

Academic Senate  
Curriculum and Instruction Committee  
Final Report for 2009-2010

The first two issues addressed by the Curriculum and Instruction Committee were the withdrawal policy and the time frame for late registration. It was determined that the Policy Committee had made a recommendation on the issue of late registration and had a meeting scheduled with Howard Shapiro to consider language to implement the changes in both the late registration and withdrawal policies.

The Committee next addressed a problem with the computer competency exam. The exam is based on Office 2003, but computers on campus and those students purchase are all equipped with a later version of Office. This presents a problem for students as they have no computers on which to prepare for the exam, but it also presents a larger problem in that the exam does not reflect the skills necessary for current computer competency. After conversations with H. Shapiro and L. Woodward, Chair of the Assessment sub-Committee of the GEOC, L. Woodward was in contact with M. Witoslawski about updating the exam and also about working with the WSU library staff to do so.

The CIC then addressed a charge from the Policy Committee related to the SET and the ASSET Report, specifically, that SET scores take into account potential bias in evaluation related to student motivation. Investigation of this issue raised additional problems with the SET given the changes in course structures in the 15 years since the ASSET Report and the development of the current SET were completed. This led the CIC to recommend the appointment of an ad hoc committee to examine the current SET process including the items on the SET form as well as reporting of SET scores and use of SET scores for faculty evaluation. To address the lack of consideration of potential student bias in SET evaluation, the CIC also recommended that a graphic that displays the relationship between student interest and overall SET scores and a ratio that expresses the relationship between student interest and overall SET be part of the report for each class for each individual and be included in the summary reports sent to faculty.

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Karen M. Feathers, Chair