

**Minutes  
GWAR Committee  
USU 311  
1:30-3:00 pm**

**Meeting Number 2  
September 18, 2012**

In attendance: Lori Brown, John Haberstroh (AIS), Simon Kim, Melissa Lyon for Nathan Jensen, Bron Pellissier, Susan Platt, Bron Pellissier, Maryam Qudrat, Linda Sarbo, Rick Tuveson, Mark Wiley

1. The meeting was convened by Susan Platt, Vice Chair. Linda Sarbo volunteered to act as secretary on behalf of Colleen Dunagan.
2. Approval of the Agenda. MSP
3. Approval of minutes of Meeting Number 1 on September 7, 2012 with the following amendments: 9.b. "students who scored 8 or lower on the WPE" rather than 7 or lower; 10.d. "laptops reserved for the GPE" rather than CLA; 11.c.iii. "on a strategic department-by-department" rather than college-by-college; 11.c.iii. "Linda is going to work with Terre Allen" rather than Terry Allen. MSP
4. Announcements:
  - a. Susan has tentatively scheduled a demonstration of the CLA for GWAR Committee members on Friday October 12, 2012 from 1 to 3 pm in LA1-207.
  - b. John Haberstroh has joined the committee as the ASI representative.
  - c. Lynn Mahoney, Rebekha Abbuhl, Linda Sarbo, Susan Platt, and Rick Tuveson attended the Executive Committee of the Academic Senate on Tuesday, September 11, 2012. Rebekha presented a summary of the most important changes to the committee. Misty Jaffe (Linguistics) asked whether we had a list of countries in which English is the dominant language of discourse, but otherwise there were few questions.
  - d. The first reading of the proposed GWAR policy was moved on the floor of the Academic Senate on Thursday, September 17. Rebekha Abbuhl presented a summary of the proposed policy to the senate and responded to the following questions:
    - i) Can a student's portfolio pass if the student has failed the class? Rebekha responded that this had never happened and that it was practically impossible.
    - ii) Has the GPE been developed and, if not, how can the senate judge the policy? Rebekha responded that it had not yet been developed but she described the CLA writing task as an example.
    - iii) Is the instructor of the course the same person who assesses the portfolio? Rebekha responded affirmatively.
    - iv) The CCPE representative from ALI asked why ALI was not involved in the administration of the GPE. Rebekha invited the representative to contact her.
5. GMAT/GRE cut-off scores for GWAR
  - a. The GWAR Committee is charged with approving alternate assessments and had been accepting a 4 on the writing test of the GRE and GMAT.

- b. The GVAR Coordinator and Director of Testing, Evaluation & Assessment have noticed students who had failed the WPE, sometimes multiple times, were receiving 4 on the GMAT writing test. It was also noticed that the percentile scores for 4 on the GMAT were as low as 17 to 19%.
  - c. In response to this trend, the GVAR Committee had previously approved eliminating the use of the GMAT and increasing the required score on the GRE to 5.
  - d. This decision resulted in resistance from a couple graduate programs that require a 4 on the GRE or GMAT for admission, as well as difficulty in publishing and implementing this change in the absence of a major policy initiative.
  - e. Motion to rescind the previous decision to eliminate the GMAT and increase the GRE score to 5. MSP
  - f. The committee will continue to monitor this question pending senate action on the proposed GVAR policy.
- 6. WPE cut-off scores for entering ENGL 301A
  - a. It was suggested at the last meeting to consider lowering the cut score that would require students to enroll in ENGL 301A from 8 to 7.
  - b. The rationale for this change is that agreement of two out of three scores is required for other cut scores (e.g., 4+4+3=11; 3+3+4=10). When 8 is used as the cut score, however, one score can alter the student's pathway (i.e., 3+3+2=8).
  - c. The proposed change would affect about 100 students per year. That is, about 100 more students would be permitted to enroll directly in a GVAR portfolio course.
  - d. Motion to change WPE cut score used to place students in ENGL 301A from 8 to 7. MSP
- 7. Sample CLA-type prompts for discussion
  - a. Susan distributed copies of the following documents:
    - i) SAC state prompt
    - ii) List of categories of current WPE prompts to suggest topics for further development
    - iii) The "Do video games contribute to youth violence?" prompt
    - iv) Architecture of CLA Tasks
    - v) Intelligent Essay Assessor™ Fact Sheet
  - b. After a brief discussion and questions from new members of the committee, the committee was asked to review these documents prior to the next meeting.
- 8. GVAR Coordinator's Report
  - a. The GVAR Coordinator, Rebekha Abbuhl, and David Lacey are developing a faculty development workshop for CHHS instructors who will be piloting the college's first writing intensive capstone course in the Spring 2013. Two 4-hour workshops are scheduled for October 12 and 26.
  - b. The GVAR Coordinator distributed brochures for the upcoming workshop to be presented by Andrea Lunsford and hosted by the Department of English.
- 9. Adjournment
  - a. 3:00 pm

Submitted by

Linda Sarbo

(These minutes were approved on 10/5/12.)