

Committee on Preparatory Education Meeting
Minutes
April 13, 2016
Kerr Hall Room 129, 2:00 – 3:30 p.m.

Present: Gabriel Elkaim (Chair), Debra Lewis, Sarah Michals (NSTF Rep), Sarah-Hope Parmeter (ELWR Coordinator), Susanna Wrangell (staff).

Absent: None.

I. Announcements:

Members accepted and approved the March 7, 2016 minutes with minor corrections.

II. Support for ALEKS¹ for Math Placement

The Committee reviewed data and discussed strategies for supporting the ALEKS PPL pilot program trial that was initiated during fall quarter. This year the Mathematics Undergraduate Vice Chair, Professor Debra Lewis is a member of CPE and before any discussion or decision was made on the subject, Member Lewis recused herself.

CPE understands the Committee on Educational Policy (CEP) is requesting data on the ALEKS trial for the revised course Math 2 and new course offering, Math 2T by the end of spring quarter.

CPE's purview requires annual review of data pertaining to student success with regard to writing and mathematics placement, in the past the Mathematics Department provided data for the math placement exam. The exam itself has changed over time; first in person using the Mathematics Diagnostics and Testing Project(MDTP) exam, then an online version created by the Department, and now with an outside vendor, McGraw-Hill Education developers of the ALEKS Corp. CPE would like to analyze the full report for the trial run 2015-16 during fall quarter 2016. Members will send a response and cover the following issues:

- Clarity on accountability for implementing and storing the data results of this pilot program.
- Open and assessable data (stripping any identifying information) for campus constituents to have informed discussions, with aggregate and not individual data.
- Cohort and license administration: students run out of Learning Module access after 6 months, should UCSC provide additional licenses with a cost of \$25 for students who request further access?
- Communication with college advisers and other advising staff seem to harbor skepticism with reassessment, the online MPE did not track the number of previous assessments students participated in.

After a decision had been made; the Committee invited Member Lewis back for general discussion and members agreed that the potential benefits of the Mathematics Department's adoption of

¹ McGraw-Hill Education learning experience: <http://www.mheducation.com/about.html>

ALEKS product is advantageous to the student population, for both native and transfers alike. Ample time for assessment and opportunities for reassessment in the ALEKS PPL (Placement, Preparation, and Learning) may reduce the negative effects of anxiety and advantages of common standardized test-taking strategies, improving estimation of mathematical proficiency. Supportive, encouraging advising helps students maximize the benefits of the progressive improvement of their math skills.

CPE supports outreach in the form of an email to newly SIR'ed students letting them know that taking a math placement in summer can save them taking the wrong mathematics course which could delay progress to degree.

III. ELWR Enrollment Holds Response to CEP

Members held a continuing discussion on ELWR enrollment holds. ELWR Coordinator Parmeter, updated members on the process which places a "hold" on the student's records before knowing if the student has satisfied ELWR or not. This can delay progress to degree and make it difficult for the student to enroll in courses for their majors. Members worked together on the draft and will send the request to CEP after consulting with Academic Advising and the Writing Program.

IV. Santa Cruz Regulation (SCR) 10.5.2: ELWR Satisfaction

CPE has authority over criteria for how our students satisfy ELWR within the systemwide regulation SR 636. CEP is proposing changes to bring our current satisfaction rate in compliance with the systemwide deadline of three quarters and to update language to correctly reflect our practices on campus. After discussion, members did not object to the changes but were concerned about students having to enroll in a specific ELWR required course without knowing what other policies or outcomes would be in place based on the re-design of the College Core courses. Members comments will be sent to RJ &E.

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