

Minutes
GWAR Committee
USU 311
1:30 – 3 PM

Meeting Number 3
October 5, 2012

Members in attendance: Rebekha Abbuhl, Linda Sarbo, Mark Wiley, Susan Platt, Bron Pellissier, Rick Tuveson, Yu Ding, Colleen Dunagan

1. Approval of agenda (MSP).
2. Minutes of meeting on September 18th, 2012 (MSP).
3. Announcements
 - a. The CLA is scheduled for October 12th at 1:30 pm – LA1-207
 - b. Susan will send out invitations to the GWAR committee and to some individuals outside of the committee who may be interested in learning more about the test.
 - c. There is a WPE reading tomorrow, 10/5/12.
 - d. Andrea Lunsford gave a writing workshop at the Pyramid Annex on October 5th, from 10 to 2 and it was well attended.
4. Information on academic senate response to GWAR policy
 - a. An amendment to section 2.4 was made. “All other graduate students shall either self-place into a low- or mid-range pathway or take the GPE in their first semester of enrollment” was changed to “All other graduate students shall either self-place into a low- or mid-range pathway in consultation with their graduate advisor or take the GPE in their first semester of enrollment”
 - b. Discussion was held about the second point in section 2.4 (regarding those students who have “received degrees from an accredited non-US institution located in a country where English is a primary language of communication”. Several amendments were proposed but none passed and the language was not changed.
 - c. The Academic Senate asked who the GWAR Advisors are. They were informed that only certain individuals are GWAR advisors and that they are well trained about the WPE and the GWAR portfolio courses.
 - d. Discussion was held in Section 3.1. The senators requested more information about the GPE. They were informed that the GPE would most likely be similar to the essay test used by Sac State.

- e. The senate will resume discussion at 3.2 on October 18th. Any GEAR committee members who can attend are invited to do so.
- f. The GEAR committee discussed issues that might be raised at the meeting on the 18th:
 - i. One reader of portfolios might be an issue again.
 - ii. There may be some questions about the graduate pathways and how we are leaving it up to the department to decide the student's final writing requirements.
 - iii. They may raise questions regarding the validity and reliability of GPE.
 - iv. They might wonder about the timeline for developing the GPE Advisory Committee. The committee will be established in Spring 2013. It was noted that we will need to run both the new GPE and the old WPE simultaneously at the beginning in order to have enough topics. We should start piloting the GPE test in Fall 2013. A suggestion was made to do smaller administrations of the GPE test (e.g., 60 students at a time) until we know that the test is an accurate assessment. In the pilot, we wouldn't charge students to take the test and if they passed, they would be done but if they failed, they would be given an opportunity to take the WPE instead. The piloting could run through 2012-2013 and then full implementation would be started in Fall 2014. If the policy passes, we can just change the name of both types of test to "GPE," so that it is less confusing.
 - v. The senate might ask about section 5.2 and what we mean about "oversight" of "placement assessments" since right now we only have one assessment. And they might ask what we meant by "coordinat[ing] implementation" of the writing intensive capstone courses. We mean that we are willing to work with GEGC to approve proposals and also to assist with providing faculty training in implementing writing in courses.

5. Prompts for GPE

- a. The CLA has two main types of assessments: performance task (gives students documents, tables, graphs, etc. and three questions they need to respond to by referencing the documents) and make an argument/critique an argument.
- b. For the GPE, we are hoping to keep the time to 75 minutes.
- c. The performance task will probably take more time to score.
- d. Susan would like us to adopt both tests formats for our GPE.
- e. Some members are in support of keeping writing an essay as the assessment while incorporating the supplementary documents of the

performance task. This means a kind of combination of the performance task and the “make an argument/critique an argument.”

- f. Committee members should consider the handout and develop ideas about which format they are in support of and if they think a combination of the two would be best.

6. GVAR Coordinator’s report

- a. Linda is developing a faculty development workshop for CHSS. Linda, Rebekha, and David Lacey will hold the workshop with 10-12 faculty from CHSS. Several faculty are instructors in one course that is being piloted as a writing intensive capstone, CDFS 319i. There will also be some faculty from gerontology and rec/leisure. Some faculty are coming to get strategies and skills for teaching the course and some are coming to get acclimated to the expectations.
- b. Susan wants to figure out when the optimal time to put holds on students is, so that we can make sure they can still get classes. The first priority registration goes from November 5th to 26th (students can register for 13 units during this time) and then from December 5-12 it goes up to 18 units.
- c. Linda is using varied scheduling for the GVAR Advisors (they each get 3 units of assigned time per year for the both of them); so instead of having them come in a set schedule (same time, same amount of time all semester), she figured out which weeks are the busiest (when scores go out). She scheduled the advisors for more hours during those weeks and no hours during less busy weeks.

7. Adjournment

- a. 2:50 pm

Submitted by

Colleen Dunagan

Secretary

(These minutes were approved on 10/19/12.)