

**COMMITTEE ON PREPARATORY EDUCATION  
MINUTES**

**Friday, February 24, 2012  
Kerr Hall Room 307, 9 a.m.-10:30 a.m.**

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

Absent: None.

Guests: Stacey Sketo-Rosener, Academic Advising Coordinator

**I. Announcements:**

Chair Smith re ordered the agenda to prepare for our guest.

**II. Pre Consultation for our meeting with Academic Advising Coordinator Stacey Sketo-Rosener**

Questions from our last meeting:

- 1) is there a procedure, who tells students they need to leave take a year or two elsewhere
- 2) how does the college track these students, especially when they return
- 3) what is the policy, are they disqualified first, what are the unintended circumstances
- 4) what triggers are indicators that a student is in trouble
- 5) how many students have difficulty what is the percentage?
- 6) what is the perception of the advisers, do writing skills play into retention issues, i.e. ELWR i.e. there are no courses beyond first year composition for instruction on research papers, etc.
- 7) what mechanisms are in place for reluctant students to meet with advising staff

**III. Retention and Advising with Guest Stacey Sketo-Rosener**

After introductions committee members welcomed our guest. Coordinator Sketo-Rosener who gave a quick overview on how the advising staff are governed by senate regulations to determine when students are prone to academic probation. The committee enjoyed a pro active discussion on the processes in place at the colleges to help students who face being placed on academic probation and what the next steps are to stay at UCSC or take a leave of absence.

**IV. Approval of February 03, 2012 Minutes with corrections**

CPE members approved the February 03, 2012 minutes with corrections .

**V. Report on ALLIES from Sarah-Hope**

CPE member Parmeter reported on the California High School exit exam. Apparently, there seems to be a lack of alignment with common course standards, many individual school districts are being overwhelmed by the huge detail of necessary skills and are not producing the intended outcome for their students writing ability. Teachers are compartmentalizing the skills, opting for only one point of view, instead of encouraging persuasive writing with many points of views. The Writing Program is working with several high schools in South Santa Cruz county on best practices and are looking at the student work to see what they are writing and what they are not writing. High school teachers get to look over sample lesson plans that motivate students to the next level of writing.

The plan is based on holistic review, looking at the student work and applying teaching skills in context to accomplish this, the Writing Program has permission to share essays and give a sense to the high school teachers and students, of what college writing should be. The monthly study groups with teachers have provided another way of thinking about writing with another point of view. Sadly, the funding is not permanent, but the high schools are using retired ELWR prompts instead of the district prompts. Students now have the opportunity to do writing that they may experience if they do plan to attend college. The group hopes to produce a best practices document for teachers.

**VI. Members Items moved forward due to lack of time**

**So attests,**

**David Smith, Chair  
Committee on Preparatory Education**