

Committee on Preparatory Education
Minutes

Monday, June 1, 2009
10-11:30 p.m., Kerr Hall Room 129

Present: Nandini Bhattacharya (NSTF Rep), Roxanne Monnet (Staff), Sarah-Hope Parmeter (ELWR Coordinator), Judith Scott (Chair), Anna Tsing.

Absent: Tony Tromba.

I. Announcements and minutes.

The April 29 minutes were accepted.

II. Study abroad students need for writing classes.

CPE discussed the issue of students attending UCSC through education abroad programs and the issue of lack of room for these students in composition classes. The Committee wishes that these courses could be open to more students but that seems unlikely to change given the current budget situation in California. Finding the topic of classes for visiting students largely out of their charge, CPE will write to the Office of International Education and the Committee on International Education to draw their attention to this need. |

III. Entry Level Writing Requirement (ELWR) Reports.

The discussion on the analysis of ELWR Core Course Student Performance Data continued from the last meeting. The report demonstrates that Equal Opportunity Program (EOP) designated students are not satisfying ELWR at the same rates of other students.

CPE would like to know whether Bridge Program students are satisfying ELWR faster than other EOP designated students and will write to Learning Support Services Director Holly Cordova to ask whether there was information gathered to separate the progress of Bridge Program students from other students. |

The Committee will write to the Provosts of Colleges 8 and 10 applauding them for establishing new models for their core courses that may better support students in development of their writing and will ask for feedback on the first offering in the new core formats.

IV. Limiting majors and admissions.

At the last CPE meeting, members raised concern over the trend toward requirements to get into Majors. The Committee wonders whether students who need more preparatory classes for English or math earlier in their time at UCSC are shut out from some Majors due to taking heavy workloads of courses while working toward ELWR satisfaction that they might have succeeded

in otherwise. CPE will write to the Committee on Educational Policy to encourage them to take up this important topic early next year and to ask to be in the loop.

V. Recommendations for the next CPE.

CPE would like the new committee to continue the efforts discussed above regarding EOP students and ELWR satisfaction (whether Bridge students should be further considered distinctly from other students and looking at how well the revised College 8 and 10 core course succeed for ELWR non-satisfied students) as well as following up with CEP regarding entrance requirements to declare some Majors.

A member raised the idea of creating a set of experimental challenge seminars to support students who may have had insufficient training in certain areas prior to joining UCSC. The goal of the seminars would be to aid students in developing certain skills such as textual analysis, for example. Ideally faculty would be permitted to count the course toward their regular teaching load and the number of participants per seminar would be kept small (10-20 each).

CPE recommended that the member consider preparing a grant request to the Committee on Teaching for next year's cycle. In this way, a pilot seminar could begin while CPE works on fitting several courses into the newly approved general education requirements or other academic success opportunities at UCSC.

There was speculation that some transfer students come to UCSC lacking academic vocabulary or experiences that could help with success in university. CPE will recommend that next year's committee consult with STARS in order to consider what support may be given to transfer students to help bridge gaps that might exist between expectations and experiences that are part of community college versus expectations and experiences at the university level.

Another topic that CPE would like the next committee to carry forward is analysis of the perceived gap between Math 2 and Math 3 (or equivalent courses). Specifically, finding out the fail rate for students who took Math 3 (and like courses) after taking Math 2, may confirm whether or not there are issues with this particularly transition, and proceed to consider what support could be given to students who take Math 3 (or equivalent courses) after Math 2.

Chair Scott reminded the committee that she will be available in fall to answer questions for the new CPE committee chair.

So attests,

Judith Scott, Chair
Committee on Preparatory Education