

**UNIVERSITY COMMITTEE ON PREPARATORY EDUCATION  
ANNUAL REPORT 2009-10**

**TO THE ASSEMBLY OF THE ACADEMIC SENATE:**

The University Committee on Preparatory Education (UCOPE) met twice and the UCOPE-ESL (English as a Second Language) Advisory Group met once during the 2009-10 academic year. Both groups considered matters in accordance with its duties as set forth in [Senate Bylaw 192](#), which state that UCOPE shall advise the President and appropriate agencies of the Academic Senate on the broader issues related to preparatory education, including the language needs of students from diverse linguistic backgrounds; monitor and conduct periodic reviews and evaluations of preparatory and remedial education; to supervise the *University of California Entry Level Writing Requirement* (UC-ELWR), and to establish Universitywide standards for the *University of California Analytical Writing Placement Examination* (UC-AWPE); monitor the implementation of [Senate Regulation 761](#) (Remedial Courses) on the campuses. A summary of the committee's activities and accomplishments follows below:

**UC Analytical Writing Placement Examination**

- **Administration and Budget.** UCOPE members reviewed the implementation of the UC-AWPE vis-à-vis reports from Sue Wilbur, Director of Undergraduate Admissions. The UC-AWPE has had a history of structural deficits, as the costs to administer, score and manage the program exceed the revenue generated by its current fee structure. The Committee provided feedback on possible cost-cutting measures, such as shifting the current paper-based scoring to an on-line reading system; reducing the frequency of exam development to every three years; increasing fees; and implementing various cost-containment strategies. In addition, by shifting the 2010 “Big Read” to an on-line system for reading, scoring and reporting AWPE outcomes, the University can potentially save about \$400K over the next four years and become self-sufficient by 2014. UCOPE will continue to closely monitor this issue and to work with Director Wilbur to ensure that AWPE standards are not compromised by future cost-cutting measures and that the pedagogical and curricular consequences associated with on-line scoring are carefully considered.
- **Review and Selection of the 2010 Analytical Writing Placement Examination Essays.** In January, UCOPE members selected the essay to be used in the 2010 UC-AWPE administration, in accord with Senate Regulation 636B.1. The selection is an annual event led by UCOPE Consultant George Gadda (UCLA).
- **Norming of AWPE for 2010.** In April, UCOPE members reviewed sample essays to ensure that norming procedures used in evaluation of the 2010 AWPE exam would be consistent with SR 636A and SR 636B.1 This session is an annual event led by UCOPE Consultant George Gadda (UCLA).

**The Achieve Project**

UCOPE members discussed UC's involvement with the Achieve Project, an inter-segmental state and national project focused on improving state standards and assessment instruments for K–12 mathematics and English language preparation. Several UC faculty members are engaged in the Achieve Project which has generated many positive outcomes and resulted in fruitful collaborations across the higher education segments (UC/CSU/CCCs) and nurtured dialogue beneficial to all the partners in defining college readiness and how readiness is assessed. UCOPE member Jan Frodesen (UCSB) serves as one of the two UC delegates to the Achieve Project.

## **UCOPE English as a Second Language (ESL) Advisory Group**

The UCOPE-ESL Advisory Group met once this year. Advisory Group Chair Robin Scarcella (UCI) reported that almost every member expressed deep concerns regarding how the UC budget situation is impacting ESL programs and services on the campuses. The Advisory's Group's thoughtful discussions inspired the crafting of a "white paper" on support for English language support programs and services (see below).

### **White Paper on Support of English Language Support Programs and Services**

UCOPE enthusiastically endorsed the Advisory Group's "white paper" that urges the University to fully fund academic English support course work and services as a part of the students' academic curricula. In the paper, UCOPE makes a strong case for providing the majority of the coursework and services to students on campus during regular academic terms through academic programs rather than through extension programs, summer session, and community colleges. UCOPE forcefully argues that UC's English language support services should be supported and not outsourced. When students are unable to improve their proficiency in academic English, it affects the health of entire campuses, undermining the students' ability to contribute to campus programs. Moreover, it puts at risk the academic stature of the University and affects future student recruitment efforts. Students who are unable to receive the English language support they require may fail to progress academically, spend additional time to degree, or not receive UC diplomas with the English proficiency necessary to advance in their later careers. They may even end up tarnishing the reputation of the University. UCOPE also maintains that UC students should not be charged additionally for services that were previously available to them as part of their tuition package. Neither the campuses' domestic students (who face rising tuition costs and who are often low income, first-generation college students) nor international students (who are already experiencing the financial drain of rising tuition costs) can afford to be singled out in this manner by the University. They should not be asked to bear a larger share of the burden of the State's budget crisis. These students, who are regularly admitted to the University, are often among the brightest and most diligent of UC students. Requiring them to enroll in costly summer, extension, or community college courses to develop their English proficiency marginalizes them from the mainstream of the university and undermines their academic progress. UC's students, native English-speaking or not, expect and deserve to be taught by UC faculty.

### **UCPB Choices Report**

UCOPE discussed the UCPB *Choices Report* which highlights and evaluates the budgetary choices facing the University. The Committee focused their commentary on Recommendations Nos. 9 and 13. With regard to Recommendation No. 9, UCOPE, while supportive of *increasing diversity by recruiting non-resident students*, reaffirmed that the English language support needs of non-resident students must be dually considered and sufficiently resourced. With regard to Recommendation No. 13, UCOPE *recognizes that online education will not substantially cut cost*. There was cautious support for this recommendation with much concern expressed for more research and assessment. In particular, members cited the need for ongoing assessment of the appropriateness of online courses for preparatory/developmental writing and math course and more generally for at-risk populations such as first-generation college students who may particularly benefit from face-to-face interaction. In general, UCOPE felt that all too often the perspective of faculty on what it is like to teach in the classroom and how this relates to online education was absent in the equation. As a final point, the Committee felt that online courses should be held to same standards for academic rigor as conventional courses.

### **Other Issues and Business**

In addition to official communications related to the aforementioned topics, UCOPE considered and in some cases submitted formal comments on the following policy issues under review:

- Transfer Report implementation;
- Commission on the Future recommendations; and the
- Newly adopted UC freshman admissions policy.

UCOPE also devoted a portion of each meeting for reports and updates from its members about issues facing local divisions and committees. These discussions included reports by members on the impact of the budget situation on preparatory English and math programs on their respective campus, with attention given to any areas of concern for UCOPE or that might call for action by the committee in the future. Reports by the UCOPE Chair about Intersegmental Committee of the Academic Senate (ICAS) meetings and especially its annual Legislative Day held in Sacramento were also discussed.

### **Acknowledgements**

UCOPE gratefully acknowledges the contributions of these UCOP and campus consultants over the past year: Director of Undergraduate Admissions Susan Wilbur; UC Student Academic Services; Jeanne Hargrove, Analytical Writing Placement Examination and High School Articulation Coordinator, UC Student Academic Services; UCLA Writing Program Director and Chair of the Analytical Writing Placement Examination Committee George Gadda; and the Chair of the UCOPE-ESL Advisory Group Robin Scarcella. The committee also thanks the numerous faculty members who, as alternates, kindly represented their respective campuses at UCAAD meetings this year.

Respectfully submitted:

*Jonathan Alexander, Chair (UCI)*

*Steven Axelrod, Vice Chair (UCR)*

*Susan Schweik (UCB)*

*John Bolander (UCD)*

*Sherrel Howard (UCLA)*

*Virginia Adan-Lifante (UCM)*

*Jan Frodesen (UCSB)*

*Ross Frank (UCSD)*

*Leslie Zimmerman (UCSF)*

*Mary-Kay Gamel (UCSC)*

*Alan Leung (UCM student)*

*Samuel Negatu (UCSB student)*

*Henry Powell (ex-officio member)*

*Daniel Simmons (ex-officio member)*

*Eric Zárate (Committee Analyst)*

*\*See Chair for UCI representative*

*\*See Vice Chair for UCR representative*