

Committee on Preparatory Education Meeting
Minutes
Tuesday May 17, 2011
10 – 11:30 a.m., Kerr Hall 129

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

Absent: None.

I. Announcements

The topics discussed at the April 29, 2011, UCOPE meeting included: changing the name of the English as a Second Language Advisory group to English for Multilingual Students Advisory Group, raising fees, if the budget cut is more than expected, UCOP loan proposal for funding the On line Pilot Project. The fee structure for the AWPE testing fees was discussed but no action was taken at the meeting. The options included raising the fees, discounting the fees instead of waiving or reducing the eligibility for the wavers. There was information about AB 1237 – Remedial Instruction Funding which has been amended and the California State University System (CSU) will no longer receive funding. This may impact the Community Colleges in the future. UC does not provide remedial instruction, only preparatory courses.

CPE members requested a systemwide diagnostic math test be placed on the agenda for discussion. The outcome from the meeting is a sub-committee will be formed, the test has to be campus specific, but members felt some general questions may relate to all campuses. Chair Smith is forming the sub-committee membership from UC campuses which will develop this exam and check in with MDTP, which now is on the web. The plan is to give students a timeline when the test should be completed by. Students must complete the ELWR to graduate from UC but Math is not mandatory for graduation or even for some majors, students must elect to take this test. So incentives maybe the way to go, some suggestions were prizes with four different scenarios to encourage students. This data would show how successful students are in future math courses. If we establish this as a hard requirement, for a short time it may help with unprepared students be successful. More compassionate to stop them before they enter UC, once here students don't want to leave or go back to get the preparation from the community college.

Approved draft minutes of April 19, 2011 with corrections.

Chair Smith updated members on the May 10 Senate Executive Committee (SEC) meeting and the Senate Re Alignment Proposal. The meeting was scheduled with consultations from the Vice Chancellor of Student Affairs McGinty and CP/EVC Galloway.

Action Item: CPE Chair Smith will invite the Directors of Retention Services and Learning Support Services to a CPE meeting for a consultation.

Future Topics for CPE 2011 - 12:

- 1) The UCSC Administration has referenced the possibility of our campus reaching the status of a Hispanic serving University, how will this affect our committee?

- 2) Writing preparation for transfer students, request data from Learning Support Services to be reviewed and discussed.

II. Statway curriculum Adopted by CSU

CPE members discussed the syllabus, and compared the course to a Stretch AMS 5, the draft has not been implemented at this time. CPE will return to this topic next year and re visit the process.

III. Meeting with Pablo Reguerrin of Retention Services Outcome

Chair Smith and Representative Hope-Parameter reported back to CPE on student surveying concerning retention. For the last couple of years Student Affairs has conducted a red carpet survey, the questions were along the lines: “if you had trouble with this issue do you know where to get help?, etc.” Student Affairs hire students as *Campus Life Ambassadors*, who are paid quarterly to conduct the surveys. Retention services is finding many high school students are less self-directed, have an increased level of disability and psychological problems, roughly 40% are first time college students without any family support. EOP students tend to have GPAs of 3.0 or lower, and with many majors the gateway is higher, so these types of students have fewer majors to select from. There is a program to help students who end their first college year on probation. It is called the Sophomore Academy. This is a combination of resources with academic skills such as time management strategies for course assignments and the use of tutoring.

IV. Follow up on ELWR and Math and LSS

Writing preparation for transfer students is a problem due to the level of instruction of transfers varying widely depending on the institution where the course was completed. Students may transfer here with advanced placement, some high schools have Advanced Placement (AP) tracks but are not prepared to write at the college standard due to the low level of performance at their high schools. Under performing high schools have AP programs but are not at the college level even though the student thinks they are, it is hard to explain to the students that the quality of writing is not at university level to be successful at UCSC. There is a special course, Stretch Core which is two quarters, like the Math Stretch 2. The course will also be revisited and updated for fall 2011. Students who didn't satisfy their ELWR requirement would sign up in winter quarter for the Stretch course or Writing 20. This past year it was a relatively small number of students, only 4 in some categories, but in large lecture courses like the stretch core, EOP students perform infinitely higher, whereas, non EOP students do better in Writing 20. It is not known why the EOP students do well in the stretch courses but it may have to do with higher concentrations of “community of their peers”, but there is no real data. The Stretch course will be offered again next fall and next March. Director of Retention Services, Pablo Reguerrin is working on a Bridge Program with 60 EOP students who have low placement test scores or come from low performing high schools. The students would enter UCSC earlier than regular orientation, do intensive work in reading and writing to prepare them for University level quality class work. These students would have 20 contact hours with faculty to work with them. Some of the skills that they hope to give these students are criteria or a “fact sheet” on how to survive and thrive in large lecture courses, the smaller courses are easier for this type of student's learning style.

Follow up on Mathematics:

Funding for course Math 2 will be provided this next academic year by the divisional Dean.

CPE was drafting a letter of funding support to the Mathematics Department chair and will hold off sending in the letter until it becomes necessary, maybe next year.

Mathematics removed the cut off score of 12 on the placement exam so many more students will be able to sign up.

So attests,

David Smith, Chair
Committee on Preparatory Education