

**Minutes
GWAR Committee
USU 311
1:30 – 3 PM**

**Meeting Number 6
November 16th, 2012**

Members in attendance: Rebekha Abbuhl, Linda Sarbo, Susan Platt, Leslie Andersen, Rick Tuveson, Mark Wiley

- 1. Approval of agenda (MSP).**
- 2. Minutes of meeting on November 2nd, 2012 (MSP as amended).** Amendments:
Add: “The prompt contains text that purposely has flawed logic” to 4(b).
- 3. Announcements**
 - a. 3200 students are signed up for the WPE.
 - b. The testing office will pilot 7 new topics tomorrow (75 students are participating).
 - c. Students who are not taking LING 301 for GWAR credit have been unable to register for the course. They have received an error message stating that they have not failed the WPE, and thus they cannot enroll. Linda will ask Donna Green to look into this.
 - d. Susan is trying to obtain a computer test center for on-demand testing. There is an office in LA5, the high tech center. She will let us know whether that effort has been successful or not.
 - e. The committee may not meet on 12/7. If there is business to attend to, the committee will meet and Susan will convene.
- 4. GWAR Implementation plan**
 - a. Lynn, Susan, Linda, Nathen and Rebekha met on 11/7 to discuss the implementation of the new GWAR policy. Rebekha will send notes from the meeting to the GWAR committee.
 - b. Major points:
 - i. Pathways in the new policy mirror those in place since 2010.
 - ii. Although WI courses are being created, we may not have enough for full implementation of the policy until Fall 2015.
 - iii. The GPE will be gradually implemented.
 - iv. Implementation of the graduate student exemption to the GPE was noted as being particularly challenging. For now, the exemption will be handled manually through the non-CSU exemption

application for students with undergraduate degrees from approved institutions by the Testing Office. Applications from students who have not earned undergraduate degrees from approved institutions will be forwarded to the GEAR Coordinator.

- v. Websites related to the GEAR and GPE will need to be updated.

5. GPE prompts

- a. Two revised prompts were brought in for the committee to review. The committee was asked not to wordsmith individual prompts, but rather to devise a list of criteria for GPE prompts in general. This list will be sent to the WPE Development Committee, and they will be asked to develop the prompts.
- b. The criteria developed by the committee were the following:
 - i. There should be a variety of supporting materials (e.g., texts, statistics, graphics) that represent various perspectives and that have different levels of strengths and weaknesses.
 - ii. The prompts and accompanying material should be no longer than one page (front and back).
 - iii. The prompts should be clear (no confusing terms or hidden criteria).
 - iv. It needs to be clear to the students that they need to draw primarily upon the supporting materials, not just on personal experience.
 - v. The prompts should elicit a variety of perspectives.
 - vi. Students must know how they are being evaluated (this will be accomplished by making the scoring rubric available to the students, just as the WPE scoring rubric is available now).
- c. Committee members also suggested that the sources of all material on the prompt be given to the students, and that a note made to students that “some of what you read below may not be compelling evidence, so please feel free to disagree.” It was also suggested that when the scoring rubric is distributed to readers at the reading, that a short prompt-specific blurb be attached so that readers know what to look for specifically when evaluating essays from a particular prompt.
- d. A question was raised regarding who will take the GPE and who will take the WPE—should students be invited to take the GPE, or should there be random assignment of students to the two test forms? It was suggested that we do random assignment of students, as an invitation may create a sense among students that one test type is preferred over the other. We could also gather some interesting data by doing random assignment. Alternatively, we could do random invitations, and let students know that if they do poorly on the GPE, they can take the WPE.

6. GEAR Coordinator’s report

- a. Lynn, Susan and Linda are starting to work on revising the catalog language regarding the GVAR. They have been given additional time by Janis Jackson.
- b. Effective last Friday, Linda is now the interim director of the Learning Assistance Center. Linda was congratulated on her additional appointment.

Submitted by,

Rebekha Abbuhl

(These minutes were approved on 2/1/13.)