

**Committee on Preparatory Education Meeting**  
**Minutes**  
**Monday January 24, 2011**

Present: Frank Bauerle (NSTF Rep), Gabriel Elkaim, Sarah-Hope Parmeter (ELWR Coordinator), David Smith(Chair), Susanna Wrangell (staff).

Absent: Donna Hunter.

**I. Announcements.**

Corrections to the November 22 minutes are as follows:

Section II under Recommendations for 2010, etc:

*Precalculus (Math 3)* is a requirement for undergraduates in Psychology and Environmental Studies. Students need statistics but are required to take *Precalculus*. Math had AMS produce a pre -statistics course for Psychology and Sociology majors to satisfy the requirement. Two sections of Math 3 are offered in the fall for science majors but not the AMS courses for students who don't need calculus. Due to budget restraints Math is not able to offer two *separate Precalculus style* courses, just one for all, Math 3.

Having AMS 2 has improved the situation, but Math is not sure students know it is just as good as calculus but there maybe a prejudice that graduate schools won't accept AMS 2. *Precalculus* is going well, but the class size is very large ~~which so quality of instruction~~ is a concern.

Section III. Topic: Post Learning Service Report Discussion.

Many EOP students are not *doing well after* passing writing using the portfolios method.

Section IV. Students Self – Reporting Scores Tracking Process.

*Students can self-report AP scores at the start of the academic year and these self-reported scores are used for placement in 80B (C2) sections of Core. Many of these students then fail to ensure that their official scores are received and uploaded to AIS. This leads to two complications. First, students who do not actually have appropriate AP scores can misreport their scores and then be placed incorrectly into 80B Core. In addition, since all students are expected to satisfy ELWR by the end of the 4th quarter, some of these students, who do have ELWR-satisfying AP scores but have not seen that these are officially reported and uploaded to AIS, find holds placed on their enrollment in the 4th quarter.*

Section VI Recommendation that ~~MDPT~~ MDTP topical scores be provided to students.

“.....the summer via a class or online tutoring. ~~MDPT~~ MDTP refer students ..... ”

**Action Item: The updated draft will be sent out via email for committee approval.**

**Chair Smith will be attending UCOPE on Friday, January 28, 2011.**

**II. Follow up on Letter to Preceptors.**

CPE members finalized the draft letter to preceptors and will be sent using the campus mailing list. The letter will be formatted with bullet points for ease of reading and quick reference . It will contain the following three areas of concern:

- Based on the reported success of Learning Support Services MSI (Modified Supplemental Instruction) Program, we would like to ask that, when Preceptors or Academic Standing Committees draft contracts for students not in good standing, they strongly consider having these contracts include enrollment in MSI accompanying any courses that they take, where these are available.

- CPE is concerned both about the accuracy of students' ELWR status as listed on AIS and in the potential for students to use self-reported test scores to gain admission in 80B(C 2) sections of Core, when they may not, in fact, qualify for these sections. As a preventative, we would like to request that any students being placed into 80B Core on the basis of self-reported test scores be asked to immediately ensure that their official records are received and or file a review of transfer credit with Admissions, in the hope that we can avoid students inappropriately enrolling in this course and can ensure the accuracy of AIS data by the end of the quarter. If you could help to make this a regular practice at your college, we would be appreciative.

- Finally, CPE would like to bring to your attention the issue of students taking Mathematics courses a level below what they are recommended to enroll in (as indicated by their Mathematics Placement Exam, (MPE), score or AP Calculus test score.) In the committee's view, students should take the class they are ready for, with few exceptions. This applies most directly to students who scored sufficiently high (31 or higher) on the placement exam to place into Math 11A (Calculus with Applications) and need to take Math 11A for their course of study, but who end up taking Math 3 (Pre-calculus) instead. Data analysis correlating MPE scores with Math 11A grades shows that these students already have a very high probability of success in Math 11A, and are therefore not well served by spending a full quarter of additional review. Moreover, Math 3 is a course that has seen its enrollments grow to the point where we now have a class of 475 students. We would like to solicit your help in advising students not to take Math 3 if they are ready for the calculus course they need for their course of study. We also want to point out an inexpensive yet excellent resource for students to use should they want to prepare themselves further for Calculus. The following link is to a suite of available on-line courses offered by ALEKS. It works particularly well for motivated, independent students: [http://www.aleks.com/independent/students/course\\_products](http://www.aleks.com/independent/students/course_products). Specific courses in Calculus preparation are available.

***Action Item : CPE will approve the draft via email and send out .***

### **III. Progress Report on General Survey for Prep Ed Students.**

Chair Smith updated CPE on the request to the Anthropology department to run a survey for students experience and or knowledge of the LSS services. But he was referred to Student Affairs, who is conducting a survey on retention this quarter. David and Sarah will meet with Pablo Reguerrin and report back to at the next CPE meeting next month. Committee members expressed concern that many students come to UC under prepared, it may be better to recommend that if they start to fail in the first year, go back to a Community College, strengthen their skills and guarantee admission to UC if they pass the courses with C or better. ELWR score 2 less then equal to 4, is lowest score, 6 is not yet satisfied, but can get caught up.

### **IV. Update on EOP Pass by Portfolio**

CPE member Sarah-Hope distributed the forms that students and instructors use to evaluate writing progress for students who wish to pass the ELWR requirement using the portfolio instead of the timed test. The student can also submit a portfolio if this would be a better representation of their writing skills. The portfolio packet has been updated and based on the evaluations from students has proved to be valuable to the instructor in preparation of materials for future instruction. It is important that the instructor read all the students drafts this was a result of the instructor recommendation evaluations. The portfolio is the appeal mechanism if the student does not receive a passing score on the timed test.

### **V: Mathematics Diagnostic and Placement Testing (MDTP) Data:**

Frank will follow up where the current data process is and who to talk to and bring back to committee for future action. These math scores are tracked, and data sets are available for

individual scores. Math Professor Marty Weissman is analyzing math placement data and making some changes. The norm has been the pass rate of students in class is based on the math placement test scores.

***Future Agenda Item:*** CPE would like Marty to come to a future meeting and present his data findings based on these decisions of test score placement.

So attests,

David Smith, Chair  
Committee on Preparatory Education