

**Committee on Preparatory Education
Minutes
March 18, 2013
Kerr Hall Room 129, 10:00 -11:30 a.m.**

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

Guest: Mathematics Professor Marty Weissman.

Absent: None.

I. Announcements

Chair Smith participated via pod phone. Due to the Google Drive outage, approval of the February 15, 2013 minutes will be at our spring quarter meeting.

II. Targeted Review of SR 478

The Senate Chair has asked for committee comments on the review of SR 478, which has been updated by BOARS with regard to transfers in the STEM majors. Summarization:

Students in science and engineering majors without freshman physics or biology or chemistry could be delayed in graduating after transferring in to a UC and are normally expected to take up to three years. The proposed IGETC for STEM majors reduces the number of required courses in order to enable students to take science preparatory courses, increasing the likelihood of successful completion of the major within two years. BOARS is proposing this change to the regulation, freeing up three GE courses that can be taken at the UC campus after transfer. Students will be meeting general education requirements, but may have to take a lower division requirement for the department specific major after they arrive on campus. This IGETC Plan assumes transfer students will plan ahead, choose their major and understand that any change to the major after transfer may delay their graduation date. The three requirements that are allowed to be deferred are in Arts and Humanities, Social & Behaviour Sciences, and Foreign Language. The emphasis for these student study plans is in mathematics, writing and science courses. Members will finish up discussion after the MPE Data consultation with Mathematics Professor Weissman.

III. Pre-Consultation for MPE Data Follow Up

IV. MPE Follow up with Professor Marty Weissman from Mathematics

After introductions members expressed gratitude and are generally impressed with the effort and energy Professor Weissman has put into this large project. The online version of the math placement exam is successful and may need updating in the future to prevent cheating. From the data, it appeared there was more predictive power and correlation for Math 3 than Math 11A or 19A.

So in the future the department plans on changing the questions for each section and level and use questions that are better predictors. Professor Weissman plans on creating a probability table based on past test scores to compare with recent test scores, and this should be done every year using a correlation coefficient “ p value”

to show statistical significance with regard to predictive power. The table is easy to look over and find information. Every year a table with statistical data should produce as a table and not a metric. One number cannot predict the progress of the test

Members wanted to know the departments long term plans for the online test. Professor Weissman is creating a manual and the AMS Department is going to help with statistics on the test scores. He will know more after he meets with his department chair to discuss resources, but he plans on handing over his scripts and correlated data to the new undergraduate adviser in Mathematics. For running the MPE, it is recommended that both AMS and Mathematics jointly administer the test every year for updating questions and correlating the data. Enrolment was impacted this year in Math 3. After consultation with the committee Professor Weissman agreed to keep the committee informed on updates with regard to future data and physical changes to the exam materials.

V. Targeted Review of SR 478 follow up

The IGETC for STEM majors is modified to emphasize breadth and not depth, so the Topics selected are rigid and less flexible. The three courses: Arts and Humanities, Social & Behaviour Sciences, and Foreign Language were selected so prepared students would be able to finish the major in a reasonable amount of time. The students in this major take courses that are linear, every course taken is a prerequisite to the next one, this IGETC offers more flexibility and is reasonable for the major, but students may have to complete other GE's after entering the campus.

For the CPE response,

Committee members are concerned but not opposed to proposal, it makes sense and is good overall. Many transfer students have issues with writing, but students have very tight major requirements in sciences and this program allows for flexibility. From the student's perspective, this gives a broader range of courses to choose from, and students are being exposed to many areas of study, so they know what they want to do after transferring.

VI. Members Items Follow Up

ELWR Data

From the data, this year's cohort was among the lowest percentages satisfied and is an unexpected consequence requiring additional writing courses for winter and spring quarters. Member Parmeter will attend a Systemwide ELWR UCOPE-EML Advisory Group meeting in April and report back to the committee with some ideas or criteria that may have caused the changes. There were 3,400 entering students this year with the lowest test scores and not a result of the writing program itself. These scores may be attributed in the AWPE exam or percentage of writing satisfied by other methods, these percentages have gone down this year as well. Is this a direct result in the admissions policies changes, or a contributing factor with admissions using percentages with regard to writing skills. This new cohort of students may need help to catch up, maybe one more quarter to pass the writing exam.

Members wondered if it was the tutoring. The Writing Program hires tutors , and are not a part of Learning Support Services(LSS). The Writing faculty meet with the tutors weekly to re enforce the work in class. With less student hours for writing tutors, faculty believe the quality of tutoring has increased to meet student's needs. There is paired and individual tutoring available but for only 3 – 4 hours per quarter. In the past, students had unlimited access to tutors, now there is limited funding for tutors in the Writing Program, CPE will consider drafting a letter to VPDUE Hughey and Humanities Dean Ladusaw recommending a stable funding stream for writing..

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