

WRITING INTENSIVE COURSE REQUIREMENT REVIEW REPORT

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

BY

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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.

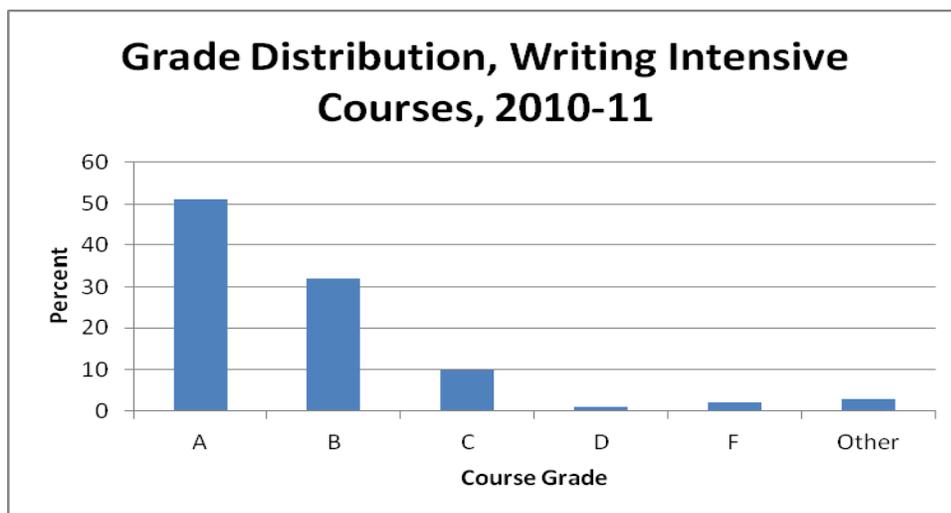


Figure 1 – WIC Grade Distribution 2010-2011 (Source RPIE)

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.

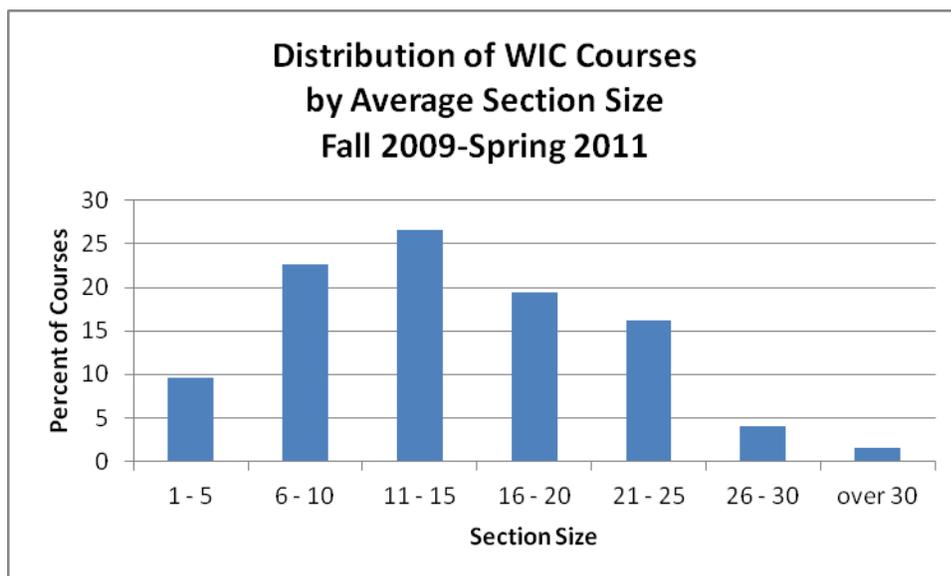


Figure 2 – Class Section Size of WICs Fall 2009-Spring 2011 (Source RPIE)

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.**

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**

										N
Q#	QUESTION	A. 0-25%	B. 26-50%	C. 51-75%	D. 76-100%	BLANK				
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)	24.24% (8)	24.24% (8)	21.21% (7)	3.03% (1)				33
		Strongly Disagree 1	2	3	4	Strongly Agree 5	UNKNOWN	3.5	4.5	
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
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

E-mails sent	2784
Opted out	31
Total valid e-mails 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/>)