the Historical Repeat Course Option form will not result in a change in previously earned academic statuses (warning, probation, suspension). Students who choose to repeat a course must do so before the awarding of their undergraduate degrees from VCU, or from any other college to which VCU course work is transferred. The student's GPA at graduation will not be affected by repeating a course at any time after graduation.</p> <p>Students who are eligible to file a historical repeat on a course that would change their academic standing have until the end of the add/drop period the following semester to file an ARAC petition with their school/college ARAC representative to request that the academic status be changed. Once the add/drop period the following semester has passed the student can still submit the historical repeat and have the grade point average changed, but the academic status will not be changed. For courses taken in the spring semester, the following semester is the summer session and the petition must be filed within one week (seven days) of when the first summer session starts.</p> |
| <p>Virginia Polytechnic Institute and State University (Virginia Tech)</p> <p>no repeat limit (? not sure)</p> <p>no repeat for grades A-C</p> <p>all grades count in GPA</p> | <p>Repeated Courses: A student may not repeat courses in order to improve his or her grade average where a grade of "C" or higher has been earned. An assigned grade of "A-D" for the second occurrence will be changed to a grade of "P" whenever a graduation analysis (DARS report) detects a repeated course with a "C" or better grade. Repeating a course where the course is "C-" or below, both instances of the graded course will be computed in the grade point average.</p> |

Course Repeat Policy at Banner Institutions

| INSTITUTION | COURSE REPEAT POLICY |
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| <p>Wayne State University</p> <p>repeat limit: 3 per course (includes withdrawal or incomplete)</p> <p>2nd repeat requires advisor approval</p> <p>3rd repeat requires department approval</p> <p>4th repeated course requires prior advisor approval</p> <p>last grade counts in GPA</p> | <p>Courses Repeated From Fall Term 2006 To The Present: If an undergraduate student repeats a course and completes it with a grade of 'A', 'A-minus', 'ANC', 'B-plus', 'B', 'B-minus', 'BNC', 'C-plus', 'C', 'C-minus', 'CNC', 'D-plus', 'D', 'D-minus', or 'F', the following rules will apply in posting the student's cumulative record:</p> <ol style="list-style-type: none"> 1. No student shall attempt to take a class more than four (4) times (for a definition of "attempt," see 5, below). 2. If a student anticipates an attempt to take a class for the third (3rd) time, he/she must meet with an academic advisor to receive permission for this attempt. 3. If a student anticipates an attempt to take a class for the fourth (4th) time, he/she must obtain written permission from the chair (or his/her designee) of the department offering the course and the chair (or his/her designee) of the student's home department. 4. When a course is repeated, credit is only granted once. The last grade and credit hours for a repeated course are used in computing a student's grade point average and for awarding credit hours applicable for a degree even if lower than the previous grade. However, a grade of 'WP' (Withdrawal/Passing, no credit) or 'WF' (Withdrawal/Failure, no credit) or 'I' (Incomplete, no credit) will not replace a previous grade or credit hours for a course. All attempts to take a course will be recorded on a student's transcript, whatever the last grade and credit hours awarded may be. 5. Withdrawals, incompletes, as well as courses repeated in an effort to earn higher grades will count as attempts. If a student drops the class before a 'W' would appear on the transcript, this is not counted as an attempt, i.e. the student does a drop or a drop/add to another course. If tuition has been assessed and the time for refunding tuition has passed but the time for having a 'W' appear on the transcript has not, the tuition will not be refunded, but the registration will not count towards the allowed attempts. 6. Any student who has repeated three different courses must meet with an academic advisor for permission to repeat another course. 7. There shall be an appeals process to the dean's office of the colleges offering the course and the student's home department. <p>After a degree has been granted, no grade computed in that degree may be changed.</p> <p><i>If a post-bachelor status student repeats a course originally taken under regular undergraduate status, the repeat will in no way modify the earlier attempt. The second election, however, will be averaged in the grade point base.</i></p> <p><i>School of Business Administration:</i> No course in which a student has received a passing grade or mark may be repeated without the prior written approval of the Graduate Officer of the School of Business Administration.</p> <p><i>Eugene Applebaum College of Pharmacy and Health Sciences:</i> No course may be repeated without the prior written consent of the advisor(s) delegated for each professional curriculum.</p> |

Course Repeat Policy at Banner Institutions

| INSTITUTION | COURSE REPEAT POLICY |
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| <p>Western Michigan University</p> <p>repeat limit: 2 per course (does not include withdrawals)</p> <p>last grade counts in GPA</p> | <p>Repeated Courses: The following is the general University policy regulating repeated courses. Some academic Colleges, however, have a somewhat different policy regulating students in academic programs within those Colleges. You are advised to seek the counsel of the academic advisors in the College advising offices regarding the specific repeated course policy for that College.</p> <p>Any course in which a student may have been enrolled more than once is considered a repeated course. A grade must be presented for each course, and any course first elected for a letter grade must be elected for a letter grade when repeated.</p> <p>Only the most recent grade for a repeated course is used in calculating a student's grade point average. However, if a student receives a letter grade in the first enrollment and then enrolls again in the course and receives a grade of "W," "Cr," or "NC," the previous grade will remain in the grade point average.</p> <p>The number of times a course can be taken is limited to three, although courses in which grades of "W," "Cr," or "NC" are received will not count as attempts in limiting the maximum number of times a student can register for a course. Appeals may be addressed to the department chairperson.</p> <p>There is no limit on the number of different courses that can be repeated.</p> <p>A repeated course is not removed from the student's record. All grades earned are shown on the transcript.</p> <p>Many graduate and professional schools recalculate the grade point average using grades from all classes taken, including repeats, in determining eligibility for admission. This fact should be carefully considered by students who are attempting to increase their grade point average by repeating courses in which they have received a passing grade.</p> <p>Repeated Courses in the College of Engineering and Applied Sciences</p> <p>Students in the College of Engineering and Applied Sciences may enroll in a course that is required in their curriculum only three times. Any additional enrollments require prior written approval of their department chair.</p> |

Report on the effects of adopting a revised grade recalculation policy at Kent State University

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Report on the effects of adopting a revised grade recalculation policy at Kent State University

In Spring Semester 2008, Kent State University implemented a new policy for “forgiving” grades in repeated courses. The primary impetus for creating a new policy was the adoption of the Banner student information system and its inability to automate application of the policy in its previous form. However, during the discussions leading to a new policy, it became apparent that the old policy not only was difficult for students to understand but also gave rise to inequitable application. Even if Banner had not been adopted, it is likely that the policy would have had to be revised anyway.

The new policy was developed by a subcommittee of the Associate and Assistant Deans Committee, presented to several campus committees for discussion and approved by the A & A Deans Committee for submission to the Educational Policy Council. Included with the policy proposal was a pledge by the A & A Deans to review the new policy after it had been in place for three years and to report on the effects of changing the policy. This report is the fulfillment of that pledge.

Background

Provisions of the Prior Policy

The grade recalculation policy in effect prior to Spring 2008, although officially called the “Rule for Recalculation of First-Year Grade Point Average,” was referred to colloquially as “Freshman Forgiveness.” The intent of that policy was to provide a way for students who were unprepared for the rigors of college study to repeat courses taken early in their college career in which they had earned poor grades. The policy allowed students to replace the poor grade earned in the first attempt with what was expected to be a better grade in a second attempt. The rules of eligibility for Freshman Forgiveness were:

- Any course could be repeated for forgiveness as long as the course had been taken before the student had attempted 30 semester hours. The second attempt of the course must have been taken before the student had attempted 60 semester hours. Thus, the main rule for eligibility was student-based: When in the student’s program of study did the student take the course? The justification for this rule was that, after attempting 30 hours, a student should have become accustomed to the rigors of college study and should no longer be eligible for a policy intended to help freshmen.
- Only courses in which the student received a grade lower than C were eligible for forgiveness.
- The grade for the second attempt of the course remained in the calculation of the student’s cumulative GPA and the grade for the first attempt was removed (forgiven). This held true even when the grade for the second attempt was lower than the grade for

the first attempt. This part of the policy was intended to serve as an incentive for the student to do whatever was necessary to succeed the second time around. The grades for any additional attempts of the same course also counted in the student's GPA along with the grade for the second attempt.

- Students were required to apply for Freshman Forgiveness after completing the second attempt at a course. That is, only after a student applied for and was approved for Freshman Forgiveness was the policy applied to that student's record.

Provisions of the Current Policy

When Banner was adopted as Kent State's student information system, the decision was made to automate as many procedures as possible in order to take advantage of the system's capabilities. Banner was not capable of automating a policy that required inspection and evaluation of each individual student's record for all the parameters of the forgiveness policy then in effect. It became necessary to move to a course-based policy rather than a student-based policy: Which courses are eligible to be repeated for a recalculated GPA? However, with regard to other parameters of the policy, Banner offered several options. After multiple discussions with stakeholder groups, the following rules of eligibility were adopted for the new policy, which was known informally as "Retake for Recalculation":

- All lower division courses (10000 and 20000 numbers) may be retaken for recalculation of cumulative GPA except those courses that may be repeated for additional credit. The original attempt and the retakes may occur at any time during the student's college career.
- Any grade may be forgiven, up to and including A-.
- There is no limit to the number of times a student may retake the course. Only the highest grade achieved in all attempts is used in the calculation of the student's GPA. The grades for all other attempts are forgiven.
- The policy is applied automatically to all retaken courses at the end of every term.

Concerns about the new policy

The rules of the new policy were not really chosen by consensus, but rather were arrived at as a sort of midpoint between the preferences of some stakeholders who wanted more stringent rules and others who wanted more lenient rules. They also were a response to a large number of stakeholders who disliked the complexity of the old rules and wanted a policy that would be easier for faculty and advisors to explain and for students to understand.

Some concerns expressed at the time the policy was adopted were:

- Students will take the same course over and over to achieve better grades. This will extend their time to completion and may cause their financial aid eligibility to expire before graduation.

- Students who are overly concerned about GPA numbers will repeat courses they have successfully passed just to move from an acceptable grade to one that is marginally higher.
- A large number of students registering for courses as repeaters will fill the courses before other students who want to take the course for the first time are able to register.

The pledge to examine the effects of the policy was a response to these concerns.

Methods

The Kent State University office of Research, Planning and Institutional Effectiveness (RPIE) was contacted to provide raw data on cases meeting criteria for inclusion in the repeat for recalculation policy. RPIE was extremely helpful in understanding the exact nature of the data being requested and worked through several iterations of the request to ensure accuracy. The office also created a special indicator variable in the data very similar to the Banner I-Included or E-Excluded code.

The unit of analysis in the dataset used for this analysis is the individual class attempt. Personal identification of the student was limited to the Banner ID number. Academic information regarding the student such as college, major, catalog year, class standing, GPA before and after the class attempt, and academic status before and after the class attempt was included. Information relating to the course such as campus, CRN, section number, course number and name, college, department, semester offered, midterm grade (if applicable), final grade, and included/excluded indicator were also provided. Data were provided for five semesters before the implementation of the new policy and five semesters after the implementation.

Classes that were repeatable for credit were removed from the data. Similarly, cases in which one or more attempts fell outside of the time frame being studied were also removed. The resulting data set included 115,018 individual class attempts. For those cases in which a series of attempts spanned the old and new policies, the entire series was coded as having taken place under the new policy.

Findings

The number of students using the recalculation policy

Total Number of Students Using the Recalculation Policy

| | |
|--------------|----------------|
| Old Policy | 5,536 (20.7%) |
| New Policy | 21,252 (79.3%) |
| Total | 26,788 |

A total of 26,788 students had grades recalculated under either policy. The new policy saw an increase of 284 percent over the old policy. Some of the increase is due to our counting of cross-policy cases in new policy cases.

The number of instances of grade recalculation

| Total Number of Grades Replaced | |
|--|----------------|
| Old Policy | 13,546 (24.8%) |
| New Policy | 41,169 (75.2%) |
| Total | 54,715 |

A total of 54,715 grades were changed in the entire 10 semesters under study. Three-quarters of those grade changes took place under the new policy. The new policy saw an increase of 224 percent over the old policy, but again, some of the increase is due to counting cross-policy cases in new policy cases. Students averaged 2.45 grade changes per student under the old policy. This number fell slightly to 1.94 grade changes under the new policy. In other words, more students are taking advantage of recalculation under the new policy, but each student is using it for fewer courses.

The average number of attempts replaced per incidence of replacement

| Average Number of Retakes per Incidence of Replacement | | | |
|---|--------|-------|------|
| Number of Retakes | 1 | 2 | 3+ |
| Old Policy | | | |
| Frequency | 19,864 | 2,265 | 388 |
| Percent | 87.7% | 10.0% | 1.7% |
| New Policy | | | |
| Frequency | 33,836 | 4,028 | 652 |
| Percent | 87.5% | 10.4% | 1.7% |

The average number of course attempts was 2.15 (1 initial attempt and 1.15 retake attempts). This value did not vary significantly under either policy.

For each grade replaced under the old policy 87.7% of students made only one attempt. Ten percent of students attempted two retakes and 1.7% attempted three or more. Those figures remained remarkably consistent under the new policy (87.5%, 10.4%, and 1.7% respectively).

Academic status of students using the recalculation policy before and after the term of recalculation

Academic Status of Students Using the Recalculation Policy Before and After the Term of Recalculation

| | | Frequency | Percent |
|-----------------------------------|----------|-----------|---------|
| Old Policy | | | |
| Standing Remained the Same | GS to GS | 4,679 | 34.5% |
| | AP to AP | 2,861 | 21.1% |
| | SW to SW | 458 | 3.4% |
| Academic Standing Improved | | | |
| | AP to GS | 1,318 | 9.7% |
| | SW to GS | 1,232 | 9.1% |
| Academic Standing Worsened | | | |
| | GS to SW | 900 | 6.6% |
| | GS to AP | 1,412 | 10.4% |
| | | Frequency | Percent |
| New Policy | | | |
| Standing Remained the Same | GS to GS | 16,199 | 39.3% |
| | AP to AP | 8,657 | 21.0% |
| | SW to SW | 1,721 | 4.2% |
| Academic Standing Improved | | | |
| | AP to GS | 4,551 | 11.1% |
| | SW to GS | 4,118 | 10.0% |
| Academic Standing Worsened | | | |
| | GS to SW | 2,837 | 6.9% |
| | GS to AP | 1,887 | 4.6% |

Note: Percentages do not total 100% due to missing data

A slightly higher proportion of students (21.1%) improved their academic standing after the term of recalculation under the new policy than under the old policy (18.8%). The new policy also saw an increase in the number of students whose academic standing did not change after recalculation. A higher percentage of students actually moved to a lower academic standing after recalculation under the old policy.

GPA of students using the recalculation policy before and after the term of recalculation

GPA of Students Using the Recalculation Policy Before and After the Term of Recalculation

| | Before | After | Change |
|------------|--------|-------|--------|
| Old Policy | 1.74 | 2.14 | .40 |
| New Policy | 2.03 | 2.28 | .25 |

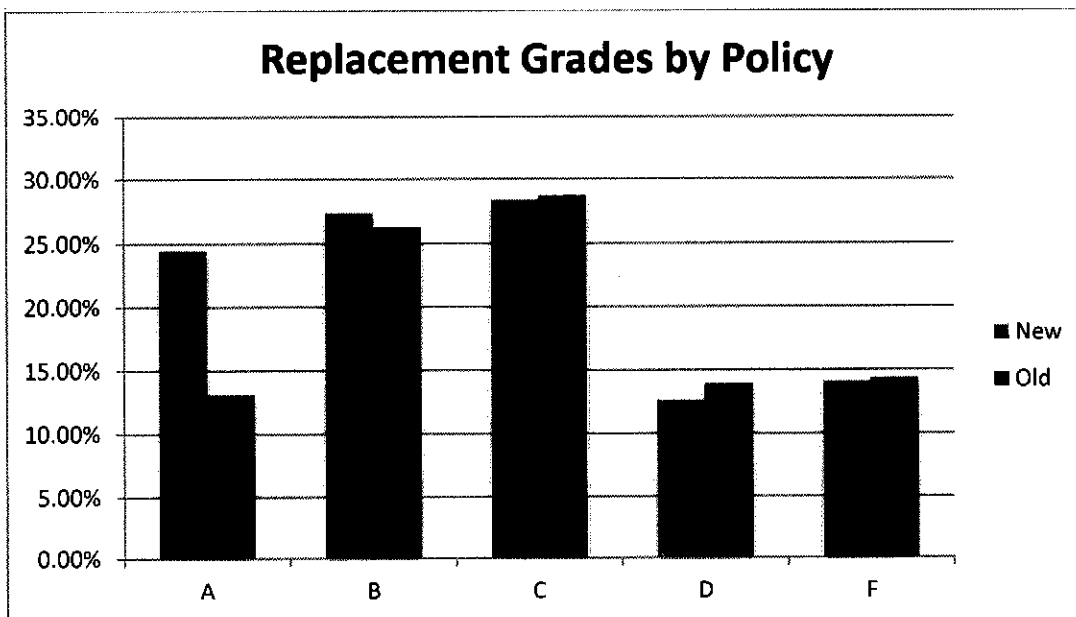
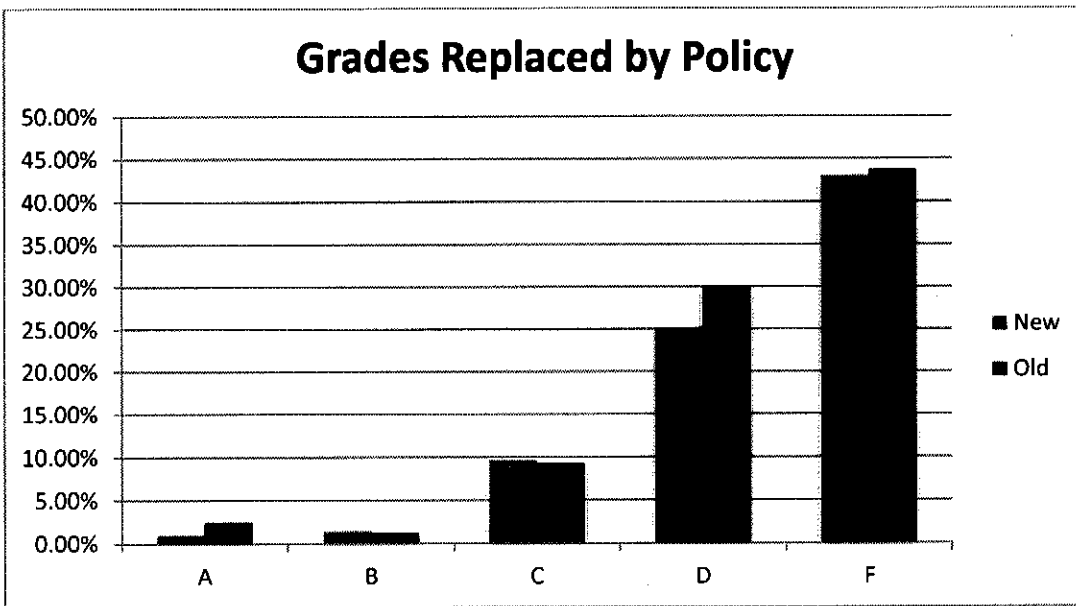
The average cumulative GPA of a student increased by .40 after the term of recalculation under the old policy. Under the new policy the average cumulative GPA increase was one-quarter of a point. The data in this table may not reflect actual circumstances because Banner does not preserve original GPAs. If a student had multiple recalculations over several terms, the GPA before a later recalculation may have been adjusted for a previous recalculation.

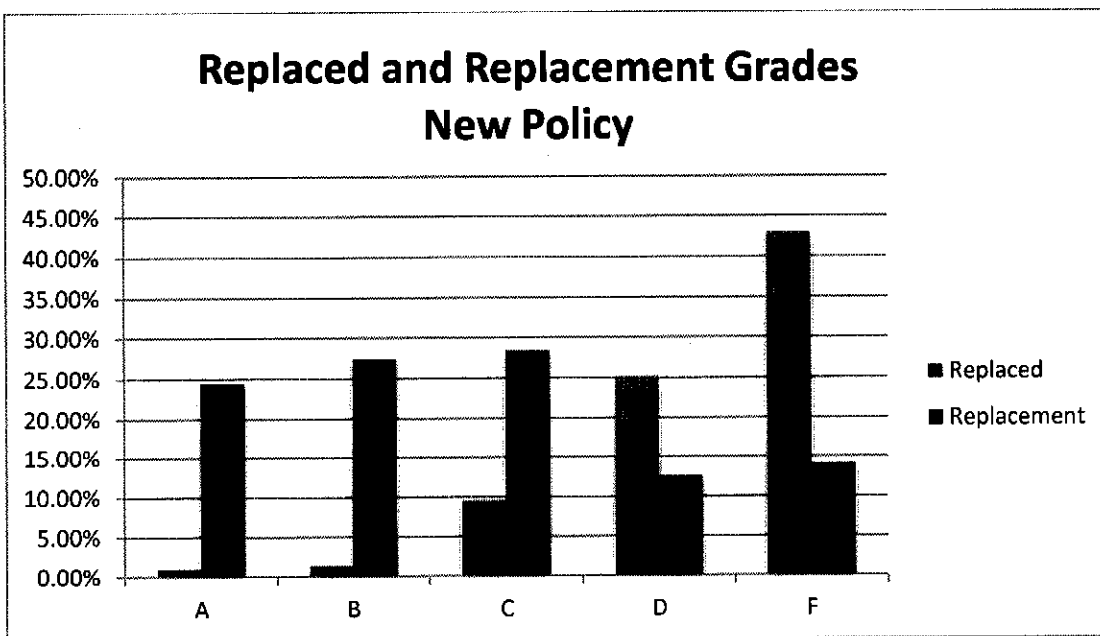
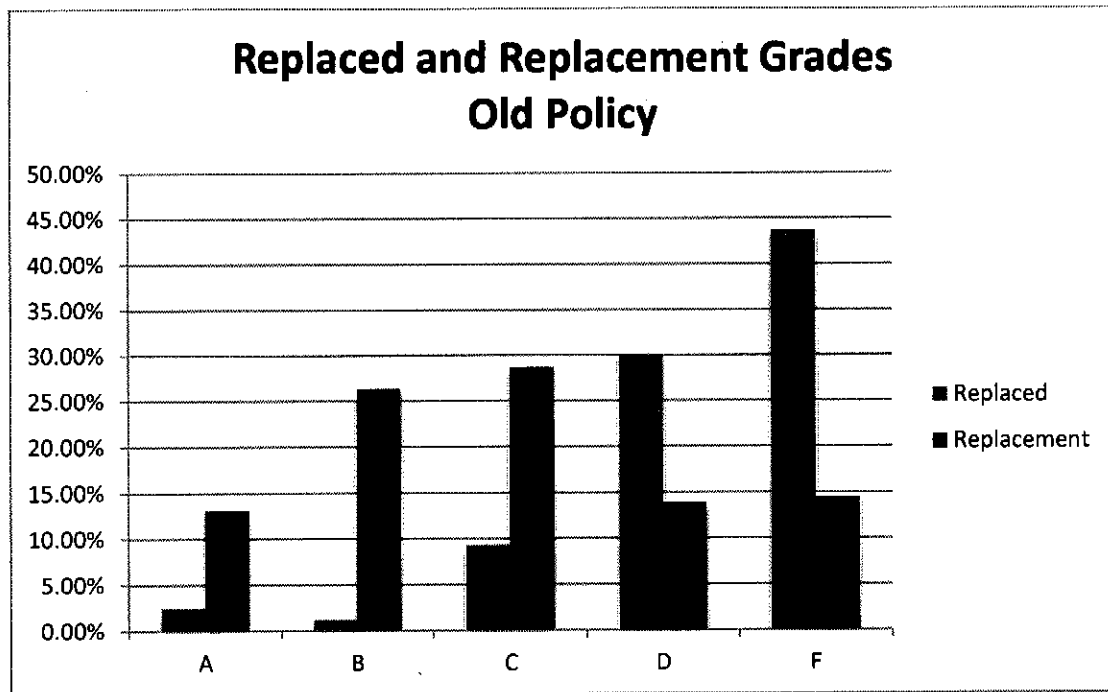
Distribution of replaced grades by replacement grades

Distribution of Initial Grades by Replacement Grades

| Old Policy | | Frequency | Percent |
|---------------------------------|-------|------------------|----------------|
| Initial (Replaced) Grade | | | |
| | A | 555 | 2.5% |
| | B | 276 | 1.2% |
| | C | 2,089 | 9.3% |
| | D | 6,800 | 30.1% |
| | F | 9,869 | 43.7% |
| | Other | 308 | 1.4% |
| | NF/SF | 2,633 | 11.6% |
| | S-U | 207 | 0.9% |
| New (Replacement) Grade | | | |
| | A | 1,785 | 13.1% |
| | B | 3,563 | 26.3% |
| | C | 3,892 | 28.7% |
| | D | 1,886 | 13.9% |
| | F | 1,956 | 14.4% |
| | Other | 52 | 0.6% |
| | NF/SF | 231 | 2.0% |
| | S-U | 181 | 1.4% |
| New Policy | | Frequency | Percent |
| Initial (Replaced) Grade | | | |
| | A | 379 | 1.0% |
| | B | 479 | 1.4% |
| | C | 3,643 | 9.6% |
| | D | 9,475 | 25.2% |
| | F | 16,220 | 43.0% |
| | Other | 475 | 1.1% |
| | NF/SF | 6,334 | 16.8% |
| | S-U | 90 | 0.2% |
| New (Replacement) Grade | | | |
| | A | 5,952 | 24.5% |
| | B | 11,289 | 27.4% |
| | C | 11,698 | 28.4% |
| | D | 5,192 | 12.6% |
| | F | 5,796 | 14.1% |
| | Other | 95 | 0.1% |
| | NF/SF | 1,014 | 2.4% |
| | S-U | 86 | .2% |

Note: +/- grades collapsed into whole letter grades





Number of recalculated grades by course level

| Number of Recalculated Grades by Course Level | | | |
|--|---------------|------------------|----------------|
| Old Policy | | Frequency | Percent |
| | 10000 Courses | 9,957 | 74.5% |
| | 20000 Courses | 2,496 | 18.4% |
| | 30000 Courses | 706 | 5.2% |
| | 40000 Courses | 387 | 2.9% |
| New Policy | | Frequency | Percent |
| | 10000 Courses | 28,701 | 69.7% |
| | 20000 Courses | 9,420 | 22.9% |
| | 30000 Courses | 2,073 | 5.0% |
| | 40000 Courses | 975 | 2.4% |

Summary

Many more students—almost four times as many—are using the new policy than used the old policy. This is most likely due to the facts that the new policy can be used at any time during a student’s attendance and the policy is applied automatically. However, the number of grade recalculations per student has fallen slightly.

Under the old policy, only slightly more than 10 percent of students repeated courses more than once for recalculation. That percentage has stayed almost exactly the same.

The new policy has enabled more than three times as many students to improve their academic standing as did under the old policy. The number of students whose academic standing fell under the new policy is larger than under the old one, but that is because the overall number of students using the policy is larger. The percentage of students whose academic standing fell is actually smaller under the new policy.

For Further Analysis

Data used in this analysis are stored in an SPSS file which can easily be converted to other analysis platforms. The data will be housed with the Research, Planning & Institutional Effectiveness (RPIE) office at Kent State University.

Acknowledgements

Mike Sperko and Usman Qureshi, Sr. Institutional Research Information Officer from RPIE.
Benjamin Villarreal in the College of Public Health.

WRITING INTENSIVE COURSE REQUIREMENT REVIEW REPORT

**PRESENTED TO THE
UNIVERSITY REQUIREMENTS CURRICULUM COMMITTEE (URCC)**

BY

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ON BEHALF OF

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FRIDAY, 9TH MAY 2014

INTRODUCTION

The writing-intensive graduation requirement became effective for all undergraduate students at Kent State University in the Fall of 1992. The University Requirements Curriculum Committee (URCC) has the responsibility for oversight of the writing requirement and its periodic review. The purpose of this review is to assess faculty and student perceptions of the effectiveness of the writing-intensive graduation requirement, determine areas for improvement, and present recommendations regarding the functioning of the said requirement.

HISTORICAL BACKGROUND

The following constitutes a brief history of the establishment of the writing-intensive graduation requirement. It draws heavily from the most recent review of the requirement, completed in 2007, and is included here to provide a context for this report.

Writing Skills Committee. The current focus on writing at Kent State University began in October of 1985 with the appointment of the Writing Skills Committee. The Committee's charge was to assess the state of undergraduate writing at the university, determine which areas were responsible for the development of student writing skills, and recommend ways to improve student writing abilities. Following a year of investigation and discussion, the Writing Skills Committee presented its report to the Educational Policies Council (EPC) and to Faculty Senate.

In its report, the Writing Skills Committee presented ten recommendations to EPC. These recommendations were far ranging and included a call for the establishment of a permanent EPC Subcommittee on Writing, which was charged with the responsibility of encouraging and overseeing university-wide efforts to improve writing skills. One of the recommendations from the Writing Skills Committee was not approved by EPC but was instead referred to the newly proposed Subcommittee on Writing for further consideration. This recommendation asked the EPC to establish a "graduation requirement that students take at least two writing-intensive courses, at least one of them upper division, following successful completion of the English Composition sequence." The Writing Skills Committee had further recommended that these "writing-intensive courses would be identified from among those which (1) have a maximum enrollment of forty students, (2) require more than two substantial papers, (3) require that more than one of the papers be rewritten before being graded."

In December 1986, Faculty Senate approved, with only minor revisions, the recommendations forwarded by EPC. Faculty Senate also considered the final recommendation on the establishment of a two-course writing-intensive graduation requirement. In place of the recommendation offered by the Writing Skills Committee, Faculty Senate approved the following revised motion:

A graduation requirement should be established that students must take at least two writing-intensive courses, at least one of them upper-division, following successful completion of the English composition sequence. The criteria for determining which courses shall be drawn up by the EPC's permanent Subcommittee on Writing referenced in Recommendation #1 of this report. That Committee shall also determine which courses meet these criteria.

EPC Subcommittee on Writing. The EPC Subcommittee on Writing began its work in Spring 1987. The Subcommittee sponsored several workshops on writing, distributed occasional papers on the teaching of writing, conducted reviews on the amount of writing that existed in current courses, and continued to consider ways of defining and implementing a writing-intensive graduation requirement. In the Fall of 1989, the Subcommittee asked faculty to complete the second Survey of Writing Expectations. Many faculty expressed enthusiasm for improving student writing skills, but two commonly expressed concerns were class size and the need for assistance in determining how to approach the teaching of writing. Using the data collected in the survey and following additional discussions, the Subcommittee concluded that a one-course writing-intensive requirement with lower enrollments and a revised set of criteria would be appropriate and feasible.

In July 1991, the Subcommittee on Writing submitted a recommendation to EPC for the establishment of a graduation requirement for all undergraduate students to complete at least one writing-intensive course. In order to be considered writing intensive, the proposal specified that courses must be upper division and must meet the following criteria:

In order to be considered writing-intensive, a course must be designed, at least in part, to help students become effective writers in a specific discipline. There must be a substantial amount of writing; at least one of the assignments must provide students with an opportunity for guided revision before grading occurs; and the grade in the course must reflect the student's writing performance.

Students were required to earn at least a "C" grade in the specified course in order to meet the requirement, and (as amended by EPC) this course could not be taken on a pass/fail basis.

The proposal further specified that each department and school would determine how its program majors would satisfy the writing-intensive course requirement. It was also the intent of the Subcommittee that writing-intensive courses would be taught by full-time tenure track faculty, and the proposal included a provision that faculty should be recognized for the additional work required in teaching these courses. As part of this proposal, the Subcommittee on Writing recommended a class maximum of thirty students.

Although some early discussions had also included the possibility of permitting courses to be selected from any curricular area, it was ultimately decided that the specific intent of the policy would be that the course was to be taken in the major. All programs would either select existing major courses that met the criteria or integrate writing-intensive assignments into a major course. If some schools and departments were not immediately able to establish a writing-intensive course, an interim provision permitted students to substitute a course taken in another department if approved by the appropriate academic unit, department or school of the major.

The proposal from the Subcommittee on Writing for a one-course writing-intensive graduation requirement was approved by EPC, Faculty Senate, the President, and the Board of Trustees with an effective date of Fall 1992 for the entering freshman class. Because the courses were offered at the upper-division level, schools and departments were not required to offer the first writing-intensive courses until Fall 1994. Procedurally, it was determined that writing-intensive course proposals would be forwarded to the Subcommittee on Writing following approval by college curriculum committees. Following approval by the Subcommittee, proposals would be forwarded to EPC.

Definition, Criteria, and Guidelines. In the course of reviewing proposals for Writing Intensive Course (WIC) status, the Subcommittee formalized its thinking in a set of written guidelines, which are the official statement of criteria, principles, and guidelines for writing-intensive courses. The criteria and principles were expressed as follows:

For a course to be approved as a writing-intensive course (WIC), the course:

1. must be upper division;
2. must be designed, at least in part, to help students become effective writers in a specific discipline;
3. must involve a substantial amount of writing;
4. must provide students with at least one writing assignment where there is the opportunity for guided revision before grading occurs; and
5. the grade in the course must reflect the student's writing performance in that course.

In addition, some basic principles were set forth in the EPC resolution establishing the requirement:

6. Normally, a writing intensive course is a content course, rather than a course in writing as a basic skill.
7. The course is not intended as an additional requirement, but as a designation of a course already included in a major.
8. While the *intent* is that all students should be able to fulfill the requirement by taking courses in the major, a student may use a writing course from another discipline, with major departmental/school approval.

The EPC Subcommittee on Writing reviewed all WIC proposals from 1991 through 1997. In Fall 1997, the newly established University Requirements Curriculum Committee (URCC) assumed responsibility for course review and approval and for maintaining the writing-intensive graduation requirement.

WIC REVIEW PROCESS

When the WIC requirement was first established, no provision was made for a periodic review (as exists for the Kent Core and Diversity requirements). In Spring 2001, the URCC established a WIC Review Subcommittee and began to develop a review process. The report of the subcommittee was submitted to the EPC in spring 2007. Included in that report was the recommendation that the requirement be reviewed every five years. This report is therefore the second review of the WIC requirement since its inception in 1992.

THE PREVIOUS WIC REVIEW (2007)

The WIC Review Subcommittee conducted two surveys and analyzed Course Information Forms, syllabi, faculty characteristics, enrollments, and grade distributions for WIC courses over the 2001-2007 time period. The surveys were of department chairs/directors and faculty (2001) and students (2003), while data were collected regarding the courses through the spring of 2007. The following summarizes the key results and recommendations of the subcommittee, drawing from the 2007 report.

Key Results: Faculty

All of the conclusions are qualified given the low response rates for the surveys and the sense that some units did not take the surveys seriously. But overall, departments and schools expressed a high level of satisfaction with the success of the WIC requirement. Many units reported that student writing had improved significantly because of the WIC experience.

In addition, departments and individual faculty members generally indicated that they were meeting the initial requirements as stated on the Course Information Form. Those who did report changes in the nature of the writing assignments indicated that assignments had evolved over time. Schools and departments also reported that their writing-intensive courses met the intent of the WIC requirement because opportunities were provided for guided revision.

The writing-intensive guidelines also specify that students must be given the opportunity for revision *before grading occurs*. The committee determined, however, that grades were being assigned to initial drafts. In addition, the committee found that in more than half of the courses, less than 50 percent of the grade was based on the student's writing performance. They noted that these percentages may be understated because essay exams were not always included.

A frequent response among the units was that the students were inadequately prepared for the writing assignments they were given. Another was that the class size was still too large. A review of syllabi also revealed that very little information about the nature of "writing in the discipline" was directly communicated to students as part of the syllabus.

Key Results: Students

The student results were based on a high response rate (48.2%) with more than 1100 student respondents.

Based on three measures of effectiveness, the student responses suggested that the WIC requirement did contribute to improvements in their writing, although the committee qualified this conclusion for several reasons. They also reported on average spending substantially more time on writing assignments in WIC courses compared with non-WIC courses, suggesting that the courses were meeting the requirement for a "substantial" amount of writing. Again the committee was cautious in interpreting the results, however, noted that a relatively large minority of the respondents felt they did the same or even less work in the WIC course. On average, the students reported that more than half of the course grade was based on writing.

One significant area of concern was that students indicated they did not receive much opportunity for guided revision, and many reported that they did not receive any guidance at all.

Key Results: Faculty and Course Characteristics

The committee focused on three main characteristics in its review, the status of the faculty members teaching WIC courses, section sizes of WIC courses, and the grades received in WIC courses. Regarding the first, the committee found that in 2004 about 60 percent of WIC course sections were being taught by tenure-track faculty members, with about 10 percent taught by graduate students (although many of those were in a single department). The distribution of section sizes showed that in the 2006-07 academic year, about 92 percent had fewer than 30

students (the stated maximum at that time) and more than 80 percent had fewer than 25 students. The course grade distributions showed that about 93 percent of the students received a “C” grade or above, the minimum grade required to fulfill the WIC requirement. Overall the committee viewed the WIC course grade distributions as being “high,” but did not make any comparisons with non-WIC courses.

Recommendations

As a result of their review, the URCC made the following recommendations:

1. The Guidelines for Writing-Intensive Course Proposals and the Writing-Intensive Course Information Form should be approved as revised, including the recommendation that a minimum of 50% of the final course grade for writing-intensive courses should be based on writing assignments.
2. Class section size for writing-intensive courses should be limited to a maximum of 25 students.
3. Instructional workshops should be offered at least once a semester to provide guidance in the development of strategies and techniques for teaching writing. The importance of guided revision and strategies for its use should receive special attention as these workshops are developed and delivered.
4. Major programs that do not have an approved writing-intensive course as part of the requirements in the major should identify or develop a writing-intensive course within their own disciplines no later than the end of Spring semester 2008.
5. Revised *Catalog* copy for the Writing-Intensive Course Requirement should be approved for inclusion in the 2008 *Undergraduate Catalog*.
6. A review of the writing-intensive requirement should take place every five years with the next review to occur in 2012.

URCC ACTIONS SINCE 2007 REVIEW

The URCC began implementing these recommendations in the Fall of 2007, beginning with the revision to the Proposal and Information forms as described in recommendation #1 and the revision of the *Catalog* copy. In addition, the maximum of 25 students was adopted at the same time. The committee co-chairs wrote to departments and schools of the few remaining programs that did not have writing courses as part of the major requirements, and over the course of the next year those had courses approved by the URCC and EPC. In short, all of the recommendations have been implemented except recommendation #3, regarding instructional workshops. Working with the Faculty Professional Development Center (FPDC), a general writing-intensive course workshop was offered in the Spring of 2008. Since then, the FPDC has regularly offered targeted or specialized writing workshops virtually ever semester, including those for graduate student instructors in the English department. The recommendation that a workshop be offered each semester, however, has not been implemented. Lastly, in follow-up to recommendations regarding the Diversity requirement, the URCC in 2009 established the policy that the syllabi for writing-intensive courses must include a statement of the nature of such courses, as follows:

This course may be used to satisfy the Writing Intensive Course (WIC) requirement. The purpose of a writing-intensive course is to assist students in becoming effective writers within their major discipline. A WIC requires a substantial amount of writing, provides opportunities for guided revision, and focuses on writing forms and standards used in the professional life of the discipline.

THE CURRENT REVIEW PROCESS

In the Fall of 2011, the URCC WIC Subcommittee began the process of reviewing the WIC requirement. After considerable discussion, the committee decided to follow the same general approach taken in the previous review, to survey department chairs, school directors and their faculty members; survey students; and collect data from RPIE regarding section sizes and grade distributions. Questions regarding the composition of the faculty teaching WICs as well as questions regarding much of the information that could have been gleaned from course syllabi were included in the faculty survey. Both the faculty and student questionnaires are in the appendix. In addition, the Subcommittee reviewed the writing requirements at a variety of peer institutions. Findings from peer institutions in Ohio are cited in this report.

Questionnaires were sent to department chairs and school directors at the end of the Fall 2011 term. Most of the surveys were returned over the course of the spring semester, with some trickling in during the summer 2012 session. The information from RPIE was gathered in Fall 2011 and covers the 2010-2011 time period. Information about writing requirements at other Universities was also collected and reviewed in the fall of 2011. Questionnaires were sent to students currently enrolled in WIC courses in the Fall of 2012.

RESULTS

Department/School/Faculty Surveys

The committee received completed Writing Intensive Course Review Questionnaires for 33 major programs. A table with the results of the quantitative responses (questions 2-8) is presented in Appendix C. A review of the surveys indicates that, in general, departments are doing a good job of adhering to the requirements for writing intensive courses listed in the University Catalog. All courses require at least one opportunity for guided revision before grading occurs, with a range from one to more than five assignments that follow this requirement. Further, the majority of courses follow the requirement that at least 50% of the grade is based on writing, with approximately 79% reporting that more than 50% of the grade is based on writing. There are a few courses that do not follow this requirement.

The results indicate that there is great variability in how writing-intensive courses are structured across majors, which should be expected given the different writing skills needed across disciplines. Of note, while only 14 of the 33 or 42.4% of the surveyed academic majors reported requiring team assignments in their WIC, four sections reported requiring four or more team assignments.

The surveys did reveal one area of concern by instructors. When asked if most students are well-prepared for their writing-intensive course, using a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), the mean response was 2.76, with 85% of respondents

replying with a 3 or lower. This suggests that many instructors are concerned about the writing skills of students entering their upper division writing-intensive courses.

More positively, over 80% of respondents indicated that they agreed or strongly agreed that writing-intensive courses improve the writing skills of students in their major. However, just over 50% indicated that they agreed or strongly agreed that most graduates from their majors are effective writers in their discipline.

The Faculty Questionnaire of the overall WIC Review Questionnaire presented in Appendix A of this report, provided a rich opportunity for WIC faculty to offer both assessment and input in the form of answers to eight open-ended questions numbered eight through 15 in the said questionnaire. As appropriate, the salient points that are most instructive to the five-year WIC review are presented here for the open-ended questions.

In the first of the open-ended questions (#8), guided revision and considerable feedback were identified by most (54.5%) respondents as the distinguishing feature of WIC from other courses containing writing assignments. This was closely followed by the respondents, who cited students receiving “instruction in and graded on the ability to use proper grammar, structure and citations (APA, MLA, etc.).”

Of the cited services that support WIC (#9), the services of the Writing Commons was identified as the most important form of support available to students in WIC, whereas “helpful colleagues / colleagues volunteering expertise” was identified as the main form of support for faculty teaching WIC courses. Oddly, the choice of “No help available/Unknown” actually received the most votes, which calls for attention and redress, if needed.

After setting aside “None/Unknown,” which received most votes by choice or default, the choice of “specific guidelines or training in how to teach writing” received the most votes. When taken together with the leading choice of “No help available/unknown” in the previous question (#9), the choice of “None/Unknown” to the question (#10) about WIC faculty’s need for additional support, it is rather clear that there is the need for regular orientation for WIC faculty.

In response to the question (#11) about “ways in which writing abilities are assessed in your WIC course,” the most popular response listed “rubrics tailored to the assignment/itemizations of areas of assessment (e.g. grammar, punctuation, APA format).” A close second choice was “revisions / sequential drafts / editing.” From the preceding responses, it is simultaneously clear and very encouraging that review and revision remain prominent characteristics of WIC.

In response to the request for “comment on the effectiveness of the writing intensive course requirement at KSU” (see question #12), the leading response, which asserted that “the effectiveness of the course depends on the sharpening of the students’ skills, KSU needs to do a better job of teaching freshmen and sophomores to write well/require more than one course in writing” was tied to “Unsure/Unable to Measure.”

It is worth noting that the leading response to Question 12, as stated in the preceding paragraph, supports the original WIC subcommittee’s requirement for completion of the English “composition sequence” before taking WIC. Both of the leading responses in questions 10 and 12 also support taking WIC after completion of the English composition sequence as well as the proposed offering of regular workshops to improve instruction in WIC.

Description of the impact of WIC courses as having “Powerful and/or positive influence on writing and articulation” in response to Question 13 affirms the value of WIC and may constitute evidentiary support that the mission of WIC is being achieved. Tied in equal frequency to the preceding description of the impact of WIC was the statement that WIC had “no impact due to WIC being a senior-level course.” Most responses stated “No Data/Unknown.”

The most frequently cited strength of WIC (#14) was that it “allows exposure to material relevant to the major field of study and to discipline-specific writing standard,” which supports the mission and justifies the existence of WIC. There were four statements that were offered with equal frequency as weaknesses of WIC. The three actual weaknesses cited with equal frequency support regular offering of workshops for WIC faculty.

Comments provided in response to the concluding open-ended question (#15) suggest the need for the WIC subcommittee or URCC to proceed with stated plans to offer WIC workshops on a regular basis to WIC faculty either directly, or through FPDC. The primary themes running through the responses provided to the open-ended questions in the WIC survey underscore the importance of WIC while arguing for improved support for offering WIC.

Student Surveys

WIC student surveys were completed by students using Scantron sheets in class before taking the fall 2012 final exams and by students using online WIC student survey forms after the fall 2012 final exams. Of the 135 students registered in WIC class sections whose professors allowed the WIC student surveys to be administered in their classes before final exams at the close of the fall 2012 semester, 114 students completed the surveys for a completion rate of 84%.

With highly appreciated assistance from Valerie Samuels in Kent State’s RPIE unit, online WIC student surveys were sent via e-mail to students in the remaining fall 2012 WIC class sections. Of the 2,753 valid e-mails sent to WIC students with the WIC student surveys, 531 online student surveys were completed between 7th and 19th January 2013, for a completion rate of 19%. A total of 645 WIC student surveys were completed.

Of the total composite completion rate of 22% for the WIC student surveys, 453 (70.2%) of the completed WIC student surveys were submitted by full-time students, 74 (11.5%) were submitted by part-time students and 118 (18.3%) of the surveys were blank. Some 419 (65%) of the WIC student surveys were completed by senior level students followed by 52 (8.1%) junior level students and 5 (.8%) sophomores. No freshmen appeared to have completed the student surveys.

A remarkable 89.1% of the completed WIC student surveys affirmed that “a writing-intensive course” was “available ... in a timely manner to accommodate *their* plan of study” (Question 23), which may suggest that the availability and scheduling of WIC was not a problem for the surveyed students. It is impressive to note that the percentage who rated their writing ability as either “above average” or “excellent,” increased from 67.3% to 83.7% after taking WIC.

Practically all respondents (99.4%) affirmed that there “was at least one writing assignment required for this writing-intensive course” (Question 3) and a clear majority of 64.2% of the WIC student survey respondents answered that they had been required to complete “5 or more” written assignments in the course. That contrasts with only 9.3%, 5.7%, 10.6% and 10.2% who answered they had been required to complete 1, 2, 3 or 4 written assignments, respectively.

Over 70% of the WIC student survey respondents indicated that they had spent “significantly more” (35.2%) and “more” (35.8%) time “on writing assignments” in WICs as compared to other courses in their major. Only 7.1% and 2.2% of the respondents had spent “less” or “significantly less” time, respectively, on writing assignments in WICs as compared to other courses in their major. This positive finding is supported by responses to Questions 4, 5 and 6.

Almost 72% of the respondents to the WIC student survey stated that the writing assignments in the WIC they took had “helped a great deal” (31.8%) or “helped somewhat” (40.1%) “to become a more effective writer in your major.” The effectiveness of WICs in improving students’ “basic writing skills” and “ability to express ... ideas more clearly” and “to think critically in developing content” is well supported by the students’ responses to Questions 8, 9, 10 and 11.

A comfortable majority of 61.3% of the students who completed the survey responded in the affirmative to the question, “Were suggestions included in the syllabus for how to revise draft documents or improve subsequent writing assignments?” (Question 21). Together with student responses to questions on guidance by faculty “in making revisions ...,” etc., (Questions 16, 17, 18, 19), there appear to be an appreciable recognition of the laudable efforts of WIC faculty.

To the critical question of “How much opportunity were you given to revise at least one writing assignment before final grading of that assignment,” a clear majority of 57% selected “sufficient opportunity,” followed by 21.8% who selected “some opportunity.” These statistics indicate the very positive finding that 78.7% of the students’ responses support the fact that the key tenet of providing an opportunity for revision of written assignments in WICs is being met rather well.

An impressive majority of 72.5% of the students who completed the WIC survey affirmed that “the revision process” had “helped a great deal” (37.1%) or “helped somewhat” (35.3%) in “improving *their* writing ability” (Question 15). In contrast, only 27.5% of the respondents indicated that “the revision process” “did not help much” (15.1%) or “did not help at all” (12.4%). Student perception of the revision process as helpful is an important finding.

The fact that some 40% of the students who completed the WIC survey reported that they did “ask the instructor to meet with” them “to provide guidance in revisions or to improve *their* writing” suggest favorable student predisposition to obtaining assistance from WIC faculty. A bit more than half (50.2%) of the respondents said WIC faculty had scheduled “individual or group meetings outside of class to provide guidance” with 49.8% answering “no” (Question 20).

A synthesis of student responses and comments suggests several important findings, which include (i) learning different writing styles and techniques for students’ intended professions, (ii) frequent instructor feedback, (iii) clear instruction and (iv) access to instructor for questions. The first listed finding contrasts with another finding, which suggests that there is not enough focus on content writing for students’ major.

The students’ comments and responses to the WIC survey also point to opportunities for improvement in multiple areas, which chiefly include: (i) the need to focus on quality of writing and not the quantity of assignments (ii) WICs are not best suited to online discussions and critiques (iii) WICs are based on too much discussion (iv) WICs should be taken earlier in the curriculum by students. Students also cited frequently absent instructor and unclear instruction.

Faculty and Course Characteristics

Faculty Status

Overall, departments reported that approximately 73% of WIC sections are taught by full-time faculty members, but a few departments had to rely completely on part-time instructors. The 73 percent rate is higher than that reported in 2007. The committee understands the difficult financial situation faced by some units, especially with the advent of RCM during this period, and the unique role of part-time faculty members in some units, and so is pleased with the results. Still the committee feels that further efforts should be made to move toward the original intention that all WIC sections be taught by full-time faculty members. Perhaps a special fund in the Office of the Provost can be created in support of units with extraordinary needs in order to increase this rate.

Course Grades

Students must receive a grade of “C” or better in order to satisfy the Writing Intensive Course requirement. The distribution of grades for all students taking Writing Intensive Courses on all campuses in the 2010-11 academic year is shown in the following chart (Figure 1). Clearly the vast majority (94 percent) of students receive the “C or better” grade. Indeed, more than half of the students receive grades in the A range (A, A-). Only about 3 percent of students receive either a D or F grade, and another 3 percent receive grades of IP, NF, NR, or SF. These grades are very similar to those reported in the previous WIC review.

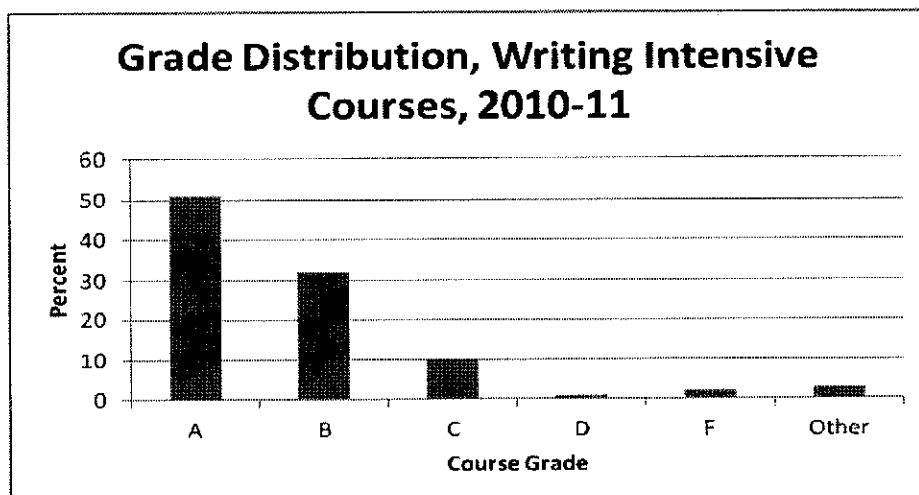


Figure 1 – WIC Grade Distribution 2010-2011 (Source RPIE)

One issue that arises in looking at the course grades is that we do not have any information about the students' performance on the writing components of the course. The requirement that at least 50 percent of the course grade be based on writing is intended to reduce the likelihood that a student can receive an F on all written work and still pass the course with a C grade. It still allows that a student could be a very poor writer and satisfy the requirement, however, to the extent that written work is evaluated based on content as well as writing skill. Since only about 15 percent of students receiving a letter grade are given a C or below, perhaps this is not a significant problem.

The general “high” level of grades in these courses remains problematic. It is difficult to reconcile the grades given in the writing intensive courses with the sense expressed by some faculty members that the quality of writing among our students is poor.

Section Sizes

The previous review committee recommended that section sizes in WIC courses be limited to 25 students. This was adopted by EPC in the fall of 2007, and has been a requirement for course approval since then. Data from RPIE for WIC courses taught in the 2009-10 and 2010-11 academic years suggest that, on average, the WIC sections are well below this limit. The average section size for all WIC courses on all campuses over that period was 12.9 students. The Kent Campus and Regional Campus averages were 13.9 and 9.8 students, respectively.

The distribution of courses according to average section size is shown in the following chart (Figure 2). About 94 percent of the courses had average section sizes of 25 students or fewer. About 2 percent of courses had average section sizes above 30 students. The highest average size was 35.

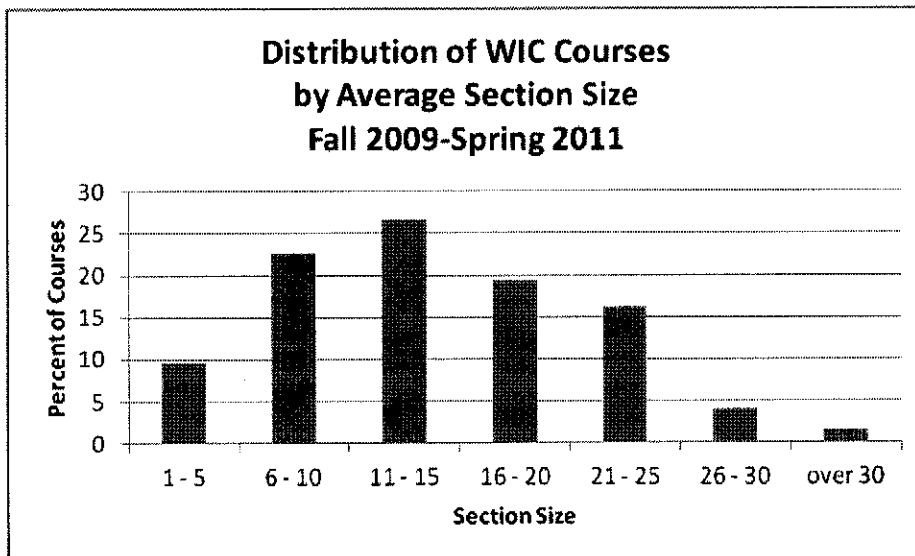


Figure 2 – Class Section Size of WICs Fall 2009-Spring 2011 (Source RPIE)

In summary, the departments and schools appear to be doing a good job of keeping section sizes below the maximum of 25 students. There are a few departments/schools that exceed the limit, however, and should be asked to make greater effort to abide by it or risk losing their Writing Intensive Course status.

Comparisons with other Institutions

The WIC committee compared Kent State University's writing requirement with those of 14 other public and private universities. The most instructive findings from the WIC committee's comparison with the 14 other public and private universities are presented as summary findings in Table 1. The writing requirements can be categorized as either "writing course specific" or "writing across the curriculum." Writing course specific universities required one or more courses focusing on writing composition with most also requiring an upper division writing course within the student's major. Writing across the curriculum was used in three universities and included two courses in writing composition. Kent State University's writing requirement of three writing courses, two courses included in the core curriculum and one course in the student's major, is similar to the requirements in 8 or 9 of the 11 other universities reviewed that had comparable writing requirements.

Table 1 – Comparison of Kent State’s WIC with Other Universities: Summary Findings

| University | Number of courses | Upper division Writing | “Writing across the curriculum” |
|------------------|---|--|---------------------------------|
| Bowling Green | 2-3 before junior year | In proposal stage | |
| | 4 courses- 2 general education | Two courses in the student’s major | |
| | 1 course | One course approved by an advisor in the major | |
| Ohio State U. | 3 courses- one freshman, one sophomore | One course in the student’s major | |
| Ohio University | One first year composition | One course in the student’s major | |
| | One lower division course | One course in the student’s major | |
| | Two writing courses, not general Education | | |
| U. of Cincinnati | 3 quarters of writing composition | Depends on the major | |
| | 2 writing composition | One course in the students major | |
| | One writing course from any discipline | One course in the student’s major | |
| | One college level course | One course in the student’s major | |
| Miami University | 2 freshman level composition courses | | X |
| | First year composition program | | X |
| | 2 course in composition 2 in writing intensive | | X |

CONCLUSIONS

1. There is the need for regular WIC workshops for faculty teaching WIC.
2. A synthesis of student responses and comments suggests several important findings, which include (i) learning different writing styles and techniques for students' intended professions, (ii) frequent instructor feedback, (iii) clear instruction and (iv) access to instructor for questions.
3. Practically all respondents (99.4%) affirmed that there "was at least one writing assignment required" (Question 3) and a clear majority of 64.2% of the WIC student survey respondents answered that they had been required to complete "5 or more" written assignments in the course.
4. Over seven out of 10 of the respondents to the WIC student survey stated that the writing assignments in the WIC they took had "helped a great deal" (31.8%) or "helped somewhat" (40.1%) "to become a more effective writer in your major."
5. Students spent more time on writing assignments in WIC than in other courses.
6. There is the need for greater emphasis on quality over quantity of writing.
7. WICs are not best suited to online discussions and critiques.
8. Students prefer that WIC should be taken earlier in the curriculum.
9. Nearly three-quarters of WIC are taught by full-time faculty.
10. The general "high" level of grades in these courses remains problematic. It is difficult to reconcile the grades given in the writing intensive courses with the sense expressed by some faculty members that "the quality of writing among our students is poor."

RECOMMENDATIONS

1. The URCC should send a "WIC Checklist" to faculty members teaching WIC courses, prior to the beginning of each semester. A sample checklist is included in Appendix E.
2. The FPDC should be encouraged to offer a Writing Intensive Course workshop for faculty and graduate students teaching WIC courses at least once each academic year.
3. Academic units that continually exceed the enrollment maximum for WIC courses should be required to bring the maximum to 25 students within two years. Academic units that are unable to bring the maximum enrolment to 25 students should be required to justify exceeding the enrollment maximum of 25 continually.
4. All academic units offering WIC must ensure that at least 50% of the final course grade is based on writing by students in the WIC.
5. The Kent Core English requirements should be standard prerequisites for all WIC.

APPENDIX A FACULTY QUESTIONNAIRE

Writing Intensive Course Review Questionnaire

1. For each of the WIC courses in your department, please indicate the total number of sections offered in the Spring 2011, Summer 2011, and Fall 2011 terms.

| <u>Term</u> | <u>Course Number and Name</u> | <u>Total Number of Sections</u> |
|-------------|-------------------------------|---------------------------------|
| Spring 2011 | | |
| Summer 2011 | | |
| Fall 2011 | | |

2. Approximately what proportion of the WIC sections was taught by full-time faculty members?

- a. 0-25 percent b. 26-50 percent c. 51-75 percent d. 76-100 percent

3. On average, how many writing assignments were required in the WIC courses?

- a. 1 b. 2 c. 3 d. 4 e. 5 f. more than 5

3a. How many of the writing assignments are individual assignments?

- a. 1 b. 2 c. 3 d. 4 e. 5 f. more than 5

3b. How many of the writing assignments are team assignments?

- a. 0 b. 1 c. 2 d. 3 e. 4 f. more than 4

4. On average, what percentage of the grade in the WIC sections is based on writing?

- a. 0-25 percent b. 26-50 percent c. 51-75 percent d. 76-100 percent

5. On average, how many of the writing assignments provide an opportunity for guided revision before grading occurs?

- a. 1 b. 2 c. 3 d. 4 e. 5 f. more than 5

6. What percentage of the grade is based on writing assignments that provide an opportunity for guided revision before grading occurs?

- a. 0-25 percent b. 26-50 percent c. 51-75 percent d. 76-100 percent

7. How strongly do you agree with the following statements? (5 – strongly agree, 1 – strongly disagree)

7.1 Most students are well-prepared for the Writing Intensive Courses

Strongly disagree

Strongly agree

1 2 3 4 5

7.2. Writing intensive courses improve the writing abilities of our major(s)' students.

Strongly disagree

Strongly agree

1 2 3 4 5

7.3 Most graduates from our major(s) are effective writers in their discipline.

Strongly disagree

Strongly agree

1 2 3 4 5

8. How does the effectiveness of the writing intensive courses in your major differ from other courses containing writing assignments?
9. What forms of support are available to faculty members teaching WIC courses in your program(s)?
10. What additional kinds of support do faculty members teaching WIC courses in your program(s) need?
11. Please list, state, or describe the ways in which writing abilities are assessed in your WIC course(s).
12. Please comment on the effectiveness of the writing intensive course requirement at KSU.
13. What impact do WIC courses have on your students' performance in other courses (grades, ability to write essays, etc.)?
14. Describe any strengths or weaknesses of the writing intensive courses offered in your major(s).
15. Please provide any additional comments you think might be helpful to the URCC in its review of the Writing Intensive Course requirement.

APPENDIX B STUDENT QUESTIONNAIRE

2012 Student Survey of Writing-Intensive Course (WIC) Requirement

The University Requirements Curriculum Committee asks your assistance in reviewing the current **Writing-Intensive Course (WIC)** graduation requirement. Your responses to this survey are important and will help the committee to suggest any necessary changes in future WIC offerings. The information you provide in **this survey does not require you to identify yourself**; your answers will be grouped with those of other students. Completing this survey will take **approximately 15 minutes** of your time.

Begin this survey by responding to the four items below. **Enter and grid in your responses in the designated spaces on the Scan Sheet. Begin each response at the left side of the designated space (i.e., work from left to right as you enter the codes).**

1. ACADEMIC DEPARTMENT (MAJOR) CODE. In the space for "ID Number" on the Scan Sheet, enter and grid in the department code of your major using the list below. If you have more than one major, enter the department code of the program you consider to be your "primary" major.

ARTS AND SCIENCES

- 10 A&S Undeclared
- 11 General Studies
- 12 Anthropology
- 13 Biological Sciences
- 14 Chemistry
- 15 Computer Sciences
- 16 English
- 17 Geography
- 18 Geology
- 19 History
- 20 Justice Studies
- 21 Mathematics
- 22 Modern and Classical Language Studies
- 23 Pan-African Studies
- 24 Philosophy
- 25 Physics
- 26 Political Science
- 27 Psychology
- 28 Sociology

BUSINESS ADMINISTRATION

- 29 Accounting
- 30 Economics
- 31 Finance
- 32 M&IS (Business Mgmt, CIS, Operations Mgmt)
- 33 Marketing

COMMUNICATION AND INFORMATION

- 34 CCI General
- 35 Communication Studies
- 36 Journalism and Mass Communication
- 37 Visual Communication Design

EDUCATION

- 38 ACHVE (Health Education and Vocational Education)
- 39 EFSS (Intervention Specialist)
- 40 TLCS (Early, Middle, and Adolescence/ Young Adult Education)

FINE AND PROFESSIONAL ARTS

- 41 F&PA General
- 42 Integrated Health Studies
- 43 Architecture
- 44 Art
- 45 Exercise, Leisure and Sport
- 46 Family and Consumer Studies
- 47 Fashion Design and Merchandising
- 48 Music
- 49 Speech Pathology and Audiology
- 50 Theatre and Dance

NURSING

- 51 Nursing

TECHNOLOGY

- 52 Technology

UNDERGRADUATE STUDIES

- 53 Exploratory

REGIONAL CAMPUSES

- 54 Associate Degree Programs

2. DEGREE CODE. In the space for "Call No." on the Scan Sheet, enter and grid in the code for the degree you will receive for the major you reported above.

| | | | | | |
|----|----------------------------------|----|-------------------------------------|----|--|
| 10 | Bachelor of Arts | 14 | Bachelor of Architecture | 18 | Bachelor of Music |
| 11 | Bachelor of Science | 15 | Bachelor of Business Administration | 19 | Bachelor of Science/ Doctor of Medicine |
| 12 | Bachelor of Science in Education | 16 | Bachelor of Fine Arts | 20 | Associate Degree |
| 13 | Bachelor of Science in Nursing | 17 | Bachelor of General Studies | | |

3. COURSE CODE. If you have taken (or are taking) more than one WIC, **select only one writing-intensive course** to use as the basis for this survey. Once again using the academic department codes listed above, in the space for "Test Code" on the Scan Sheet, enter and grid in the **department code of the WIC course** you will use as the basis for your responses in this survey.

4. CAMPUS CODE. In the space for "Special Code" on the Scan Sheet, enter and grid in **campus code** where you took the WIC selected above.

| | | | | | | | |
|----|----------------|----|--------|----|-------|----|------------|
| 10 | Ashtabula | 12 | Geauga | 14 | Salem | 16 | Trumbull |
| 11 | East Liverpool | 13 | Kent | 15 | Stark | 17 | Tuscarawas |

The WIC requirement is intended to help students become more effective writers in their major. Completion of at least one WIC course with a minimum grade of "C" is a graduation requirement for all undergraduates in baccalaureate programs. If you have taken (or are taking) more than one WIC, **use the one writing-intensive course reported in Item #3 above** in responding to the following questions. If you are completing the course you selected, answer the questions based on your experiences in the current course.

Beginning with Item #1 on the Scan Sheet, grid in your answers to the following questions.

SECTION I

- Was there at least one writing assignment required for this writing-intensive course?
 - Yes
 - No

IF YOUR ANSWER IS "NO," GO DIRECTLY TO QUESTION #21.
- In comparison to other courses in your major, how much **time** did you spend on writing assignments **in this course**?
 - significantly more
 - more
 - the same
 - less
 - significantly less
- Thinking about all of the assignments expected **for this course** (such as outside reading, in-class presentations, and written work), how much **time** did you spend on writing assignments compared to time spent on other assignments?
 - significantly more
 - more
 - the same
 - less
 - significantly less
- Considering all the assignments **for this course**, how much **effort** did you spend on writing assignments compared to effort spent on other assignments?
 - significantly more
 - more
 - the same
 - less
 - significantly less
- Thinking about the final grade for this course, what **percent of the final grade** was/will be based on how well you did on **ALL** of the required writing assignments combined?
 - none of the final grade
 - between 1% and 10%
 - between 11% and 20%
 - between 21% and 30%
 - between 31% and 40%
 - between 41% and 50%
 - between 51% and 75%
 - between 76% and 100%

SECTION II

- How much did the writing assignments in this course help you to become a more effective writer **in your major**?
 - helped a great deal
 - helped somewhat
 - did not help much
 - did not help at all

7. How much did the writing assignments in this course help you to improve your **basic writing skills** (including areas such as spelling, punctuation, grammar, footnotes and citations)?
a. helped a great deal b. helped somewhat c. did not help much d. did not help at all
8. How much did the writing assignments in this course help you to improve your ability to **express your ideas more clearly**?
a. helped a great deal b. helped somewhat c. did not help much d. did not help at all
9. How much did the writing assignments in this course help you to **think more critically in developing content**?
a. helped a great deal b. helped somewhat c. did not help much d. did not help at all
10. Overall, how would you rate your writing ability at the **beginning** of this course?
a. excellent b. above average c. average d. below average e. poor
11. Overall, how would you rate your writing ability at the **end** of this course?
a. excellent b. above average c. average d. below average e. poor

SECTION III

12. How much opportunity were you given to **revise** at least one writing assignment before final grading of that assignment?
a. sufficient opportunity b. some opportunity c. little opportunity d. no opportunity
13. How helpful was the **revision process** in improving your writing ability?
a. helped a great deal b. helped somewhat c. did not help much d. did not help at all
14. Did you receive **guidance** in making revisions to a draft document or for improving your writing in subsequent assignments?
a. Yes b. No **IF YOUR ANSWER IS "NO," GO DIRECTLY TO QUESTION #21.**
15. How helpful was the **guidance** you received?
a. helped a great deal b. helped somewhat c. did not help much d. did not help at all
16. Did the instructor provide **notes on earlier drafts or assignments** suggesting areas needing revision or improvement?
a. Yes b. No
17. Did the instructor use **regular class meetings** to provide suggestions for revisions or improvement?
a. Yes b. No
18. Did the instructor schedule **individual or group meetings outside of class** to provide guidance?
a. Yes b. No
19. Were suggestions **included in the syllabus** for how to revise draft documents or improve subsequent writing assignments?
a. Yes b. No
20. Did you **ask the instructor to meet with you** to provide guidance in revisions or to improve your writing?
a. Yes b. No

SECTION IV

21. Was a writing-intensive course **available** to you in a **timely manner** to accommodate your plan of study?
a. Yes b. No
22. Was the WIC used as the basis for your responses a **one-credit "add-on" course** taken in conjunction with another course?
a. Yes b. No
23. What **grade** did you receive (or do you expect to receive) in the WIC used as the basis for your responses?
a. "A" b. "B" c. "C" d. "D" e. "F"
24. What was your **classification** when you took this writing-intensive course?
a. Freshman b. Sophomore c. Junior d. Senior

Thank you for helping to review the Writing-Intensive Course requirement.

If you have any further responses that might be useful in improving the WIC requirement, please write your comments at the bottom and/or on the back of this page.

APPENDIX C FACULTY SURVEY RESULTS

| Q# | QUESTION | A. 0-25% | B. 26-50% | C. 51-75% | D. 76-100% | BLANK | | N |
|-------|--|------------|------------|------------|-------------|------------|----------------|----|
| 2 | Approximately what proportion of the WIC sections was taught by FT faculty members? | 12.12% (4) | 6.06% (2) | 6.06% (2) | 72.73% (24) | 3.03% (1) | | 33 |
| | | a. 1 | b. 2 | c. 3 | d. 4 | e. 5 | f. more than 5 | |
| 3 | On average, how many writing assignments were required in the WIC courses? | 3.03% (1) | 3.03% (1) | 9.09% (3) | 18.18% (6) | 15.15% (5) | 51.52% (17) | 33 |
| (3)4A | How many of the writing assignments are individual assignments? | 3.03% (1) | 9.09% (3) | 15.15% (5) | 12.12% (4) | 15.15% (5) | 45.45% (15) | 33 |
| | | a. 0 | b. 1 | c. 2 | d. 3 | e/ 4 | f. more than 4 | |
| (3)4B | How many of the writing assignments are team assignments? | 19 | 18.18% (6) | 6.06% (2) | 6.06% (2) | 3.03% (1) | 9.09% (3) | 33 |
| | | A. 0-25% | B. 26-50% | C. 51-75% | D. 76-100% | | | |
| 4 | On average, what percentage of the grade in the WIC sections is based on writing? | 9.09% (3) | 12.12% (4) | 18.18% (6) | 60.61% (20) | | | 33 |
| | | a. 1 | b. 2 | c. 3 | d. 4 | e. 5 | f. more than 5 | |
| 5 | On average, how many writing assignments provide an opportunity for guided revision before grading occurs? | 18.18% (6) | 18.18% (6) | 27.27% (9) | 12.12% (4) | 0 | 24.24% (8) | 33 |
| | | A. 0-25% | B. 26-50% | C. 51-75% | D. 76-100% | VARIABLE | | |

| | | | | | | | | | | |
|-----|--|--------------------------------------|-----------------|-----------------|-----------------|-------------------------------|-----------|-----------|-----------|----|
| 6 | What percentage of the grade is based on writing assignments that provide an opportunity for guided revision before grading occurs? | 27.27% (9) Strongly Disagree 1 | 24.24% (8) 2 | 24.24% (8) 3 | 21.21% (7) 4 | 3.03% (1) Strongly Agree 5 | UNKNOWN | 3.5 | 4.5 | 33 |
| 7.1 | Most students are well-prepared for the Writing Intensive Courses. | 6.06% (2) | 27.27% (9) | 51.52% (17) | 15.15% (5) | 0 | 0 | 0 | 0 | 33 |
| 7.2 | Writing intensive courses improve the writing abilities of our major(s)' students. | 3.03% (1) | 3.03% (1) | 6.06% (2) | 51.52% (17) | 30.30% (10) | 3.03% (1) | 3.03% (1) | 0 | 33 |
| 7.3 | Most graduates from our major(s) are effective writers in their discipline. | 3.03% (1) | 12.12% (4) | 27.27% (9) | 48.48% (16) | 3.03% (1) | 0 | 3.03% (1) | 3.03% (1) | 33 |
| | Note: SPED, MIS, and PHIL provided some or all information by course or section. Those responses were averaged so that there is one response per major | | | | | | | | | |

APPENDIX D

STUDENT SURVEY RESULTS

Q2 Was there at least one writing assignment required for this writing-intensive course?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Yes | 641 | 98.2 | 99.4 | 99.4 |
| No | 4 | .6 | .6 | 100.0 |
| Total | 645 | 98.8 | 100.0 | |
| Missing System | 8 | 1.2 | | |
| Total | 653 | 100.0 | | |

Q3 What number of written assignments were you required to complete in this course?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| 1 | 49 | 7.5 | 9.3 | 9.3 |
| 2 | 30 | 4.6 | 5.7 | 15.0 |
| 3 | 56 | 8.6 | 10.6 | 25.6 |
| 4 | 54 | 8.3 | 10.2 | 35.8 |
| 5 or more | 339 | 51.9 | 64.2 | 100.0 |
| Total | 528 | 80.9 | 100.0 | |
| Missing System | 125 | 19.1 | | |
| Total | 653 | 100.0 | | |

Q4 In comparison to other courses in your major, how much time did you spend on writing assignments in this course?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------|-----------|---------|---------------|--------------------|
| significantly more | 224 | 34.3 | 35.2 | 35.2 |
| more | 228 | 34.9 | 35.8 | 71.0 |
| the same | 126 | 19.3 | 19.8 | 90.7 |
| less | 45 | 6.9 | 7.1 | 97.8 |
| significantly less | 14 | 2.1 | 2.2 | 100.0 |
| Total | 637 | 97.5 | 100.0 | |
| Missing System | 16 | 2.5 | | |
| Total | 653 | 100.0 | | |

Q5 Thinking about all of the assignments expected for this course (such as outside reading, in-class presentations, and written work), how much time did you spend on writing assignments compared to time spent on other assignments?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------|-----------|---------|---------------|--------------------|
| significantly more | 190 | 29.1 | 29.9 | 29.9 |
| more | 248 | 38.0 | 39.0 | 68.9 |
| the same | 143 | 21.9 | 22.5 | 91.4 |
| less | 43 | 6.6 | 6.8 | 98.1 |
| significantly less | 12 | 1.8 | 1.9 | 100.0 |
| Total | 636 | 97.4 | 100.0 | |
| Missing System | 17 | 2.6 | | |
| Total | 653 | 100.0 | | |

Q6 Considering all the assignments for this course, how much effort did you spend on writing assignments compared to effort spent on other assignments?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------|-----------|---------|---------------|--------------------|
| significantly more | 187 | 28.6 | 29.4 | 29.4 |
| more | 248 | 38.0 | 39.0 | 68.4 |
| the same | 152 | 23.3 | 23.9 | 92.3 |
| less | 32 | 4.9 | 5.0 | 97.3 |
| significantly less | 17 | 2.6 | 2.7 | 100.0 |
| Total | 636 | 97.4 | 100.0 | |
| Missing System | 17 | 2.6 | | |
| Total | 653 | 100.0 | | |

Q7 Thinking about the final grade for this course, what percent of the final grade was/will be based on how well you did on ALL of the required writing assignments combined?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------------|-----------|---------|---------------|--------------------|
| none of the final grade | 14 | 2.1 | 2.2 | 2.2 |
| between 1% and 10 % | 21 | 3.2 | 3.3 | 5.6 |
| between 11% and 20% | 30 | 4.6 | 4.8 | 10.4 |
| between 21% and 30% | 53 | 8.1 | 8.5 | 18.8 |
| between 31% and 40% | 67 | 10.3 | 10.7 | 29.5 |
| between 41% and 50% | 50 | 7.7 | 8.0 | 37.5 |
| between 51% and 75% | 121 | 18.5 | 19.3 | 56.8 |
| between 76% and 100% | 271 | 41.5 | 43.2 | 100.0 |
| Total | 627 | 96.0 | 100.0 | |
| Missing System | 26 | 4.0 | | |
| Total | 653 | 100.0 | | |

Q8 How much did the writing assignments in this course help you to become a more effective writer in your major?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------------|-----------|---------|---------------|--------------------|
| helped a great deal | 199 | 30.5 | 31.8 | 31.8 |
| helped somewhat | 251 | 38.4 | 40.1 | 71.9 |
| did not help much | 103 | 15.8 | 16.5 | 88.3 |
| did not help at all | 73 | 11.2 | 11.7 | 100.0 |
| Total | 626 | 95.9 | 100.0 | |
| Missing System | 27 | 4.1 | | |
| Total | 653 | 100.0 | | |

Q9 How much did the writing assignments in this course help you to improve your basic writing skills (including areas such as spelling, punctuation, grammar, footnotes, and citations)?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------------|-----------|---------|---------------|--------------------|
| helped a great deal | 133 | 20.4 | 21.2 | 21.2 |
| helped somewhat | 259 | 39.7 | 41.2 | 62.4 |
| did not help much | 144 | 22.1 | 22.9 | 85.4 |
| did not help at all | 92 | 14.1 | 14.6 | 100.0 |
| Total | 628 | 96.2 | 100.0 | |
| Missing System | 25 | 3.8 | | |
| Total | 653 | 100.0 | | |

Q10 How much did the writing assignments in this course help you to improve your ability to express your ideas more clearly?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------------|-----------|---------|---------------|--------------------|
| helped a great deal | 178 | 27.3 | 28.5 | 28.5 |
| helped somewhat | 265 | 40.6 | 42.4 | 70.9 |
| did not help much | 113 | 17.3 | 18.1 | 89.0 |
| did not help at all | 69 | 10.6 | 11.0 | 100.0 |
| Total | 625 | 95.7 | 100.0 | |
| Missing System | 28 | 4.3 | | |
| Total | 653 | 100.0 | | |

Q11 How much did the writing assignments in this course help you to think more critically in developing content?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------------|-----------|---------|---------------|--------------------|
| helped a great deal | 239 | 36.6 | 38.2 | 38.2 |
| helped somewhat | 235 | 36.0 | 37.5 | 75.7 |
| did not help much | 102 | 15.6 | 16.3 | 92.0 |
| did not help at all | 50 | 7.7 | 8.0 | 100.0 |
| Total | 626 | 95.9 | 100.0 | |
| Missing System | 27 | 4.1 | | |
| Total | 653 | 100.0 | | |

Q12 Overall, how would you rate your writing ability at the beginning of this course?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| excellent | 100 | 15.3 | 16.0 | 16.0 |
| above average | 321 | 49.2 | 51.3 | 67.3 |
| average | 191 | 29.2 | 30.5 | 97.8 |
| below average | 13 | 2.0 | 2.1 | 99.8 |
| poor | 1 | .2 | .2 | 100.0 |
| Total | 626 | 95.9 | 100.0 | |
| Missing System | 27 | 4.1 | | |
| Total | 653 | 100.0 | | |

Q13 Overall, how would you rate your writing ability at the end of this course?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| excellent | 155 | 23.7 | 24.8 | 24.8 |
| above average | 368 | 56.4 | 58.9 | 83.7 |
| average | 93 | 14.2 | 14.9 | 98.6 |
| below average | 9 | 1.4 | 1.4 | 100.0 |
| Total | 625 | 95.7 | 100.0 | |
| Missing System | 28 | 4.3 | | |
| Total | 653 | 100.0 | | |

Q14 How much opportunity were you given to revise at least one writing assignment before final grading of that assignment?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------------|-----------|---------|---------------|--------------------|
| sufficient opportunity | 356 | 54.5 | 57.0 | 57.0 |
| some opportunity | 136 | 20.8 | 21.8 | 78.7 |
| little opportunity | 63 | 9.6 | 10.1 | 88.8 |
| no opportunity | 70 | 10.7 | 11.2 | 100.0 |
| Total | 625 | 95.7 | 100.0 | |
| Missing System | 28 | 4.3 | | |
| Total | 653 | 100.0 | | |

Q15 How helpful was the revision process in improving your writing ability?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------------|-----------|---------|---------------|--------------------|
| helped a great deal | 228 | 34.9 | 37.1 | 37.1 |
| helped somewhat | 217 | 33.2 | 35.3 | 72.5 |
| did not help much | 93 | 14.2 | 15.1 | 87.6 |
| did not help at all | 76 | 11.6 | 12.4 | 100.0 |
| Total | 614 | 94.0 | 100.0 | |
| Missing System | 39 | 6.0 | | |
| Total | 653 | 100.0 | | |

Q16 Did you receive guidance in making revisions to a draft document or for improving your writing in subsequent assignments?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Yes | 479 | 73.4 | 78.4 | 78.4 |
| No | 132 | 20.2 | 21.6 | 100.0 |
| Total | 611 | 93.6 | 100.0 | |
| Missing System | 42 | 6.4 | | |
| Total | 653 | 100.0 | | |

Q17 How helpful was the guidance you received?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------------|-----------|---------|---------------|--------------------|
| helped a great deal | 290 | 44.4 | 58.2 | 58.2 |
| helped somewhat | 160 | 24.5 | 32.1 | 90.4 |
| did not help much | 40 | 6.1 | 8.0 | 98.4 |
| did not help at all | 8 | 1.2 | 1.6 | 100.0 |
| Total | 498 | 76.3 | 100.0 | |
| Missing System | 155 | 23.7 | | |
| Total | 653 | 100.0 | | |

Q18 Did the instructor provide notes on earlier drafts or assignments suggesting areas needing revision or improvement?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Yes | 457 | 70.0 | 92.0 | 92.0 |
| No | 40 | 6.1 | 8.0 | 100.0 |
| Total | 497 | 76.1 | 100.0 | |
| Missing System | 156 | 23.9 | | |
| Total | 653 | 100.0 | | |

Q19 Did the instructor use regular class meetings to provide suggestions for revisions or improvement?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Yes | 358 | 54.8 | 72.6 | 72.6 |
| No | 135 | 20.7 | 27.4 | 100.0 |
| Total | 493 | 75.5 | 100.0 | |
| Missing System | 160 | 24.5 | | |
| Total | 653 | 100.0 | | |

**Q20 Did the instructor schedule individual or group meetings outside of class
to provide guidance?**

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|-----------------------|
| Yes | 247 | 37.8 | 50.2 | 50.2 |
| No | 245 | 37.5 | 49.8 | 100.0 |
| Total | 492 | 75.3 | 100.0 | |
| Missing System | 161 | 24.7 | | |
| Total | 653 | 100.0 | | |

**Q21 Were suggestions included in the syllabus for how to revise draft
documents or improve subsequent writing assignments?**

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|-----------------------|
| Yes | 298 | 45.6 | 61.3 | 61.3 |
| No | 188 | 28.8 | 38.7 | 100.0 |
| Total | 486 | 74.4 | 100.0 | |
| Missing System | 167 | 25.6 | | |
| Total | 653 | 100.0 | | |

**Q22 Did you ask the instructor to meet with you to provide guidance in
revisions or to improve your writing?**

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|-----------------------|
| Yes | 197 | 30.2 | 40.0 | 40.0 |
| No | 295 | 45.2 | 60.0 | 100.0 |
| Total | 492 | 75.3 | 100.0 | |
| Missing System | 161 | 24.7 | | |
| Total | 653 | 100.0 | | |

**Q23 Was a writing-intensive course available to you in a timely manner to
accommodate your plan of study?**

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|-----------------------|
| Yes | 546 | 83.6 | 89.1 | 89.1 |
| No | 67 | 10.3 | 10.9 | 100.0 |
| Total | 613 | 93.9 | 100.0 | |
| Missing System | 40 | 6.1 | | |
| Total | 653 | 100.0 | | |

**Q24 Was the WIC used as the basis for your responses a one-credit "add-on"
course taken in conjunction with another course?**

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|-----------------------|
| Yes | 167 | 25.6 | 27.4 | 27.4 |
| Valid No | 442 | 67.7 | 72.6 | 100.0 |
| Total | 609 | 93.3 | 100.0 | |
| Missing System | 44 | 6.7 | | |
| Total | 653 | 100.0 | | |

Student Survey – Demographic Data

SURVEY DETAILS

| | |
|-------------------------------------|------------------|
| | |
| Emails sent | 2784 |
| Opted out | 31 |
| Total valid emails sent | 2753 |
| Distribution Dates | 1/7/13 – 1/19/13 |
| Reminders sent | 2 |
| Online completed surveys | 531 |
| Online response rate | 19% |
| Scantron/pilot survey distributed | 135 |
| Scantron/pilot surveys completed | 114 |
| Scantron/pilot survey response rate | 84% |
| Total survey response rate | 22% |

DEGREE

| | Frequency | Percent |
|---|-----------|---------|
| Associate of Arts | 1 | .2 |
| Associate of Applied Business | 1 | .2 |
| Associate of Applied Science | 5 | .8 |
| Associate of Science | 1 | .2 |
| Bachelor of Arts | 185 | 28.7 |
| Bachelor of Applied Horticulture | 3 | .5 |
| Bachelor of Business Admin | 76 | 11.8 |
| Bachelor of Fine Arts | 3 | .5 |
| Bachelor of General Studies | 6 | .9 |
| Bachelor of Integrative Studies | 1 | .2 |
| Bachelor of Science | 200 | 31.0 |
| Bachelor of Science in Education | 59 | 9.1 |
| Bachelor of Science in Nursing | 50 | 7.8 |
| Bachelor of Science in Public Health | 9 | 1.4 |
| Bachelor of Technical & Applied Science | 9 | 1.4 |
| Master of Arts in Teaching | 1 | .2 |
| Pre-Major | 5 | .8 |

| | | | |
|-------|-----------|-----|-------|
| | Post-Bacc | 1 | .2 |
| | Total | 616 | 95.5 |
| | Blank | 29 | 4.5 |
| Total | | 645 | 100.0 |

Online or Scantron

| | Frequency | Percent |
|----------|-----------|---------|
| Online | 531 | 82.3 |
| Scantron | 114 | 17.7 |
| Total | 645 | 100.0 |

COLLEGE

| | Frequency | Percent |
|-------------------------------|-----------|---------|
| Ashtabula | 2 | .3 |
| Arch & En Design | 28 | 4.3 |
| Arts & Sciences | 216 | 33.5 |
| Coll of Appl Eng/Sustain/Tech | 14 | 2.2 |
| Business | 75 | 11.6 |
| Arts | 28 | 4.3 |
| Comm & Info | 42 | 6.5 |
| Coll of Ed Health Human Svcs | 151 | 23.4 |
| Geauga | 1 | .2 |
| Nursing | 50 | 7.8 |
| Public Health | 9 | 1.4 |
| Salem | 7 | 1.1 |
| Stark | 1 | .2 |
| Trumbull | 7 | 1.1 |
| Tuscarawas | 4 | .6 |
| Undergraduate Studies | 1 | .2 |
| Total | 636 | 98.6 |
| Blank | 9 | 1.4 |
| Total | 645 | 100.0 |

MAJOR (Major codes can be found at
the end of this report.)

| | Frequency |
|------|-----------|
| ACCT | 14 |
| ACM | 1 |
| ADV | 6 |
| AENG | 1 |
| AERN | 8 |
| ANTH | 1 |
| ARCH | 22 |
| ARTH | 4 |
| ASL | 1 |
| BMGT | 35 |
| BMRT | 1 |
| BSCI | 17 |
| BTEC | 1 |
| CFA | 3 |
| CHEM | 12 |
| CIS | 3 |
| COMM | 17 |
| CONS | 3 |
| CRJU | 1 |
| CS | 2 |
| ECDE | 10 |
| ECON | 2 |
| EDST | 3 |
| EHSG | 2 |
| ELMD | 2 |
| ENG | 24 |
| ESCI | 1 |
| EXPL | 2 |
| FD | 4 |
| FIN | 10 |
| FM | 15 |
| FR | 3 |
| FRTR | 1 |
| GEOL | 4 |
| GSTU | 6 |

| | |
|------|----|
| HDFS | 30 |
| HIST | 7 |
| HOR | 3 |
| HORT | 2 |
| HST | 1 |
| ID | 6 |
| IGST | 1 |
| IHS | 2 |
| IMTH | 8 |
| INLA | 6 |
| INSP | 8 |
| INSS | 3 |
| INTL | 1 |
| ISCI | 2 |
| JUS | 22 |
| MATH | 3 |
| MCED | 12 |
| MEDT | 2 |
| MERT | 1 |
| MKTG | 6 |
| MMTG | 5 |
| MUST | 1 |
| NEWS | 2 |
| NONE | 2 |
| NRST | 1 |
| NURS | 50 |
| PEP | 1 |
| PH | 8 |
| PHDF | 1 |
| PHIL | 5 |
| PHY | 2 |
| PLST | 1 |
| POL | 5 |
| PR | 4 |
| PSYC | 49 |
| RUSS | 2 |

| | |
|-------|-----|
| SEED | 1 |
| SOC | 12 |
| SPA | 18 |
| SPAD | 6 |
| TAS | 9 |
| TECH | 5 |
| THEA | 3 |
| TIED | 1 |
| VCD | 10 |
| VJNL | 2 |
| XPH | 1 |
| ZOOL | 5 |
| SPAN | 6 |
| PAS | 11 |
| ELS | 10 |
| JMC | 1 |
| Total | 608 |
| Blank | 37 |
| Total | 645 |

CLASS LEVEL*

| | Frequency | Percent |
|--------------------|-----------|---------|
| Master's | 1 | .2 |
| Junior | 52 | 8.1 |
| Post-Undergraduate | 50 | 7.8 |
| Sophomore | 5 | .8 |
| Senior | 419 | 65.0 |
| Blank | 118 | 18.2 |
| Total | 645 | 100.0 |

FULL-TIME/PART-TIME*

| | Frequency | Percent |
|-------|-----------|---------|
| FT | 453 | 70.2 |
| PT | 74 | 11.5 |
| Blank | 118 | 18.3 |
| Total | 645 | 100.0 |

GENDER*

| | Frequency | Percent |
|--------|-----------|---------|
| Female | 373 | 57.8 |
| Male | 154 | 23.9 |
| Blank | 118 | 18.2 |
| Total | 645 | 100.0 |

ETHNICITY*

| | Frequency | Percent |
|-----------------|-----------|---------|
| Blank | 118 | 18.3 |
| Asian | 3 | .5 |
| Black | 22 | 3.4 |
| Foreign | 13 | 2.0 |
| Hispanic | 15 | 2.3 |
| Multi-racial | 2 | .3 |
| Native American | 4 | .6 |
| White | 451 | 69.9 |
| Not reported | 17 | 2.6 |
| Total | 645 | 100.0 |

ALANA_IND*

(number & percent of African-American, Latino
and Native American Students)

| | Frequency | Percent |
|-------|-----------|---------|
| No | 486 | 75.3 |
| Yes | 41 | 6.4 |
| Total | 645 | 100.0 |

Items marked with an * indicate pilot study respondents, who were not asked these items.

| MAJOR_CODE | MAJOR_DESCRIPTION |
|-------------------|--------------------------------|
| ACCT | Accounting |
| ACM | Applied Conflict Management |
| AENG | Applied Engineering |
| AERN | Aeronautics |
| ANTH | Anthropology |
| ARCH | Architecture |
| ARTE | Art Education |
| ARTH | Art History |
| ASL | American Sign Language |
| BMGT | Business Management |
| BMRT | Business Management Technology |
| BSCI | Biology |
| BTEC | Biotechnology |
| CFA | Crafts or Fine Arts |
| CHEM | Chemistry |
| CIS | Computer Information Systems |
| COMM | Communication Studies |
| CONS | Conservation |
| CRJU | Criminology & Justice Studies |
| CS | Computer Science |
| ECDE | Early Childhood Education |
| ECON | Economics |
| EDST | Educational Studies Program |
| EHSG | Educ/Health/Human Service Gen |
| ELMD | Electronic Media |
| ELS | Exercise, Leisure & Sport |
| ENGR | English |
| ESCI | Earth Science |
| EXPL | Exploratory |
| FD | Fashion Design |
| FIN | Finance |
| FM | Fashion Merchandising |
| FR | French |
| FRTR | French Translation |
| GEOL | Geology |
| GSTU | General Studies |
| HDFS | Human Developmt/Family Studies |
| HIST | History |
| HSPM | Hospitality Management |
| ID | Interior Design |
| IGST | Integrative Studies |
| HIS | Integrated Health Studies |
| IMTH | Integrated Mathematics |

| | |
|------|--------------------------------------|
| INLA | Integrated Language Arts |
| INSP | Intervention Specialist |
| INSS | Integrated Social Studies |
| INTL | International Relations |
| ISCI | Integrated Science |
| JMC | Journalism & Mass Communication |
| JUS | Justice Studies |
| MATH | Math |
| MCED | Middle Childhood Education |
| MEDT | Medical Technology |
| MERT | Mechanical Engineering Tech |
| MKTG | Marketing |
| MMTG | Managerial Marketing |
| MUST | Music Technology |
| NEWS | News |
| NONE | No Major Required |
| NRST | Nursing AND |
| NURS | Nursing |
| PAS | Pan-African Studies |
| PEP | Physical Education |
| PH | Public Health |
| PHDF | Pre-Human Development Family Studies |
| PHIL | Philosophy |
| PHY | Physics |
| POL | Political Science |
| PR | Public Relations |
| PSYC | Psychology |
| RUSS | Russian |
| SEED | Secondary Education |
| SPA | Speech Pathology and Audiology |
| SPAD | Sports Administration |
| SPAN | Spanish |
| TAS | Technical and Applied Studies |
| TECH | Technology |
| THEA | Theatre Studies |
| TIED | Trade and Industrial Education |
| VCD | Visual Communication Design |
| VJNL | Visual Journalism |
| XPH | Public Health – Online |
| ZOOL | Zoology |

APPENDIX E

Kent State University

Writing Intensive Course Checklist

Purpose: The writing-intensive course (WIC) requirement is to assist undergraduates in becoming effective writers within their major discipline. Building on earlier writing courses, the WIC focuses on writing forms and standards used in the professional life of the discipline. Through these courses, students should understand and experience the ways in which writing shapes and enhances the acquisition and communication of knowledge.

For more information: <http://www.kent.edu/catalog/2012/info/policies/wric/>

Student Guidelines:

- As part of the requirements for any baccalaureate, all students must satisfy the writing-intensive course requirement.
- At least one upper-division course from the Writing-Intensive Course list must be completed with a minimum C (2.00) grade.
- Students should fulfill the requirement by taking a course in the major. In rare instances, a student may use a writing-intensive course from another discipline if approved by the student's major department or school.

Course Guidelines:

- ☐ WIC courses are designed, at least in part, to help students become effective writers in a specific discipline
- ☐ Involve a substantial amount of writing
- ☐ Provide at least one writing assignment where there is an opportunity for guided revision before grading occurs
- ☐ Limit of 25 students enrolled in the course
- ☐ Fifty percent of the grade should be based on writing assignments

Supplemental Assistance:

Faculty:

- ☐ View Sample writing assignments for the course
- ☐ Discuss course requirements with the unit course coordinator or program chair/director
- ☐ Contact Faculty Professional Development Center <http://www.kent.edu/fpdc/index.cfm>
- ☐ Review online writing sources. (Purdue Online Writing Lab, <http://owl.english.purdue.edu/owl/>)

Student:

- ☐ Visit the Kent State University Writing Commons: <http://www.kent.edu/writingcommons/index.cfm>
- ☐ Review online writing sources. (Purdue Online Writing Lab, <http://owl.english.purdue.edu/owl/>)



Faculty Senate Executive Committee Minutes of the Meeting

September 29, 2014

Present: Lee Fox-Cardamone (Chair), Tom Janson (Secretary), Fred Smith (At-Large), David Dees (Appointed), Kathy Wilson (Appointed), Paul Farrell (Past Chair), Tess Kail (Office Secretary)

Not Present: Deb Smith (Vice Chair)

Guests: Provost Todd Diacon

1. Call to Order

Chair Fox called the meeting to order at 3:30 p.m. in the Faculty Senate Conference Room. She announced that Senate Deb Smith was currently attending a hearing and therefore, had a scheduling conflict with the Executive Committee meeting.

2. Topics for discussion (some of which are to be discussed with the Provost)

- a. Chair Fox relayed a message from a senator concerning the end of the moratorium on adding new courses to the Kent Core. The committee discussed whether or not the moratorium had been extended following the initial period. Senator Farrell will search for documentation, however, due to a Faculty Senate office computer crash, several documents were lost.
- b. The committee agreed to ask the Provost about his desire to only fill vacancies in department chair and school directors' positions with professors (full).
- c. A policy was passed by the Senate to only allow students to register for courses during the second week of classes by securing faculty approval. Although this policy is in effect, FlashLine had no such restriction to registration during the second week of the fall 2014 semester.
- d. It was established as true that dependents of domestic partners are not covered by KSU insurance. The committee will urged the Provost to support coverage for all family members of KSU employees.

- e. A question about the faculty workshops offered by the Division of Research and Sponsored Programs arose due to the apparent lack of activity in that office.
 - f. The committee discussed how to best utilize FaSBAC to move forward on the motion passed by Senate requiring a full review of the RCM budget model.
 - g. The final topic concerned the ability of graduate students to carry up to and including 16 credit hours per semester. The full-time tuition of 9 credit hours covers up to 16, therefore, students often carry more hours than they can academically handle.
 - h. Amy Quillin from University Accessibility Services would like to speak to the full Senate concerning recent goals and plans for the future as discussed in the Instructional/Curricular Accessibility Committee. Chair Fox will schedule a convenient time for a senate presentation.
 - i. Chair Fox will also contact VP Greg Jarvie with an invitation to address the Senate.
 - j. The committee planned to ask the Provost if his office has considered an increase in retirements this coming spring 2015, due to changes in STRS rules and benefits.
3. Fall Faculty Retreat
- a. Senator Dees presented a final draft of the agenda for the October 6, 2014 Retreat. Tess Kail is expecting up to 35 Senators to attend. Senator Wilson will order food for 35 people.
4. Provost Diacon arrived at 4:05 p.m.
- a. Senator Dees requested information from Provost Diacon about the current and future activities from the Division of Research and Sponsored Programs. Provost Diacon first reported that a search for a new Vice President for Research is being structured; the VP will report directly to the President. The appointment will be made by March 2015, to begin in July 2015. Dr. Doug Delahanty is currently running faculty roundtable discussions with approximately one each month. The Provost believes that KSU needs to double research dollars in order to take stock of current external research funding. After meeting with the Deans, President Warren hired a consultant to assess the current situation. The Provost will speak on this topic in his address to the Senate.
 - b. Assistant Provost Fashaad Crawford will speak to the Senate concerning the current assessments of student and faculty experiences. The Provost would like to have a similar presentation on a yearly basis. In order to enhance faculty engagement, KSU will become part of the NSSI national survey of student involvement and administer the "COACHE Survey" from the Harvard Graduate School of Education. The survey is conducted annually in the spring of the year. In addition, it is wise to conduct a "climate survey" every five years.

- c. The Provost spoke briefly about ProctorU, an online proctoring service for student examinations which verifies the student's identity. This service has been presented to the Board of Trustees.
 - d. Finally the Provost announced that a proposed degree, the Bachelor of Applied Management will not be implemented at Kent State University. The proposal "did not garner nearly unanimous faculty support nor support of the Dean." One possible impact may be that the Kent Campus faculty and the Dean, College of Business, will dictate who the Regional Campuses hire, as well as instructor course assignments.
5. Questions for the Provost
- a. Chair Fox presented to the Provost the idea that members of the Executive Committee should meet with a small group of FaSBAC members. In this meeting the Faculty Senate motion requesting a review of RCM will be discussed, and four subcommittees of the whole FaSBAC will be created in order to individually report on the various facets of the Senate motion. Provost Diacon would like the implementation of the Senate motion to be driven by the Senate. Several members of the Executive Committee are also members of FaSBAC. The Provost will provide clerical assistance to bring the small group together. As a start, Chair Fox will send an e-mail request to the Provost.
 - b. Chair Fox expressed the Executive Committee's concern about KSU insurance coverage for the children of domestic partners. Provost Diacon said that he is well aware of this problem and that there are currently several employees experiencing this disadvantage. The current policy covers domestic partners but not the children (dependents) of a domestic partner who is not the KSU employee in the partnership. The Executive Committee requested the Provost to speak with the President about this inequity.
 - c. Chair Fox explained to the Provost the situation with "week two" registration. Although the university adopted a policy whereby students must seek faculty permission to register during the second week of the 15-week semester, FlashLine has no such restriction. Students freely registered during the second week of the fall semester 2014 without seeking faculty permission. Hopefully full implementation of the policy will be effective spring semester 2015. The Provost agreed.
 - d. Chair Fox asked the Provost to speak to his belief that only (full) professors should be appointed to the administrative positions of department chair/school director and above (dean, assistant dean, associate dean, etc.). Provost Diacon explained that he strongly believes that only persons who have themselves experienced the full measure of reappointment, tenure and promotion actions are capable of acting in these administrative positions. Secondly, he is concerned that the fulltime load of administration may prohibit promotion to professor for an administrator appointed at a lower rank. Chair Fox expressed concern that under this system only white males will become chair directors. The Provost countered with examples of opportunities for advancement for women and minorities.

- e. Senator Farrell voiced his opinion to the Provost concerning the current tuition rates for graduate students; full tuition is charge for 9 to 16 credit hours. Senator Farrell is concerned that some graduate programs are much too rigorous for students to elect more than 9 credit hours per semester. Those who do take too many credit hours, do not perform well. Secondly the University is losing tuition income by allowing graduate students to pay for 9 credit hours and carry up to 16 credits, while undergraduate students pay for 11 credit hours and may elect only a maximum of 16. Provost Diacon asked Senator Farrell to speak with Dean Stevens about the graduate tuition policy.
 - f. Senator Janson asked Provost Diacon to comment on pending legislation from Tom Sawyer to prohibit state universities in Ohio from capping tuition below 18 credit hours per semester. Provost Diacon said that there is strong support in the Ohio legislature to remove the possibility of charging extra tuition as Kent State does currently. He understands that a revised bill will be introduced to prohibit charging additional tuition between 11 and 18 credit hours. Senator Janson suggested that Kent State take this action prior to legislation.
 - g. Senator Farrell broached the topic of significant faculty retirement numbers in 2015. Given incentives for employees in their 35th year and beyond, Senator Farrell asked if the Provost has researched a projection of possible retiring faculty members. Provost Diacon welcomed the suggestion saying that in 2013 the numbers of retirements were high due to the restructuring by STRS. He agreed that there may be another surge in 2015, but his office has not researched that possibility.
6. Approval of the Minutes of the Faculty Senate Executive Committee Meeting, September 15, 2014
- a. Following brief discussion, a motion to approve the minutes as corrected (Fred Smith/Kathy Wilson) was approved.
7. Agenda for the Faculty Senate Meeting, October 13, 2014
- a. It was agreed that three reports will placed on the agenda. Two of the three are confirmed and Chair Fox will finalize the third invitation.
8. Adjournment
- a. Chair Fox adjourned the meeting at 6:13 p.m.

Tom Janson, Secretary
Faculty Senate