**USU 311**

**1:30-3:00 PM**

**Meeting #1**

**September 6, 2013**

Present: Rebekha Abbuhl (CLA), Lori Brown (CBA), Jason Deutschman (UAC), Simon Kim (CED), Melissa Lyon (CCPE-CIE), Susan Platt (TEA), Maryam Qudrat (COE), Max Rosenkrantz (CLA), Rick Tuveson (CHHS), Linda Sarbo (GWAR Coordinator), Mark Wiley (CLA)

# Approval of agenda (MSP)

1. **Approval of minutes of May 3, 2013 (MSP)**
2. **Announcements**
	1. Max Rosenkrantz was welcomed to the committee.
	2. Rick Tuveson announced that his college will be proposing a new GWAR course in gerontology.
	3. The GEGC has asked Linda Sarbo, GWAR Coordinator, to attend meetings whenever there is a writing intensive course on the agenda (so courses are coming through).
	4. Susan Platt announced that her department is opening a new on-demand computer test center later this semester located in LA5-173. This will allow the WPE to be offered on demand.

# Elections for Chair, Vice-Chair and Secretary

* 1. The committee elected Rebekha Abbuhl as chair, Lori Brown as vice- chair, and Susan Platt as secretary for the 2013-2014 academic year.

# Roster Corrections

* 1. The committee made corrections to the GWAR committee roster; these will be submitted to the Academic Senate by Rebekha Abbuhl, Chair.

# GWAR Coordinator’s Report

* 1. According to Mark Wiley, the search for a Writing Across the Curriculum (WAC) Director yielded robust candidates, but the candidate of choice didn’t accept the offer. The search will be redone by the English Department along with “outside representation.” The hope is to hire someone at the associate or full professor level to attract experienced candidates.
	2. GWAR courses for the fall 2013 semester include 15 sections of 301B, two sections of 301A, one section of COTA 300, one section of IS 301L, two sections of ENGR 310 and other courses where students may or may not be using the course to fulfill the GWAR, including FMD 450, HIST 301, and LING 301.
	3. Linda has sent out invitations for the fall GWAR instructors’ workshop.
	4. Linda shared a GWAR implementation informational sheet. The biggest change is with graduate students, as they now have three exemption options. Non-exempt graduate students can also self-place into 301A or a GWAR portfolio course in consultation with a GWAR advisor. The informational sheet was given to graduate students at their orientations through the CIE and LAC.
	5. Linda and Mark volunteered to organize a series of faculty development workshops for current writing-intensive capstone course instructors and those who aspire to be writing-intensive capstone course instructors in the future. Participants will receive a stipend. The dates have not been set, but funding has been approved. There will be two series of workshops, and 5 sessions per series. Topics will include assignment design, sequencing, feedback, ESL writers, reading/writing connections, and rubrics. This kind of training will be handled by the WAC Director once s/he is in place.
	6. The committee then had a general discussion about our goals for this semester: (1) We need to discuss how to encourage more writing intensive capstone courses. We need to see what WI courses are in the pipeline and how many there are. (2) We also need to discuss how to encourage GWAR courses to be tied to content, so they are not perceived as “remedial.” (3) We should also address the perception that ENGL 301B is the only GWAR portfolio course. A suggestion was made to allow students to search for courses that are designated as GWAR portfolio courses. (4) We also need to address the consistency of the GWAR portfolio courses as recommended in the PARC review of the GWAR program.

Respectfully submitted,

Susan Platt

(These minutes were approved on 10/4/13.)

# GWAR Committee Minutes USU 311

**1:30-2:30 p.m.**

**Meeting #2**

**October 4, 2013**

Present: Rebekha Abbuhl (CLA), Leslie Andersen (University Library), Jason Deutschman (UAC), Yu Ding (CNSM), Melissa Lyon (CCPE-CIE), Susan Platt (TEA), Max Rosenkrantz (CLA), Lori Smurthwaite (Writer's Resource Lab), Rick Tuveson (CHHS), Linda Sarbo (GWAR Coordinator)

# Approval of agenda (MSP) as amended.

1. **Approval of minutes of Sept. 6, 2013 (MSP) as amended.**
2. **Announcements**
	1. Please bring copies of minutes and agenda to each meeting.
	2. Roster still needs updating. Rebekha will contact Aracely Montes about updating the roster.
	3. The committee welcomes Lori Smurthwaite.
	4. There is a WPE reading tomorrow.
	5. Collegiate Learning Assessment will be administered Oct 4 & 11; more than 200 freshmen signed up

# Holds

* 1. Linda Sarbo is working with Enrollment Services and GWAR Advisors to set GWAR holds on students who are not progressing through their GWAR pathways in a timely manner. The first step is to set holds on all test takers who did not score an 11 or higher on the WPE prior to Nov 2012 and have not yet enrolled in a GWAR course; holds will be set October 18. This involves approximately 339 students. 269 scored 8, 9, or 10 and have not yet enrolled in a GWAR portfolio course; 70 scored 7 or lower and have either not yet enrolled in 301A or have enrolled in 301A but have not done anything else.
	2. In any given administration of the WPE, about 250 fail, so must students are doing what they are supposed to.
	3. Priority registration begins the first week of November. Warnings will be sent out one week before registration. Holds are intended to get the students’ attention, and not be punitive. Linda is working with UCUA on the text of these communications.

# Process of insuring consistency in standards

* 1. A subcommittee met regarding consistency on standards on May 3. Committee members included Rebekha, Jason, Melissa, Maryam, Yu and Linda. The subcommittee looked at a cross section of portfolios. They found similar types of writing, including drafted and revised writing as well as in class writing. All

examined portfolios included significant feedback. Writing topics naturally varied from one course to another. It was agreed that portfolios should be looked at periodically by a subcommittee. Everyone on the committee is welcome to participate. Jason suggested looking at different instructors as well as a cross section of courses.

* 1. A subcommittee consisting of Leslie, Rick, Linda, Jason, Max, Yu, and Rebekha volunteered to serve on the next subcommittee meeting.

# GWAR Coordinator's report

* 1. Linda has temporarily lost one of her GWAR advisors who is on medical leave. Therefore, Linda will be handling GWAR holds. Cynthia Pastrana is handling outreach activities, such as inquiries to the GWAR in-box. Lyndsay Green now works as an Assistant Coordinator of SI and serves as a back-up GWAR advisor. She's now working with all returning students, which is very time intensive. Her prior UCUA advising experience and familiarity with Enrollment Services is extremely helpful.
	2. Writing Across the Curriculum workshops will be held Oct. 18 and 25 and Nov 1, 8, and 15. Lynn sent out invitations last Thursday; twenty have signed up, including several dept. chairs, departments planning to develop writing intensive capstones, and faculty currently teaching. Presenters include Rebekha Abbuhl (ESL issues), Carol Comfort and Sara Arroyo (sequencing assignments), and Mark Wiley/Linda Sarbo (rubrics). Groups will practice giving feedback on writing samples supplied by Linda. Lori Smurthwaite volunteered to assist, given the large numbers of participants.

Respectfully submitted,

Susan Platt

(These minutes were approved on 10/18/13.)

# GWAR Committee Minutes USU 311

**1:30-2:30 p.m.**

**Meeting #3**

**October 18, 2013**

Present: Rebekha Abbuhl (CLA), Leslie Andersen (University Library), Lori Brown (CBA) Terrance Graham (CEPC; liaison to the committee), Susan Platt (TEA), Max Rosenkrantz (CLA), Rick Tuveson (CHHS), Linda Sarbo (GWAR Coordinator)

# Approval of agenda (MSP)

1. **Approval of minutes of October 4, 2013 (MSP)**
2. **Announcements**
	1. The committee informed the ASI that we still needed a student representative for this year.
	2. The GWAR Committee will meet only when necessary for the rest of the semester (i.e., when the agenda warrants it).
	3. Testing, Evaluation & Assessment will soon be opening a new on-demand test center located in LA-5, room 173.

# Roster update

* 1. The committee roster has been updated on the Academic Senate website.

# Encouraging more writing intensive courses

* 1. Departments need to be encouraged to develop more upper division writing intensive course so that the policy can be completely in place by 2015; Rebekha opened the discussion for this issue.
	2. Faculty members have work load concerns, especially if course caps are raised (many “I” courses used to exit without caps).
	3. A workshop is currently being held where faculty are learning about developing such capstones.
	4. With four types of capstones (advanced skills, community service, interdisciplinary, and integrative learning), a good choice is to designate an integrative learning course as a GWAR certification course since every major must take it anyway, and it won’t add units to a student’s degree program.
	5. The GE website contains guidelines for writing intensive courses.
	6. The process to establish these courses goes through the department, college, CEPC, and finally the GEGC.
	7. Criteria for writing intensive course include 35 cap, 5000 words, multiple opportunities for feedback and revision, writing throughout the semester, and 2/3 of the final course grade comes from writing assignments.
	8. Some instructors have a perception that feedback means correcting grammar, which is overly burdensome; feedback should be focused on content. Faculty need to learn strategies for giving relevant feedback on writing assignments. For example, not every assignment has to have revision. Misunderstandings exist about what is required in a writing intensive course designation, causing departments to be skeptical. Some think “writing intensive” means more work; it might help to incentivize departments by offering outreach. The library did this with research intensive courses. A similar process could be followed for writing intensive capstones.
	9. Need to communicate with departments and emphasize how their enrollment growth can be positively affected; need to point departments to a website with FAQs and explanations.
	10. How does group writing factor into this? It may depend on whether students receive individual feedback; grade policy may inform this issue. More discussion followed with examples from CBA (Lori) and Linguistics (Rebekha). Need specific criteria so it won’t violate the intention of GWAR Policy.

# GWAR Coordinator's report

* 1. Waiver petitions will be sent out through email.

Respectfully submitted,

Susan Platt

(These minutes were approved on 11/1/13.)

**November 1, 2013**

Present: Rebekha Abbuhl (CLA), Jason Deutschman (UAC), Yu Ding (CNSM), Terrance Graham (CEPC Liaison), Melissa Lyon (CCPE-CIE), Isaac Pineda (ASI Senator; student rep), Susan Platt (TEA), Max Rosenkrantz (CLA), Lori Smurthwaite (Writer's Resource Lab), Rick Tuveson (CHHS), Linda Sarbo (GWAR Coordinator), Mark Wiley (CLA)

# Approval of agenda (MSP)

1. **Approval of minutes of October 18, 2013 (MSP)**
2. **Announcements**
	1. New committee member: Isaac Pineda (ASI Senator, CBA)
	2. Susan sent pictures of the new computer test center to the committee; the testing office will arrange a tour after everything is complete.
	3. 3500 students are signed up for the WPE for November 16, 2013.
	4. International Week will be held November 12-15 and flyers were handed out.

# Roster Update

* 1. The roster has been once more updated; committee members should check it to make sure it's accurate.

# Encouraging more writing intensive courses: Update

* 1. The GEGC is making revisions about group work and other writing intensive guidelines. The current writing intensive guidelines now include GWAR policy guidelines.
	2. What should go into FAQs? Rebekha and Linda are working on this. Please email Rebekha if you have any other ideas.
	3. Is anyone actively developing these courses? CHHS courses are in the pipeline (two writing intensive courses are new; two others currently writing intensive—a GWAR portfolio course and one other capstone).

# GWAR Coordinator's report

* 1. Four waivers were presented to the committee; all four were approved (MSP).

Respectfully submitted,

Susan Platt

(These minutes were approved on 12/6/13.)

**December 6, 2013**

Present: Rebekha Abbuhl (CLA), Lori Brown (CBA), Jason Deutschman (UAC), Simon Kim (CED), Melissa Lyon (CCPE-CIE), Susan Platt (TEA), Maryam Qudrat (COE), Max Rosenkrantz (CLA), Rick Tuveson (CHHS), Linda Sarbo (GWAR Coordinator), Lori Smurthwaite (Writer's Resource Lab), Mark Wiley (AA)

# Approval of agenda (MSP)

1. **Approval of minutes of November 1, 2013 (MSP)**
2. **Announcements**
	1. There is a WPE reading on 12/7.

# Goals for Spring 2014

* 1. **How to encourage linking GWAR courses to content**
		1. Many GWAR portfolio courses are content courses, for example, history, engineering, COTA 300, LING 301. Should all GWAR courses be linked to content?
		2. ENGL 301B is not for majors and can’t be linked to content (it attracts students from all different majors).
		3. All the committee can do is look at the outcomes of the GWAR portfolio courses and make sure the courses are designed to address the student learning outcomes.

# How to address the perception that ENGL 301B is the only or easiest GWAR portfolio course

* + 1. There is a perception that ENGL 301B is easier than the other GWAR portfolio courses because there is no content.
		2. It would be helping to update the SCO for ENGL 301B. Right now, each instructor decides how her or his students will complete the portfolio and there are different standards (e.g., concerning the use of outside sources, essays only, etc.). The ENGL 301B SCO needs to be linked to the learning outcomes of the Academic Writing Assessment Task Force, and the different sections need to follow the SCO.
		3. Mark needs to work with the chair to tackle the SCO; he requested a note to that effect so he can take it to the chair. Rebekha will draft a memo.
		4. There is no oversight for the ENGL 301B courses; maybe we need to follow the CED model as that could bring uniformity across the sections.

Can first address the consistency issue with the memo and approach of the chair.

* + 1. Why aren't tenured faculty teaching ENGL 301B? In CED, multiple sections have a tenured faculty who oversee the courses. Lori Smurthwaite explained that writing instructors in ENGL department are usually lecturers because tenured faculty members don't have the right experience.

# Other

* + 1. Maryam is teaching ENGL 301B; the students have a 15-page group paper that can’t go into the portfolio because it’s a group project.
		2. Committee feedback about Maryam's 15-page requirement: should it be scaled back? Can it be individually assessed since it's a group assignment? Could be brought down to 10 pages and have individual work required? Maryam recommended the committee give it some thought.

# GWAR Coordinator's Report

* 1. One waiver petition was presented to the committee and approved (MSP)

Respectfully submitted,

Susan Platt

(These minutes were approved on 2/7/14.)

GWAR Committee Minutes USU 311

1:30-3:00 p.m.

Meeting #6

February 7, 2014

Present: Lori Brown (CBA), Jason Deutschman (UAC), Yu Ding (CNSM), Simon Kim (CED), Susan Platt (TEA), Max Rosenkrantz (CLA), Linda Sarbo (GWAR Coordinator), Rebecca Sittler Schrock (COA), Lori Smmihwaite (Writer's Resomce Lab), Rick Tuveson (CHHS), Mark Wiley (AA)

1. Approval of agenda (MSP)

1. Approval of minutes of December 6, 2013 (MSP)
2. Announcement s
	1. None
3. Number of readers on the WPE
	1. A new scoring system for the Writing Proficiency Exam was devised by a subcoilllllittee of the WPE Development Coilllllittee, and was presented to the GWAR Committee for approval. After much discussion and a follow-up email after the meeting, the following scoring guide was approved by the GWAR Coilllllittee:

|  |  |  |  |
| --- | --- | --- | --- |
| 1st Reader Score | 2"0 Reader Score | Third Score | Tota l Score |
| These instances require two readers only; the scores in parentheses would be assigned by reading staff: |
| 6 | 6 | (6) | 18 |
| 6 | 5 | (6) | 17 |
| 6 | 4 | (5) | 15 |
| 5 | 5 | (5) | 15 |
| 5 | 4 | (5) | 14 |
| 4 | 4 | (4) | 12 |
| 3 | 3 | (3) | 9 |
| 3 | 2 | (3) | 8 |
| 2 | 2 | (2) | 6 |
| 2 | 1 | (2) | 5 |
| 1 | 1 | (1) | 3 |
| These instances would require third readers,with the chief settling disc repancies: |
| 4 | 3 | 3'0 reader-6 | Chief score tripled |
| 4 | 3 | 3'0 reader-5 | Chief score tripled |
| 4 | 3 | 3'0 reader-4 | 11 |
| 4 | 3 | 3'0 reader-3 | 10 |
| 4 | 3 | 3'0 reader-2 | Chief score tripled |
| 4 | 3 | 3'0 reader-1 | Chief score tripled |

|  |
| --- |
| These instances would require the chief to settle the discrepanc ies: |
| 6 | 3 |  | Chief score tripled |
| 6 | 2 |  | Chief score tripled |
| 6 | 1 |  | Chief score tripled |
| 5 | 3 |  | Chief score tripled |
| 5 | 2 |  | Chief score tripled |
| 5 | 1 |  | Chief score tripled |
| 4 | 2 |  | Chief score tripled |
| 4 | 1 |  | Chief score tripled |
| 3 | 1 |  | Chief score tripled |

1. GWAR Placement Exam (GPE) Advisory Committee
	1. The Charge is as follows, as specified in the cunent GWAR policy:
	2. *The GPE Advisory Committee shall report to the GWAR Committee.*
	3. *The charge of the GPE Advisory Committee is asfollows:*

*• Approve theformat and administration of the GPE*

*• Provide advisement concerning the appropriateness and value offorms of the GPE*

*• Ensure that the reliability and validity offorms of the GPE are monitored*

*• Ensure that the GPE is continually updated*

*• Approve any scoring guides usedfor the GPE*

*• Propose any suggested changes to the GPE to the GWAR Committee*

* 1. *Membership of the GPE Advisory Committee shall include thefollowing:*
		+ *Six instructors with experience in writing instruction and writing assessment, at least three of whom have taught a GWARportfolio course, and at least one of whom has knowledge of effective writing assessment of speakers of other languages*
* *GWAR Coordinator (ex-officio)*

*• Director from Testing, Evaluation and Assessment (or designee)*

*• Director from Disabled Student Services (or designee)*

* 1. *Elected members shall serve staggered, three-year terms to ensure continuity.*
	2. *Elected members may serve consecutive terms.*
	3. *The GPE Advisory Committee shall annually elect a Chair, Vice-chair, and Secretary.*
	4. The committee discussed potential nominations for the GWAR Placement Exam (GPE) committee. This committee has not yet been fo1med, and is paii of the GWAR Policy that was approved in December 2012. Some names included Lori Smmthwaite, Sheny Span, Maiyam Quadrat, Cai·ol Nader, Deborah Jensen, Monika Bellheumer, Cynthia Pastrana, Sai·ah Anoyo, Cai·ol Zitzer Comfort,

Rebekha Abbuhl, and Lori Brown. Linda Sarbo and Susan Platt will serve on the committee in an ex-officio capacity.

# GWAR Coordinator’s Report

* 1. We currently have approximately 340 GWAR portfolio course seats filled, with 13 sections of 301B students (n=255), one section of COTA 300 (n=20), two sections in ENGR 310 (n=42), one section of IS 301L (n=19), three sections of FMD 450 (n=unknown for GWAR), four sections of HIST 301 (n=unknown for GWAR), and one section of LING 301 (n=unknown for GWAR).
	2. GWAR advisors faced a hectic week as WPE results from November came out in late January after the semester had started.
	3. Invitations have gone out for the spring 2014 GWAR instructors’ workshop to be held in late February or early March.
	4. A brief discussion took place concerning ENGL 301B and potential differences in quality from other GWAR portfolio courses. Issues about the variety of majors in 301B and possible plagiarism were raised as concerns. It was suggested that reading material used in the ENGL 301B classes could come from students’ own majors so that they feel inspired to do the assignments and portfolios.

Respectfully submitted,

Susan Platt

(These minutes were approved on 3/7/14.)

**March 7, 2014**

Present: Rebekha Abbuhl (CLA), Lori Brown (CBA), Jason Deutschman (UAC), Simon Kim (CED), Melissa Lyon (CCPE-CIE), Susan Platt (TEA), Maryam Qudrat (COE), Max Rosenkrantz (CLA), Rick Tuveson (CHHS), Mark Wiley (AA)

# Approval of agenda (MSP)

1. **Approval of minutes of February 7, 2014 (MSP)**
2. **Announcements**
3. **Number of readers on the WPE: Update from Susan**
	1. The new WPE scoring system was used during the March 1st WPE reading. It was a light reading with 500 papers in each room (as opposed to the usual 1000).
	2. When Susan announced that not all papers needed three readers, the readers were responsive and appeared to be happy. The reading went smoothly, and the discrepancy rate was cut from the usual 8% to 3%.
	3. Of the 1079 essays read, 94 (9%) were ¾ splits. Susan recommended that in the future, table leaders and chief readers perform the 3rd reading of 3/4 splits, with chiefs settling discrepancies so that readers can leave once all papers have been read twice.
	4. The pass rate was 87% in March 2014, compared to 90% in November 2013. However, other factors contribute to the pass rate, such as percentage of non- native English writers. Susan will analyze the pass rate by topic and by native- speaker status.
	5. There were only two discrepancies during the entire day (usually there are 25).

# GWAR Coordinator's Report

* 1. None

Respectfully submitted,

Susan Platt

(These minutes were approved on 5/2/14.)

# May 2, 2014

Present: Rebekha Abbuhl (CLA), Leslie Andersen (University Library), Jason Deutschman (COE), Simon Kim (CED), Susan Platt (TEA), Rick Tuveson (CHHS), Linda Sarbo (GWAR Coordinator), Rebecca Sittler Schrock (COA), Mark Wiley (AA)

# Approval of agenda (MSP)

1. **Approval of minutes of March 7, 2014 (MSP)**
2. **Announcements**
	1. The two-reader system for the WPE worked very well; from now on, once papers are read twice, readers can leave. Table leaders and chiefs will be third readers for 3-4 splits.
	2. The WAC Faculty Development Workshops just finished, and were very valuable and well received, with 18 participants from all over the campus. The workshops covered topics such as general issues about teaching writing, assignment design, and using rubrics. Thanks to Linda Sarbo and Rebekha Abbuhl for organizing and running these. And thanks to Mark Wiley for stepping in at the end.

# Update on WAC Director Search

* 1. Dr. John Scenters-Zapico has been named CSULB’s first Writing Across the Curriculum Director. He has a strong research and teaching background, has online tutoring experience, and currently oversees 60 tutors. When he arrives, he will network across campus for writing intensive courses and faculty development. We should amend GWAR policy so the WAC Director serves on the GWAR Committee.

# GWAR Coordinator's Report

* 1. Two waiver requests were approved by the committee (MSP)

Respectfully submitted,

Susan Platt

(These minutes were approved on 8/29/14.)