

**Committee on Preparatory Education
Minutes
June 3, 2013
Kerr Hall Room 160, 1:- 2:30 p.m.**

Present: George Bunch, Gabriel Elkaim, Sarah-Hope Parmeter (ELWR Coordinator), SUA and GSA reps. TBA, Bruno Mendes (NSTF Rep.), David Smith (Chair), Susanna Wrangell (staff).

Absent: None.

I. Announcements

The CPE February 15, March 18, and May 13, 2013 minutes will be approved via email with viewing on Google Drive.

II. UC ACCORD Update

Members will pass this item on to next year's committee membership. If CPE wants more information on the abstracts, then the next step would be to read over the papers that were generated by the grant funding.

Tina Matuchniak

UC Irvine/education

Dissertation Fellow

Dissertation: Mind the Gap: A Cognitive Strategies Approach to College Writing Readiness

Jessica Singer

UC Santa Barbara/education

Dissertation: Literacy Sponsorship and First Generation Latino College Writers

Margarita Azmitia, Ph.D., Holli A. Tonyan, Ph.D., and Olaf Reis, Ph.D.

UC Santa Cruz/psychology

Title: The Role of Social Support in Under-represented Minority Students' Adjustment, Identity, Grades, and Retention in Their First Year of College

III. Discussion on CAP and Math Prerequisites for Articulation

BOARS discussed this issue at its May 3 and 31 meetings this year and it is not clear what the outcome is. Members are concerned that standards for mathematics maybe lowered or language changed on what an equivalent prerequisite is for an intermediate algebra requirement. The course in question for our campus would be AMS 5. The courses are referred to as mathematics for the liberal arts.

Current UC policy states that any transferrable community college quantitative reasoning courses must have a pre-requisite of intermediate algebra "or the equivalent". A coalition of community colleges has been experimenting with stats pathways as alternatives to algebra to meet prerequisites for transfer-level math courses. BOARS will be reviewing the language with regard to equivalent. From the CCCs, their data indicates only 3% of the total population successfully passes mathematics. The CCCs started pilot projects on accelerated versions of mathematics courses designed for non-science majors and there is limited data from one of the colleges with the success rate that BOARS is examining.

CPE members will write a letter to UCOPE with the following concerns for BOARS:

- ⤴ Changing the language may stifle educational innovation of course content.
- ⤴ The issue involves UC's role in determining prerequisites for community college mathematics courses that are transferable to UC.
- ⤴ Current UC policy broadly states "or the equivalent" has never been defined, but recently UCOP indicated that they will use community college faculty determination of equivalence to algebra as the basis for determining such equivalence.
- ⤴ Some community colleges have interpreted "equivalence" to algebra not as algebraic **content**, but rather as similar **depth and rigor** (but in quantitative reasoning instead of algebra). In an effort to increase the rate of students completing community college degrees, certificates, and transfer-eligibility requirements--and to address the dismally low success rate of students progressing through algebra-based remedial math sequences at the community college level--there have been pilot efforts 21 community colleges (funded by the Community College Chancellor's Office) to redesign remedial sequences to prepare students for college-level statistics, mathematics for the liberal arts, and other transferable mathematics courses for students in non-math-intensive majors.
- ⤴ The intent of these reform efforts is to better align remedial mathematics pathways with the kind of mathematics likely to be encountered by students in their future academic coursework and careers.
- ⤴ The Community College system's Research and Planning Group is studying the impact of these alternative placements and pathways and is expected to have a report in early Fall, 2013.
- ⤴ Progress through remedial mathematics pathways is particularly important for students from populations traditionally underrepresented in higher education.
- ⤴ One option BOARS is considering is using the new Common Core State Standards in Mathematics to define "equivalence" to intermediate algebra, which, while removing the need for certain Intermediate Algebra topics, would still solidify the link of prerequisites to other specific algebra content.
- ⤴ The purview for determining prerequisites to transfer-level courses should reside at the community college level, which apparently has been UC's practice in the past. CPE will attach letters from the California Acceleration Project.

IV. Undergraduate Student Success Team Update

Members did not discuss the final report but would like to send a letter to SEC regarding the formation of an under graduate council on retention. Analyst Wrangell will follow up on this issue as many committees were working on this issue this year with retention of out of state and international enrollments by the Committees on Admissions and Financial Aid, International Education and Planning and Budget.

V. Mathematics Placement Exam (MPE) Follow Up

CPE members reviewed the summary report for the online MPE submitted by Mathematics Professor Martin Weissman. Members were impressed with the results and probability of passing a math course based on scores. The higher the scores in Math 2 or 3 the higher the probability students would pass the next course in any given series. The MPE exam is a good diagnostic on predictability of success. Professor Weissman points out in his summary that the cutoff score may need an adjustment, the questions can be changed and some maybe deleted, and security

maybe needed in the future to prevent students from taking the exam more than two times. The relatively small cohort of students who cheated could increase in the near future. Regardless of who administers this exam the committee membership would like to see this level of scrutiny with regard to data analysis in the future.

The data clearly showed students who had scores of 12 or 13 would have a passing rate of 78%, the cohort would be about 68%. The MPE exam is a good diagnostic system, from the report it shows that students who receive a C in MATH 2, have a 40% chance of passing calculus. Students who receive a grade of C in MATH 3 have a slim chance of passing MATH 11A. Members would like to know what the future of the online MPE is and what the Mathematics Department's vision for future offerings would be.

The test places the students and predicts the passing rate as they progress up through MATH 11A,B or MATH 19A,B. Will the department consider adjusting the cut off rate for MATH 3, as some adjustments are needed, as half the students received a grade of C. But if the cut off rate is changed this could penalize students who do not need to satisfy a calculus requirement. If students receive a grade of C most are often advised to repeat the course, this delays declaration and graduation rates, as well as affects the student's well being. Chair Smith discussed the possibility of an intensive version of MATH 11A or 19A so students would not have to repeat MATH 3, the success rate in MATH 11A or 19A increased for those students who repeated MATH 3 who earned a grade of B. Often, for the students this can be demoralizing and not fair to other students who do pass. Another suggestion would be to offer students a diagnostic test in the placement course (based on MPE score) and see if they pass or fail and either get them extra help or have them drop the course.

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