

**UNIVERSITY COMMITTEE ON PREPARATORY EDUCATION  
ANNUAL REPORT 2022-2023**

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

During the 2022-2023 Academic Year, the University Committee on Preparatory Education (UCOPE) held three videoconferences and UCOPE's English for Multilingual Students Advisory Group met once, also by videoconference. Both groups considered matters in accordance with their duties as set forth in Senate Bylaw 192, which states that UCOPE shall advise the President on matters relating to preparatory and remedial education (including the language needs of students from diverse linguistic backgrounds); monitor and conduct periodic reviews and evaluations of preparatory and remedial education; supervise the University of California Entry Level Writing Requirement (ELWR); monitor the development and use of placement examinations in mathematics; and work with the Board of Admissions and Relations with Schools to communicate these standards to all high schools and colleges in California.

A summary of the committee's activities and accomplishments follows below:

**ENTRY LEVEL WRITING REQUIREMENT TASK FORCE REPORT AND RECOMMENDATIONS**

The Entry Level Writing Requirement Task Force report and recommendations were distributed for systemwide review in September 2022. After discussing the document in October, UCOPE sent Academic Council a memo endorsing the report and recommendations and offering several points for further consideration. In December, Council sent the feedback from the review to UCOPE, directing the committee to consider two specific issues: the language in the proposed revision to Senate Regulation (SR) 636 and the composition of the proposed ELWR oversight committee.

**SENATE REGULATION 636**

The Task Force suggested changes to SR 636 including eliminating the reference to the systemwide Analytical Writing Placement Exam (AWPE), which sunsetted in May 2022, and there was also a question of whether the ELWR is intended to prepare students for all first-year college courses or for first-year Writing courses more narrowly. In October and January, UCOPE considered the revisions to SR 636 proposed by the Task Force along with the concerns raised by reviewers and agreed upon a final set of revisions. The committee's proposed revisions were endorsed by Council in February and approved by the Academic Assembly in April.

**ENTRY LEVEL WRITING REQUIREMENT COORDINATING COUNCIL**

UCOPE began working on the Task Force's recommendation to establish a body of Writing Studies experts to provide expert oversight of and support to ELWR, ELWR-satisfying courses, and ELWR placement practices. The committee renamed the group the ELWR Coordinating Council (ECC) and focused on fine-tuning the Task Force's proposal that the ECC will oversee regular assessment of campus placement models and curricula and support ELWR by advocating in favor of campuses receiving the resources that they need to ensure that ELWR placement mechanisms remain reliable and valid instruments of equity. UCOPE also considered the composition of the ECC, agreeing that the campus ELWR program leads or their designees should form the ECC core and that writing instructors (including non-Senate faculty), administrative staff, and any other interested parties should be encouraged to participate. Committee members were asked to solicit feedback on the proposed ECC charge and membership from their Writing program directors and other relevant stakeholders. This information has been archived and UCOPE will aim to finalize the ECC charge early in the upcoming academic year.

## **SENATE BYLAW 192**

The ELWR Task Force report and elimination of the AWPE provided the committee with an opportunity to reevaluate its charge, Senate Bylaw (SB) 192. After some debate, members decided against replacing the word “preparatory” in its name, but how the term will be defined in the text of SB 192 remained unresolved by the end of this year. However, there seemed to be emerging consensus that the committee’s responsibilities reside in supporting student success at the transition point into the UC campus system. Accordingly, the committee agreed that its bylaw should specify that UCOPE’s focus should not be limited to preparatory Writing and Math and that the committee will take up issues related to the general education curriculum for students transferring from the California Community College system to UC. Following the April meeting, members sought comments from their divisional committees and the Committee on Rules and Jurisdiction was asked for feedback on a draft of the proposed revisions, and this input will be discussed in the year ahead.

## **PREPARATORY MATH WORKING GROUP**

This year, UCOPE began looking at how students are placed into preparatory Math and how preparatory Math is being taught. A small working group was convened and sent a survey to Math departments to learn about how placement is being conducted. The campuses responded with varying amounts of information, and most reported not having data on the long-term impact of preparatory Math courses on retention or graduation rates. Furthermore, it was evident that the departments were unaware that UCOPE’s charge includes monitoring Math placement. A potential next step involves divisional Preparatory Education committees engaging with Math departments in discussions about placement and courses, but the departments need to be reassured that UCOPE is not attempting to micromanage their processes or course content. Alternatively, a math-focused advisory group similar to the ELWR Coordinating Committee might be formed at the systemwide level.

## **ELWR-SATISFYING EXAMS WORKING GROUP**

A working group was established to consider a variety of questions related to the tests used to satisfy the ELWR including the cut scores and whether they include direct writing. In January, the group recommended that UCOPE consider approving the Advanced Placement (AP) Seminar and AP Research courses for ELWR satisfaction, which could send a signal to secondary schools that writing beyond the timed essay is important and should be taught. The committee reviewed an analysis of data on the two courses, sought input from its Admissions consultants, and considered the pros and cons of utilizing the scores from these AP courses to fulfill the requirement. In April, UCOPE voted unanimously to accept scores of 3+ on AP Seminar and AP Research for ELWR satisfaction and a [recommendation](#) transmitted to Council was endorsed in June.

Additional discussion included conversation about using the high school Smarter Balanced English Language Arts scores for ELWR satisfaction. Consideration of this new pathway for ELWR satisfaction should soon be a UCOPE priority.

## **2017 RECOMMENDATIONS FOR THE REVISED SAT AND ACT AND THE ELWR**

In 2017, UCOPE recommended starting a pilot on the revised SAT Evidenced-Based Reading and Writing (EBRW) exam for satisfying the ELWR using a threshold score of 680. In January and April, members reviewed an updated data analysis on the SAT EBRW scores. It was noted that although SAT scores are no longer required for admission to UC, they continue to be submitted by some students. The committee voted unanimously to end the pilot and to confirm the cut score of 680 on the SAT EBRW is accepted for ELWR satisfaction. This [decision](#) was communicated to Council and endorsed in June.

## **ENGLISH FOR MULTILINGUAL STUDENTS ADVISORY GROUP**

In addition to the standard campus reports, in April the English for Multilingual Students (EMS) Advisory Group discussed issues related to budget, the ongoing impact of the ongoing COVID-19 pandemic, and the impact of the graduate student researchers' strike.

## **OTHER ISSUES AND ADDITIONAL BUSINESS**

In response to requests for formal comment from the Academic Council, UCOPE issued views on the following:

- Proposed Senate Regulation 479 – the California General Education Transfer Curriculum

## **UCOPE REPRESENTATION**

UCOPE Chair Camfield represented the committee at meetings of the Intersegmental Committee of Academic Senates. The committee was represented by the UCD representative on the Academic Council Special Committee on Transfer Issues.

## **ACKNOWLEDGEMENTS**

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