Minutes of the GWAR Committee Meeting  
September 17, 2010  
Number 2  
USU 311

In attendance: Rebekha Abbuhl (Linguistics), James A. Ahumada (ASI), Karin Griffin (University Library), Gary Griswold (CLA), Bron Pellissier (Advising Council), Susan Platt (Testing, Evaluation & Assessment), Maryam Qudrat (COE), Linda Sarbo (GWAR Coordinator), Sue Stanley (CEPC), Rick Tuveson (Health & Human Services), Mark Wiley (Academic Affairs), Carol Zitzer-Comfort (CED)

1. Approval of Agenda: MSP

2. Approval of Minutes of 5/7/10 & 9/3/10: MSP, with corrections for 9/3/10

3. Announcements
   a. New BeachBoard site established for GWAR Committee
   b. Updated GWAR Committee roster sent to Mary Walker
   c. Nathan Jensen now GWAR Committee member

   a. Committee chair handed out and summarized contents of AWATF report, Pilot Schematic, and highlights of 2006 self study, and noted that AWATF report hasn’t yet gone to AS Executive Committee
   b. Brainstorming: what would an ideal writing program look like; how can writing best be assessed?
      • Separate kinds of assessments for students we serve, such as freshmen, transfer students, non-native English speakers
      • Anchor assessments at different points: after first semester, 45-units, 75-units, 90 units
      • Ideal writing program needs to happen before assessment; students don’t get enough writing
      • Lessons from other campuses: capstone in major, integration of skills mentioned in learning outcomes of the AWATF report; more GE in major; designate courses as “W” (writing) courses; get started early with writing instruction instead of at the end; approach grad students differently from undergrads
      • Require GRE for grad students
      • WAC (writing across the curriculum) program geared to two distinct populations (native v. non-native English speakers)
      • Help troubled populations before they take writing intensive courses
      • Offer buffet of language acquisition courses; create full-time position to oversee, coordinate teaching of writing & writing instruction on campus
      • Avoid tracking; now have freshman comp for different populations; stigmatized students
      • Use multiple assessments approach
      • Get away from over-reliance on WPE type exam
      • Consider more appropriate assessments such as Collegiate Learning Assessment
      • Issue with WPE passing 95% of students
• Move away from centralized test
• Assessment should occur throughout departments
• Transfer student issues: capstone course should be writing intensive; students should not be able to take three at once
• Issue of WAC (writing across the curriculum): tough on faculty without appropriate training
• Should be more comprehensive approach for transfer students from moment they arrive
• Should consider revamping “capstone” idea; restructure
• San Marcos plan: every course requires 4500 words of writing
• Change name of WPE to “Writing Placement Exam”
• Ideas pertaining to senior thesis project- start at beginning, tie to discipline
• Purpose of a test- may not want to allow students to “test out”
• Create strong curriculum first, then help troubled students along the way
• Still need demonstration of what students can do in GE and major
• Two broad models emerging from this discussion: diagnostic test leading to coursework; strong curriculum

5. **GWAR Coordinator’s Report:**
   a. Three WPE waiver requests
      i. First request: more evidence to be brought to future meeting
      ii. Second/third requests: not enough time; tabled for future meeting

6. **Next meeting: October 1, 2010 from 1:30 to 3:00 PM.**
7. **Move to Adjourn - MSP**
8. **Meeting adjourned at 3:05 PM**

Respectfully submitted,

Susan Platt

These minutes were approved on 10/1/10.