

## Memorandum

**To:** John Soares  
Chair, Academic Senate

**Date:** June 15, 2009

Chair, Academic Senate

**From:** Stephen Phillips  
Chair, Instruction Committee, Academic Senate

**Subject:** Instruction Committee Quarterly Report: Spring 2009

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The Instruction Committee met four times during the spring quarter. Our arranged time worked for everyone, but not everyone was able to attend every meeting.

Three assignments were managed through to completion.

- 1) Our resolution on Archiving Senior Projects was written, reviewed, and passed through the Senate. In the Senate, a friendly amendment requiring senior projects be submitted in a digital format only was added to the resolution.
- 2) We reviewed the College of Business's request for Percentile Scoring submitted to the Instruction Committee. We determined this was not appropriate for us to continue further development. We believed Percentile Scoring would not be cost effective, would not resolve any existing conflicts or problems, and would add ranking to grade reports in an inconsistent and misleading manner.
- 3) We reviewed Executive Order 1037 on new grading symbols/policies and submitted a report to the Executive Committee. Report was reviewed in the Executive Committee without further comment. See the report for more information.

Two additional assignments were managed during the spring quarter.

- 1) Course Evaluations
  - a. We informally met with Bruno Giberti regarding revising Course Evaluations. Based on these discussions and the extent of research required, we decided to wait until the fall quarter under a new instruction committee chair to continue research towards a new policy decision.
- 2) W/WU Policy
  - a. We met with Phil Bailey, Rich Sanez, and David Conn to discuss concerns described in our winter report regarding W/WU policy.
  - b. After meeting, we found no substantive non-anecdotal evidence to revise our existing policy.
  - c. We further researched W/WU policy over the past few years, and analyzed the data on the number of F to W to WU's made by each College. In addition, we analyzed data on the number of F to W to WU's made by each Department and determined where the greatest demand had taken place, which classes used this option the most.
  - d. We tabled further discussion on making any changes to the existing policy until we are contacted again by College Deans requesting us to do so. In other words, without more College Deans interested to revise WU to W policy—we have no support to justifiably making changes to the existing policy. Please see the minute reports from our meetings for more information.