

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

**Meeting Number 5
November 2nd, 2012**

Members in attendance: Nathan Jensen, Rebekha Abbuhl, Linda Sarbo, Susan Platt, Colleen Dunagan, Lori Brown, Yu Ding

- 1. Approval of agenda (MSP).**
- 2. Minutes of meeting on October 19th, 2012 (MSP as amended).** Amendments:
Correction of Leslie's Andersen's last name.
- 3. Announcements**
 - a. The committee will receive a final copy of the GWAR policy when the president signs it.
 - b. International Education Week is being held November 13th to 16th on campus. Details are posted online.
- 4. GPE prompts**
 - a. Early education prompt: The committee likes the way it presents a context for the writer and provides an audience. A suggestion was made to define early childhood education, put the question at the beginning, and add a second text that provides counterarguments to those presented. Another suggestion was to have texts that have some kind of flawed logic in order to force students to engage in more critical thinking and not just regurgitate the provided texts.
 - b. Online learning: The prompt contains text that purposely has flawed logic (e.g., small sample size). A suggestion was made to use fewer quotes (perhaps just paraphrase or summarize and create fictitious source). A suggestion was made to add "there are competing viewpoints" to the prompt.
 - c. Sex and advertising: The question refers to government regulation, so it would be good to have an article or statistics that dealt with regulation. It might also be useful to have an article about which mediums are regulated or an article that addresses morality and the role of the government in dictating or monitoring morality.
 - d. Standardized testing: The question seems to be broader than the data provided, which seems to focus on whether or not the tests are good predictors of student performance. A suggestion was made to add a table that shows the correlation between students' GPA and test scores.

- e. Overall, the graphs, data and texts need to match the prompts. The prompts must lead students to engage in critical thinking and must compel the students to use the graphs, data and texts provided.
- f. Rebekha, Susan, Colleen and Rick will work on revising their prompts. Other committee members are encouraged to try revising the questions as well.
- g. We need to have one or two of these new prompts ready for the spring in order to pilot them.

5. GVAR Coordinator's report

- a. WPE scores went out last week and the GVAR advisors have been very busy. Fewer than 200 failed. With the new cut-off scores, students who receive an 8, 9 or 10 will be eligible to take a GVAR portfolio course.
- b. The scores with the new scoring guide are not significantly different from the scores with the old scoring guide. If anything, it has slightly increased the number of failing students.
- c. We have over 3,000 students registered for the November 17th exam. The reading will be on the first weekend of December.
- d. Linda met with the ABET Accreditation team for the College of Engineering. With the assessment information from the testing office and the placement reports, Linda was able to provide data for September 2011 and September 2012, so she could show the steady decrease in the number of students who have taken the WPE but have not yet completed the GVAR. The reviewer said that she had never received any data on the writing component of an engineering program before and was therefore impressed.
- e. Question from Colleen – what was the reasoning for asking COTA to make the COTA 300 GVAR portfolio course an Advanced Skills Capstone - it is about being able to double count units? Linda has sent the SCO to Mary McPherson (GEGC) to review to see if qualifies as Advanced Skills Capstone.

Submitted by,

Colleen Dunagan

(These minutes were approved on 11/16/12.)