COMMITTEE ON PREPARATORY EDUCATION
MINUTES
Friday, May 25, 2012
Kerr Hall Room 129 10:30 - 12:00 p.m.

Present: David Smith (Chair), Frank Bauerle (NSTF Rep.), Gabriel Elkaim, Susanna Wrangell (Staff), Eve Zyzik.
Absent: Sarah-Hope Parameter (ELWR Coordinator).

Guest Director Holly Gritsch De Cordova and Jessica Maines from Learning Support Services

I. Announcements
Members approved the May 11, 2012 minutes with corrections. Members also congratulated Member Elkaim on his Teaching of Excellence Award.

II. Pre Consultation for LSS on Transfer Student Writing
Members read over the report and concluded an overall positive outcome. There were no additional questions posed for our guests.

III. Report on Writing in the Discipline Data from LSS
Director of Learning Support Services( LSS) Holly Gritsch De Cordova presented data on transfer students writing in upper division courses, specifically within their discipline using the major DC requirement. After consultation and discussion members felt the report was positive and didn’t see any particular challenge except with students in three out of the nine majors studied: Psychology 100, Literature 101 and Politics, these courses challenged transfer students. Perhaps, there is limited or no exposure to these types of writing in the discipline in the Community Colleges. Another challenge LSS faced when compiling the data for their study, which turned out to be a bigger task than they realized, was not having the syllabus for the DC courses, so it was not known just how much writing was produced. But it is known that the writing component for the GE DC requirement is 25 pages, and can consist of a draft and a final paper. LSS also conducted a survey on what transfer students experience was before enrolling in their major and the responses received were just under 10%.

Director Cordova wanted to know if this study met CPE’s expectation, members were pleased with the study’s outcome. The data for this pool was only from Community College transfers, they did not consider any other type of student for this study. From the results, it is apparent that Politics may prepare native students in the course offerings which may not be available in the community college system. This may also be true for Psychology and Literature, but Environmental Studies transfer students do much better. CPE members found the outcome unproblematic at this time. For example, one CPE member asked if the data included any second language learners, that might make a difference on the statistics? LSS did not have the resources to view student transcripts to obtain this type of information. However, the transfer students who selected LALS as their major did very well in writing.

IV. Math Stretch 2
CPE members felt the pilot approach was worth trying but the evidence with this small group is weak. The numbers are very small but, students who do take Math 2 Stretch complete Math 3 more consistently than students who just took Math 2. The statistics prove that 30% of the students who
attempt Math 2, then retake it, often fail again, and really cannot do mathematics. It is in the students best interest to seriously consider changing their major after the two fail. These students may have an F on their transcript, and cannot remove it if they fail for a second time. Math 2 Stretch, while not the best outcome, helps students who fail again, this time, without a grade (P/NP) and only losing 2 units of credit.

So attests,

David Smith, Chair  
Committee on Preparatory Education