

Committee on Preparatory Education
 Minutes
 Monday October 18, 2010

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

Absent: None.

I. Introductions and Announcements

Chair Smith started the meeting with introductions. The first Senate meeting for all quarter is on Wednesday, October 20, 2:30 p.m. at the Stevenson Event Center.

II. Review Committee Charge

Chair Smith read from last year’s annual report on the committee’s charge and what CPE oversees in consultation with CEP. CPE oversees duties assigned to students who are in need of remedial courses to prepare them for their career at UCSC and be successful.

III. Confidentiality and Recusals

CPE discussed confidentiality and recusals in committee practices. The Committee was reminded that their minutes are posted on the Senate’s public web site after they are accepted in a CPE meeting.

IV. Syllabi and Glossary

The syllabi and glossary are for review and reference for committee members to use during the year. The two main concerns of the committee are and pre-requisite math classes. Background for the writing requirement, ELWR students can enter satisfied take C2 and be finished. The problem is with ELWR students who have entered UCSC and this unsatisfied.

ELWR Satisfied Students	ELWR Unsatisfied Students
ELWR Satisfied – C2 Writing	ELWR Not Satisfied take CORE then AWPE in November if not passing then can submit a portfolio or the following serried of writing classes
AWPE in November - Pass	WRIT 20, 21, 23
ELWR completed	ELWR completed

- Unsatisfied students take core section in September;
- AWPE take in November to satisfy if they pass;
- Not passing Portfolio submitted if still not passing then Writ 20 (ESL speakers) then WRIT 21 – WRIT23 (letter graded)(6) this year.
- After end of 4th quarter not satisfied, students are barred from further enrollment.
- UCSC has courses for AWPE but are not just to satisfy this requirement they are writing courses;
- ELWR this year has about 1200 students unsatisfied in core courses, Spring quarter it will pare down to 50 or less.

Discussion on Future Actions for ELWR:

- 1) *Writing 21 might be eliminated in spring quarter this could be a problem for fourth quarter students missing the requirement. Students would have to take a course with writing in spring quarter.*
- 2) *80B, advanced students, meets C2 requirement, this is for but students enroll with out their test scores, or just enroll without official test scores and they by-pass the checks and balances. This is not tracked by colleges, students use self reporting of their test scores and then they are sometimes able to skip the requirement.*
- 3) *Write to preceptors that CPE is uncomfortable with students in 80B based on self reported scores, admissions should have proof.*
- 4) *Pass rates for first time C2, pass rate by portfolio (without instructor guidance) same as C2. CPE will look at the report from Learning Report Services. . EOP significant different pass rate with portfolios (worse than through the course work.)*

V. Stretch Core Sections:

Students with non-passing scores on AWPE, can now take a two quarter stretch core (test scores of 6 or less). Students enroll in two quarters of core, with emphasis on writing in fall for a P/NP grade; then in winter on writing content for a letter grade. The stretch course is 10 units total.

Math

Students take an advanced placement test for math and are placed in classes based on their test scores. Courses offered to prepare them for calculus or receiving a high score on the AP test will place students in calculus or other preparatory math course. Lower division are courses based on their major, either biological or physical sciences. To meet the calculus requirement some students are placed in lower division preparatory math courses. If students place in Math 3 they can't take a higher math class but they can go down. Colleges are advising students to take the lower math class and not always what the student should take according to their majors. If not doing physics or engineering, statistics would serve these students better in life after graduation. Math 2 and Math 3 pre-requisites for Math 19A. Math 2 now offers a stretch course for students who just pass, will have trouble in the next class, this helps these students address the problem over two quarters for a total of 5 units. This results in a higher success rate of passing.

Math placement tests have a diagnostic test but UCSC does not address the weakness areas. A student's weakness is not identified after the test is scored, it seems important for the students to work on the weaknesses by offering summer workshops before they begin instruction here in the fall. (700) students this year. Data has to be sent to instructors or mailed to the students. Exam results get uploaded in AIS records for writing students, maybe this can be done with these math exams for the diagnostic. Only the math score is uploaded into AIS. This data could be beneficial for students who do score high as well as low. All students can see where they have weakness in particular area or areas.

Enrollment limits for preparatory math classes now 300 students, but if less then may go away completely. Offering these classes more than once or twice will probably cut it completely due to budgetary constraints. Math 2 students had a harder time in Math 3 then those who just enrolled in Math 3. Should CPE suggest putting the resources in Math 4 and not Math 3?

CPE will have to look at the math requirements in Social Sciences Division. EOP students would still need Math 3 to prepare them for the sciences.

PEB Forum Response:

The draft and final letter will be completed by email and sent to Senate Chair Gillman on Friday.

Carry forward to the next CPE meeting:

Recommendations for 2010 – 2011

Recommend to Psychology that they re-think having Math 3 as a preparatory requirement. Encourage them to consider new GE courses.

Work with Learning Support Services to foster use of Modified Supplemental Instruction. Consider how best to ensure that students who enter underprepared for University level academic work are supported. A student survey might increase understanding of the issues for students.

Consider needs associated with the terminal math requirements (degrees for which one Math course is required). Social Sciences might be encouraged to collaborate with the Physical and Biological Sciences Division and the School of Engineering to determine how to meet the math needs for Social Sciences

Schedule meetings for the quarter

Next meeting is:
November 22, 2010
December TBA

So attests,

David Smith, Chair
Committee on Preparatory Education