

Minutes
Graduation Writing Assessment Requirement Committee
Meeting 10
March 7, 2025
1:30pm-3:00pm

Call to Order: 1:31 pm

In attendance: Eve Baker, Nicollette Brant, Lori Brown, Tom Do, Lisa Fascia, Lorenzo Gutierrez-Jarquin, Eileen Klink, Loretta Ramirez, Courtney Stammler, Maiyoua Vang, Alexandra Wilkinson, Mark Williams

Approval of Agenda

Do moved to approve the agenda and Williams seconds the motion. The agenda is approved.

Approval of Minutes for 2-21-2025

Williams moves to approve the minutes and Do seconds the motion. The minutes are approved.

Announcements

Ramirez notes that the College of the Arts is looking to place someone on GPEAC and GWARC in the future.

GPE Testing Update: Eve Baker

Baker states that scores from the February GPE are posted, and result letters have been sent to students.

GPEAC Update: Tom Do

Do will send revised prompts to the committee for approval after minor changes.

GWAR Policy Review Update

Ramirez notes that the writing proposal policy is moving back to CEPC for further fact-finding as the Senate has additional questions that need to be answered. The policy is expected to move back to the Senate floor on April 10th. Senate is also waiting on a cost report from URC about funding for both draft policies (CEPC and GWARC) and from campus Deans about how the policies will impact their colleges.

There are several additional questions that Senate would like answered before continuing to review the policies. Firstly, Senate would like to discover the various curriculum implications of each draft (CEPC and GWARC). They would also like to know how the two policies compare

for students who would pass the GPE, students who score an 8, 9, or 10, and students who score below 7. Furthermore, Academic Senate would like to know how each draft policy will support students at all score brackets. Senate would also like to know what resources each policy offers for struggling students. An additional question that arose included whether each college can choose to make the policy stronger by adding additional components for their students. Finally, Academic Senate would like to know how both plans comply with the Chancellors' office mandate about high-stakes testing. Ramirez states that CEPC is expected to provide answers by March 26th and Senate will review answers by the April meeting.

Ramirez asks the committee for their thoughts about what has occurred. Wilkinson enjoys the student focus that Senate has taken. Ramirez second this. Stammeler values questions about supporting English learner students in the absence of the GPE. Klink asked if CEPC has reached out to GWARC about Senate questions. Ramirez notes that she recently sent an email to collaborate with them. Klink notes that she has spoken to the writing center on campus about the resources that are already in place. The center mentioned they currently have limited funds for tutors. Ramirez notes that questions about what other campuses are doing in response to the Chancellor's mandate will also be in question. Ramirez and GWARC are ready to collaborate with CEPC to answer Senate questions.

New Business

GWAR Program Report Discussion: What is GWARC's future priorities?

Ramirez notes that GWAR has not done a self-study since 2010. The goal is to determine where GWAR has been and where GWAR would like to go next. Ramirez has started this process and reviews it with the committee. Ramirez would particularly like feedback from the committee about what direction GWARC would like to go in the future. Ramirez summarizes the document, noting that the Graduation Writing Assessment Requirement program (GWAR) was formed in April 2006. GWAR is responsible for proving competence in English. More specifically, GWAR is responsible for assessing upper-division writing competence of students who receive a degree or certificate from Cal State Long Beach while helping students gain skills for academic performance. The GWAR program includes the GWAR Committee, the GWAR Coordinator, GWAR Advising, and the GPE Advisory Committee (GPEAC). Ramirez summarizes the role of the GWAR coordinator and the general timeline of significant GWAR history. Academic Senate updated GWARC policy on October 4th, 2012.

Ramirez opens a discussion with the committee about future directions. Wilkinson states that future review of writing classes will be a focal point for GWAR in upcoming years. Fascia notes there seems to be a gap in students' understanding of the requirements to meet the writing requirement. Ramirez also notes that some CSULB web pages still contain outdated information about meeting the GWAR. Wilkinson suggests that further information could be provided at SOAR orientation. Fascia also notes that it is difficult to determine the future of GWARC, given that the policy is unknown at this time. Brant notes a previous conversation during a GWARC meeting about the responsibility of assessment of classes. Brant states that assessment is written into the General Education Governing Committee's (GEGC) charges. More specifically, GEGC is supposed to coordinate with the General Education Evaluation Committee (GEEC) about

assessment. Brant suggests that in the future, GEAR can include communication with GEGC and GEEC to assess WI classes.

Williams and Klink discuss concerns about AI use among students. Wilkinson suggests that GEARC faculty put together a document on AI classroom policies to share ideas with one another. Ramirez states that AI use will be discussed at a future meeting.

Next Meeting: March 21, 1:30-3:00pm

Remaining meetings: April 18, May 2

Adjournment: 2:58 pm

Submitted by,

Alexandra Wilkinson