

Committee on Preparatory Education Meeting
Minutes
March 7, 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:

Divisional representative reading assignments for the AWPE exam prompt were handed out at the January UCOPE meeting. The reading comprehension is satisfactory but the writing style and vocabulary could be enhanced in the areas of science and academic language. The ELWR Coordinator will send older prompts for members to review before our next meeting in April. UCOPE is still considering offering a systemwide mathematics placement exam much like the AWPE which would help normalize the exam across campuses.

II. Review of ALEKS Progress

Member Lewis reported to committee members that student feedback on this program was positive. Students like working in this program and are making progress with their placements using ALEKS PPL. As one of the conditions for the pilot of offering ALEKS PPL, the Committee on Educational Policy(CEP) wants the UCSC data compared with other higher education institutions who also use ALEKS PPL for math placement.

For reporting; one of the comparable variables will be data on students' progress in grades. This information is not so easy to obtain, among the various course offerings grading is not consistent, inconsistencies exist with grading based on who the instructor is, ladder rank faculty, lecturers and graduate student instructors (mirror ladder rank faculty so have less variables). Students find the work easy in the beginning but fail the final. The scores peak in the middle, the final result is reasonable, but how can there be an assessment when the course has so many variables, the courses do not have a common exam, test, or quiz. The assessment outcome for students is influenced by the different teaching styles. Institutional Research is working on a report for departments to review this data especially for qualification policy courses.

The Mathematics Department is changing instruction and process with regard to the math placement exam. Data sets tracking students who intend to continue in the mathematics course sequences and their progress would be good for assessment of the program and student success retention. The data sets for January 2016; 3200 students were assessed and 30% required re-assessment, the pilot appears to be working well.

There needs to be a change in perception on campus with trust and placement exams. College advisors seems less reluctant to have the student take the course they test into, instead the students are encouraged to take one or two courses lower than suggested by the placement score. This was the case with Winter test scores. It is important to keep in mind that students

course load is lighter their first quarter but if a student did enroll for pre-calculus fail the student cannot enroll in calculus for spring quarter. A strong majority of students agreed with their placement scores and the mathematics course recommendation.

III. ELWR Enrollment Holds

ELWR Coordinator Sarah-Hope Parameter updated members on students who are not ELWR satisfied, and who are required to be enrolled in ELWR classes (writing courses) to satisfy the requirement before their fourth quarter or face having a hold placed on their enrollment for the next quarter. Students who have not satisfied ELWR by the 4th quarter may be barred from enrolling in a 5th quarter by having a hold placed on their records. This practice does not take into consideration the students who do pass ELWR at the end of the fourth quarter, while the hold is removed, the students miss out on first and second pass enrollment deadlines, which can delay major coursework, progress to degree, visa status, and enrollment into a Community College course, if needed. It also sets students up to fail and is part of a broader retention/student success issue. CPE members agreed to compose a letter to CEP for review of SCR 10.5.2, the regulation that governs ELWR criteria and satisfaction.

Members will work on the response letter at our next meeting in April. Normally there can be up to 80 students with holds placed on their records, all data entry must be hand coded. If the Registrar's Office can allow the student to enroll in their fifth quarter, then when the outcome of the portfolio results is assessed, send these to the Registrar to drop them from the enrollment of the fifth quarter ELWR course enrollment. This would help students enroll in courses in their majors.

Committee on Preparatory Education, 2015 -16