

**Kelce College of Business**  
**Chairs Meeting Minutes**  
**Tuesday, April 13, 2010, 2:30 p.m.**

**Present:** Ms. Becky Casey, Dr. Dean Cortes, Dr. Richard Dearth, Dr. Felix Dreher, Dr. Eric Harris

**Guests Present:** Dr. Lynn Murray

Dr. Lynn Murray, representative from PSU's HLC Academy, made an informational presentation to the Dean and Chairs about HLC. See attached notes.

April 15, 2010

---

Richard C. Dearth, Dean  
Kelce College of Business

# Memorandum

**To:** Richard Dearth  
**From:** Lynn Murray  
**Date:** 10/18/2013  
**Re:** HLC and Writing in the Gen Ed Core

---

Here are my take-aways from the College of Business Chairs meeting held on Tuesday, 4/13:

## **Significant concerns regarding the caliber of entering students' ability to write and how we as an institution discover and address deficits.**

- ♦ Recognizing that Pitt State, as a regional institution, is committed to providing access to higher education to as many people as possible, the group feels that there is a significant need for remedial efforts at developing *reading* and writing skills. Some suggestions to deal with this issue include:
  - ♦ The use of a diagnostic evaluation administered to all students – freshman AND transfer students.
  - ♦ The use of a proficiency course along the lines of KU's Western Civilization course which all undergraduates must take. This includes a rigorous essay examination administered to all students.
  - ♦ The implementation of a remedial English course similar to an Intermediate Algebra class.
  - ♦ IEP could perhaps serve as a model for the diagnosis of skill levels.
  
- ♦ The structure of our writing across the curriculum is of concern. In particular, the group noted the following:
  - ♦ Questions regarding the content of Engl 299 – Intro to Research Writing, wondering, for example, whether the use of a citation method (MLA or APA) is taught, how is plagiarism addressed, the quality of source materials.
  - ♦ The use of GAs teaching English 101. The group was particularly concerned with the threshold abilities of GAs and the consistency of teaching across GAs.
  - ♦ The lack of solid mechanics – grammar, structure, use of punctuation – among students was of considerable concern. Here, again, the question of evaluation and remediation of substandard skills was raised.

## **Transfer students, testing out, dual credit, and articulation agreements**

One method used by high schools and colleges to widen access to higher education and to increase the likelihood of students graduating within a tight timeframe has been to encourage the transferring in credit from community college, the use of dual credit whereby students earn high school and college credit in early English courses. However, there are concerns that this trend, which is unlikely to abate, will simply exacerbate the issues of student proficiency in writing. This is not exclusive to the writing skills of our students, but will also affect how we diagnose and remedy deficiencies in mathematics.

## **Other**

- ♦ The importance of preparing faculty for increased writing assignments. This includes instruction on developing appropriate writing prompts and how to provide worthwhile feedback. Additional concerns were the increased workload associated with increased writing assignments and the availability of financial support.
  
- ♦ The group suggested the use of an employer focus group.
  
- ♦ Clear explanations to students regarding reasons for and the benefits of the increased emphasis on writing and the increased rigor of its assessments.