

**Committee on Preparatory Education
Minutes
May 13, 2013
Kerr Hall Room 307, 1: - 2:30 p.m.**

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

Absent: Bruno Mendes (NSTF Rep.)

I. Announcements

The CPE February 15, 2013 and March 18, 2013 minutes will be approved via Google Drive.

Update from the UCOPE April 26 Meeting the following items were discussed:

- AWPE scoring ,exams, and contract renewal.
- Smarter Balance
- EMS Advisory Board
- ESL Advising Group Update
- ESL White Paper revision
- Systemwide Diagnostics Test for Mathematics AP Standardization
- UC Irvine is finding online writing course student evaluations are harsher than in class
- UCOP is creating a best practices online teaching webpage

Question for UCOPE:

1) Does your campus provide credit for AP Scores? *Yes. See link <http://admissions.ucsc.edu/academics/ap-ib-chart-2012.pdf> The score can be for class placement.*

2) Does your campus allow students to “test out” of freshman writing classes through AP scores? If so what is the threshold score?
Yes, the UCSC score is 3,4, 5, in AP English or Literature which satisfies ELWR but 4, 5 satisfies ELWR & C1, meaning students take 80B core instead of Writing 2 (for C2).

3) Does your campus admissions office use AP scores to preclude students from registering in introductory writing classes? *No but students may receive ELWR credit with a score of 5, 6, 7, in IBH English Language A1.*

4) Do you feel that your campus policy/practice regarding AP credit benefits students? Why or why not? *We don't know as there is no data on the DC from 80B core and Writing 2.*

5) Does your campus use SAT scores in any of the capacities mentioned above?
Yes, with an SAT score of 680 students have satisfied ELWR, but not 80B core class and students don't test out of the other writing courses with a higher score.

II. UC ACCORD Update

Member Bunch sent around a list of relevant dissertations and seed grant abstracts that are in the committee's purview, from the abstracts, there are three relevant to the committee's purview:

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. ELWR Update

At the Systemwide Advisory Group meeting members discussed:

- International Student Support: UCB and UCLA English language workshops in China for those who want to attend. UCSC may need to have ESL courses.
- Writing Program will offer a training this summer, a bookcamp workshop with writing instructors
- SAT 680 Score for ELWR Satisfaction
- English support for instructors, TAs at all UC campuses
- AWPE Exam
- Transfer report from other schools
- English USA - UNEX agreement - English for ESL students
- Data analysts satisfaction for comparison of ELWR for international students versus in state students' progress in WRIT 2, 20, 21, 23 courses
- ELWR satisfaction with AWPE entrance scores, how did the scores change after the first quarter at UCSC?
- Tutoring – has student writing improved with individual or group tutoring?

IV. Undergraduate Student Success Team Update

CPE members discussed the membership of the committee and will read over the executive summary for discussion at our last meeting of the quarter. Analyst Wrangell will update members on the progress of the final report from the committee, which is currently still in draft form.

V. Members Items

CPE Member Bunch received a letter from a representative of the California Acceleration Project concerned with changes pertaining to UC credit given for alternate pathways in mathematics. The issue revolves around UC's role in determining pre-requisites for community college mathematics courses that are

transferable to UC. The issue is NOT about the transferrable courses themselves--no changes are being proposed in those. The issue is the manner in which UC inserts itself into what pre-requisites are required to get into those courses at the community college level.

--Current UC policy states that any transferrable community college quantitative reasoning courses must have a pre-requisite of intermediate algebra "or the equivalent". The "or the equivalent part" 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.

UC in the past counted the course offerings as a transferable college level course, now UC may be requiring that these accelerated courses have a prerequisite of algebra or its equivalent, what is considered to be the equivalent? Analyst Wrangell will consult with CAFA Analyst Mednick in the Senate Office.

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