

ASI Board Meeting Report
February 15, 2008
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- 1) They passed the LGBTQ Pride Center Mission Statement (LGBTQ = Lesbian, Gay, ..) This will allow them to seek external funding.
- 2) They passed a resolution to extend the officer term of office to the day after commencement.
- 3) Information item: a draft resolution that declares that ASI money be used only for ASI purposes (not to be used by Univ Administration for other purposes)
- 4) Information item: a draft resolutuin that declares that ASI stand firm against parking fee increases.

I asked if they were aware of the fact that some automated checks will be turned on for the fall registration, and as I expected, they were not. They did not know what People Soft was.

1 **Resolution: Graduate Studies: Graduation Writing Assessment Requirement (GWAR)**
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4 WHEREAS, CSU Chancellor’s Executive Order 665 specifies that each campus adopt a graduate
5 level Graduation Writing Assessment Requirement (GWAR) based on the following three
6 guidelines:
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8 (1) campuses may require demonstration of writing proficiency as a condition for admission
9 to a graduate program;

10 (2) campuses shall require demonstration of writing proficiency prior to the award of a
11 graduate degree (the level of proficiency shall be no less than the level required for GWAR
12 certification at the baccalaureate level);
13

14 (3) campuses may require additional demonstration of advanced-level writing proficiency as
15 a condition for admission to a graduate program and/or award of the graduate degree; and,
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18 WHEREAS, The CSUSM GWAR has been the same for both graduate and undergraduate
19 studies since its inception; and
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21 WHEREAS, It is the consensus of the Graduate Studies Committee (GSC), a committee
22 comprised of representatives from CSUSM graduate programs, that master’s students should
23 demonstrate advanced-level writing proficiency prior to the award of the graduate degree; now,
24 therefore, be it
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26 RESOLVED, That the Academic Senate endorse the attached procedures and rubric for
27 developing graduate program GWARs; and be it further
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29 RESOLVED, That the procedures shall serve as general guidelines for individual graduate
30 programs to develop and implement their respective GWAR.
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32 | **GRADUATE STUDIES: GRADUATION WRITING ASSESSMENT REQUIREMENT**

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34 | Definition: The Graduate Studies: Graduation Writing Assessment Requirement
35 | (GWAR) outlines the procedures for assessing master's student writing
36 | proficiency and the criteria for each CSUSM master's program to
37 | determine that a master's student has met the GWAR.

38 |
39 | Authority: Academic Affairs

40 |
41 | Scope: The purpose of this policy is to fulfill the California State University
42 | (CSU) Graduation Writing Assessment Requirement (GWAR) for
43 | master's students.

- 44 |
45 | 1. This Graduation Writing Assessment Requirement (GWAR) applies to graduate students
46 | enrolled in master's programs.
- 47 |
48 | 2. The writing requirement must be completed before a graduate student advances to
49 | candidacy. A student may satisfy the graduate writing requirement in one of two ways.
- 50 | • an acceptable standardized test score, such as the Analytical Writing subtest of
51 | the Graduate Management Admissions Test (GMAT)
 - 52 | • a paper(s) that receive(s) a passing score as described in Point 54 below
- 53 | 3. The College/Department/Program from which the student will receive the graduate
54 | degree determines the manner by which a student satisfies or does not satisfy the graduate
55 | writing requirement.
- 56 |
57 | 4. The College/Department/Program from which the student will receive the graduate
58 | degree determines the passing score on standardized tests.
- 59 |
60 | 5. If a student is satisfying the graduate writing requirement through a submission of a
61 | paper(s), the student's writing should demonstrate graduate level skills in:
- 62 | • Style and Format
 - 63 | • Mechanics
 - 64 | • Content and organization
 - 65 | • Integration and Critical Analysis

66 | The paper(s) will be scored using a rubric (1 - 4) in each of four areas: "I. Style and
67 | Format", "II. Mechanics", "III. Content and Organization", and "IV. Integration and
68 | Critical Analysis". The minimal acceptable combined score from all of the four (I-IV)
69 | sections is 10 points, with no scores of "1" on any section, resulting in a minimum of a
70 | 2.5 average for all sections. A master's program may establish a higher minimum
71 | average score for passing.

- 73 | 6. A master's program will develop a remediation plan for an admitted graduate student
74 | who does not satisfy the graduate writing requirement on the first attempt. Each
75 | master's program will specify the maximum number of attempts that any student may be
76 | allowed to satisfy the GWAR.

77 |
78 | **RUBRIC USED TO EVALUATE STUDENT SUBMISSIONS TO SATISFY THE GRADUATE**
79 | **STUDIES GRADUATION WRITING ASSESSMENT REQUIREMENT.**

80 | **I. Style and Format**

81 | **4:** In addition to meeting the requirement for a "3," the paper consistently models the language and
82 | conventions used in the scholarly/ professional literature appropriate to the student's discipline. The
83 | manuscript would meet the guidelines for submission for publication in a peer reviewed journal in the
84 | student's field of study.

85 | **3:** While there may be minor errors, conventions for style and format are used consistently throughout the
86 | paper. Demonstrates thoroughness and competence in documenting sources; the reader would have little
87 | difficulty referring back to cited sources. Style and format contribute to the comprehensibility of the
88 | paper. Suitably models the discipline's overall journalistic style.

89 | **2:** The style and format are broadly followed, but inconsistencies are apparent. There is selection of less
90 | suitable sources (non-peer reviewed literature, web information). Weak transitions and apparent logic
91 | gaps occur between topics being addressed. The style may be difficult to follow so as to detract from the
92 | comprehensibility of the manuscript.

93 | **1:** While some discipline-specific conventions are followed, others are not. Paper lacks consistency of
94 | style and/or format. It may be unclear which references are direct quotes and which are paraphrased.
95 | Based on the information provided, the reader would have some difficulty referring back to cited sources.
96 | Significant revisions would contribute to the comprehensibility of the paper.

97 | **II. Mechanics**

98 | **4:** In addition to meeting the requirements for a "3," the paper is essentially error free in terms of
99 | mechanics. Writing flows smoothly from one idea to another. Transitions effectively establish a sound
100 | scholarly argument and aid the reader in following the writer's logic.

101 | **3:** While there may be minor errors, the paper follows normal conventions of spelling and grammar
102 | throughout. Errors do not significantly interfere with topic comprehensibility. Transitions and
103 | organizational structures such as subheadings are effectively used which help the reader move from one
104 | point to another.

105 | **2:** Grammatical conventions are generally used, but inconsistency and/or errors in their use result in
106 | weak, but still apparent, connections between topics in the formulation of the argument. There is poor or
107 | improper use of headings and related features to keep the reader on track within the topic. Effective
108 | discipline-specific vocabulary is used.

109 | **1-:** Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure
110 | and/or other writing conventions make reading difficult and interfere with comprehensibility. There is

111 some confusion in the proper use of discipline-specific terms. Writing does not flow smoothly from point
112 to point; appropriate transitions are lacking.

113 **III. Content and Organization**

114 **4:** In addition to meeting the requirements for a "3," excels in the organization and representation of ideas
115 related to the topic. Raises important issues or ideas, which may not have been represented in the
116 literature cited. Would serve as a good basis for further research on the topic.

117 **3:** Follows all requirements for the paper. Topic is carefully focused. Clearly outlines the major points
118 related to the topic; ideas are logically arranged to present a sound scholarly argument. Paper is
119 interesting and holds the reader's attention. Does a credible job summarizing related literature. General
120 ideas are expanded upon in a logical manner thereby extending the significance of the work presented
121 beyond a re-statement of known ideas.

122 **2-:** Ideas presented closely follow conventional concepts with little expansion and development of new
123 directions. Certain logical connections or inclusion of specific topics related to the student's area of study
124 may be omitted. Ideas and concepts are generally satisfactorily presented although lapses in logic and
125 organization are apparent. The reader is suitably introduced to the topic being presented such that the
126 relationship to the student's area of study is obvious.

127 **1-:** The paper is logically and thematically coherent, but is lacking in substantial ways. The content may
128 be poorly focused or the scholarly argument weak or poorly conceived. Major ideas related to the content
129 may be ignored or inadequately explored. Overall, the content and organization needs significant revision
130 to represent a critical analysis of the topic.

131 **IV. Integration and Critical Analysis**

132 **4:** In addition to meeting the requirement of a "3," the document presents the current state of knowledge
133 for the topic being addressed utilizing a diversity of opinions. These various, and possibly conflicting,
134 opinions are presented in a balanced manner and seamlessly woven together to illustrate a complete grasp
135 of the literature across multiple research approaches utilizing appropriate national and international peer-
136 reviewed journals. Essential findings of multiple sources are accurately and concisely paraphrased,
137 analyzed, and integrated. Original sources are clearly identified and correctly cited in both the body of the
138 text and the reference section. Organizationally, smooth and effective transitions between topics lead the
139 reader through an orderly discussion of the topic being addressed. The gaps in current knowledge are
140 clearly identified and significant directions and approaches that fill these gaps are identified.

141 **3:** There are inconsistencies in the organization and logic of the presentation, but still clear analysis of the
142 presented materials. While synthesis of all aspects of the topic may show varying degrees of
143 development, the overall consistency, thoroughness, and analysis result in a well-crafted document.

144 **2:** Identification of key topics or uncertainties in the field may be incomplete. New concepts resulting
145 from a synthetic presentation of ideas is poorly developed or lacking. Complex topics and related
146 concepts are awkwardly presented and linkages among topics may be unclear.

147 **1:** Weakness is evident in the coverage of the field and analysis resulting in incorrect or poorly developed
148 synthesis of results. Analysis is limited to categorizing and summarizing topics. The resulting manuscript
149 degrades the comprehensibility of the document and the identification of knowledge gaps.

1 **Resolution in Support of Academic Affairs Strategic Plan**

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4 WHEREAS, The Academic Senate is the official representative body of the faculty on
5 issues of governance; and
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7 WHEREAS, The Academic Senate provides an avenue for expression on matters of
8 academic concern to the university faculty; and
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10 WHEREAS, The Academic Affairs Strategic Plan addresses issues of importance to the
11 Academic Senate; and
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13 WHEREAS, Representatives of the Budget and Long Range Planning Committee of the
14 Academic Senate have actively participated in the formulation of the Academic Affairs
15 Strategic Plan; and
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17 WHEREAS, Faculty members have participated in providing important feedback during
18 the formation of the Academic Affairs Strategic Plan; and
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20 WHEREAS, The Academic Affairs Strategic Plan addresses topics that are directly
21 related to the work of senate committees; and
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23 WHEREAS, Developing the academic culture of the university benefits from a shared
24 commitment to the future through a stated vision, mission, core values and goals; and
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26 WHEREAS, The Academic Affairs Strategic Plan will provide a common framework to
27 the university in the pursuit of academic excellence; and
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29 WHEREAS, A strategic plan is the basis for setting priorities and making budget
30 decisions; now, therefore, be it
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32 RESOLVED, That the Academic Senate expects the Academic Affairs Strategic Plan will
33 drive university priorities and resource allocation; and be it further
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35 RESOLVED, That the Academic Senate supports the Academic Affairs Strategic Plan
36 and its implementation.