

## UNIVERSITY COMMITTEE ON PREPARATORY EDUCATION

## MEETING MINUTES

FRIDAY, JANUARY 26, 2018

**Attending:** Carrie Wastal, Chair (UCSD), Darlene Francis, Vice Chair (UCB), Deborah Willis (UCR), David Casper (UCI) (telephone), Karen Gocsik (UCSD alternate), David Jennings (UCM), Trevor Hayton (UCSB), Debra Lewis (UCSC), Joseph Biello (UCD), Brandi Catanese (UCB), Robert Cooper (UCLA), Caroline Siegel Singh (Undergraduate Student Representative, UCSD), Jennifer Harrower (Graduate Student Representative, UCSC), Jon Lang (AWPE Committee Chair/Chief Reader), Julie Lind (AWPE Coordinator, Undergraduate Admissions), Laura Hardy (Associate Director, Undergraduate Admissions), Shane White (Chair, Academic Senate), Robert May (Vice Chair, Academic Senate), Mona Hsieh (Office Manager, Academic Senate), (Brenda Abrams (Principal Analyst)

**I. Welcome and Introductions**

Chair Wastal welcomed the members and reviewed the agenda. Members introduced themselves and were reminded about the confidentiality of UCOPE discussions and documents. An overview of Senate travel and reimbursement procedures was provided by the Senate's Office Manager.

**II. Analytical Writing Placement Exam (AWPE) Review and Selection of Essay Prompts**

- *Jon Lang, Chief Reader/AWPE Committee Chair*

Note: Meeting notes were not recorded for the UCOPE review and selection of the essay prompts in keeping with past practices specific to the committee's deliberation on this specific topic.

**III. UCSD-Based Math Testing and Placement Programs**

- *Susan Rinaldi, Director of the Triton Achievement Hub of the Teaching+Learning Commons, UCSD*
- *Kimberly Samaniego, Ed.D., CSU/UC Director of Mathematics Diagnostic Testing Project; Director of Mathematics Testing and Placement, UCSD*

Director Rinaldi and Director Samaniego joined UCOPE to describe the math-based testing and placement programs and other support programs at UCSD. The programs collaborate to meet the needs of incoming students and support their academic success. For incoming freshman, there are several different ways to qualify for math courses and over 75% of incoming students do not need to take the placement exam. The math placement exam places students into a range of different preparatory math courses. The exam is highly predictive and the results of the exam are validated annually to confirm it is working as intended. Over time, there has been a trend of increasing numbers of students being placed into preparatory courses.

About 80% of STEM (Science, Technology, Engineering and Math) degrees at UCSD require Calculus and some require more than three quarters of Calculus. In certain colleges, there are students who do not need to take any Math to earn their degrees and there is no Math literacy requirement for General Education. Based on the placement exam, nearly half of the students enroll in the 2<sup>nd</sup> or 3<sup>rd</sup> quarter (and beyond) Calculus and another 24% of freshmen enroll in 1<sup>st</sup> quarter Calculus, and a third of students enroll in preparatory courses or delaying enrollment. The majority of the students who have delayed enrollment have declared that they are STEM majors and the delay places them several courses behind their peers in their preparation. Director Rinaldi has collected data on why students defer and most of these students have a negative growth mindset towards Math (believing they are not good at it) which contributes to why they delay.

Summer matriculation programs are used to meet the academic needs of students and to support their math placement so they will be more aligned with their peers in their majors. There are currently three pilot programs. In 2016, UCSD offered its first summer transition program with an academic component to help students with Math and this used the overarching structure of the Oasis Summer Bridge. A Triton Freshmen Scholars program is being designed now. Data showed that the Math 3C course was not meeting students' needs so the directors collaborated with UCSD Extension to create Math 96 which became Math 2. Math tutoring was added as students were seen to be struggling. Students participating in the summer transition program are aware of their academic needs and the support they want in order to meet their goals in the fall quarter. The directors found that the five week program did not give students enough time to focus on Math and this was reflected in their homework and exam scores.

Triton Prep is a non-residential program primarily serving students in certain high school areas in Southeast San Diego. This population of students was also not meeting the Entry Level Writing Requirement (ELWR) and on average 30% of students (including international students) do not meet this requirement. The Triton Prep program ran for ten weeks. Students in the five week Math courses will be supported through workshops with other campus partners to promote readiness. The directors are developing materials that support the topics that are on the diagnostic test.

**Discussion:** The math placement test is usually a proctored paper-test but it was offered online this year for the first time. Students who are not in the San Diego area take the 90-minute exam online through Proctor U and the results show that placements this year are consistent with placements last year. More students are placing into second quarter Calculus through Advanced Placement (AP) credit and this is leading to fewer placements through the math placement exam. With the overall increase in enrollment, more students need preparatory courses. Students receive workload credit for Math 2, 3C and 4C and students receive credit toward degree completion for Calculus courses. Members were provided with slides from this presentation.

#### **IV. The Smarter Balanced Assessment**

- *Tony Alpert, Executive Director, Smarter Balanced Assessment Consortium (SBAC)*
- *Lynda Rogers, Dean of UCSC Extension, and Executive Director, Scout from University of California*
- *Keric Ashley, Deputy Superintendent, District, School, and Innovation Branch, California Department of Education*
- *Michael Kirst, President, State Board of Education*

President Kirst described the once close relationship between K-12 and the higher education systems in the state. The adoption of the Common Core changed the nature of these relationships. Fourteen states have adopted the Smarter Balanced Assessment and chief education officers are on the Executive Committee for SBAC. It is hoped that California becomes the second state in the Consortium to make affirmative use of the Assessment in the Admissions process. The Common Core curriculum was designed as a college preparation curriculum. The 11<sup>th</sup> grade Smarter Balanced exam carries the words "college" and "career ready" and it has been reviewed by a group of national collegiate educators. If students attain Level 3 on the Assessment they are deemed ready for college without remediation.

The Smarter Balanced Assessment is completely computer and digitally-based and each student gets his/her own test. It requires students to defend their answers and the assessment uses a performance exam. President Kirst believes that the Assessment brings K-12 and higher education together in a more seamless relationship. With the college readiness standards now in place, a more sophisticated test was needed for higher level critical thinking skills and analytical writing that is based in real world situations. The Assessment provides supports to students who are English Language Learners and accommodates

students in Special Education programs. The test can be translated into ten languages. The Smarter Balanced Assessment is a system that can be used to improve teaching and learning. The Assessment is adaptive in that when a student correctly answers several questions in a row, the questions get harder and vice versa. There is a digital library of resources created and vetted by teachers. The Smarter Balanced Assessment is given to students in grades 3 through 8 and again in grade 11 and 3.2 million of the tests are given annually. Seven million interim tests were given last year. At present, 750k students can take the test at the same time and, with the addition of science, the capacity will be increased to allow 2M concurrent users to be on the system.

The SBAC's governing system was reportedly a factor in California's decision to use the Assessment. There are fourteen states in the Consortium and the superintendents of each of these states comprise the governing body, and the states vote on the members of the Executive Committee. It is hoped that a UC representative will join the Executive Committee. This governance structure makes SBAC different from testing companies and the Executive Committee has significant influence on the actual Assessment. UC Santa Cruz has embraced the Smarter Balanced Assessment and provides administrative support for it through the UC Scout program. The program reports to the Office of the Dean at UCSC Extension and Dean Rogers reports directly to UCSC Chancellor Blumenthal. It fits well within the organizational structure of UCSC Extension. UC Scout, which provides online college preparation and advanced placement courses, is a perfect match for Smarter Balanced.

One focus is connecting the interim Assessment to support the formative process through the digital library. Multiple discussions with the State Department of Education have occurred to identify ways to integrate the systems. SBAC had two hundred teachers look at the questions on the test and identify the next steps when students do not perform well. The tests are now being rolled out and the teachers reportedly value the support the tests provide in a way that will help students succeed.

A long-term vision is to think about how SBAC can better support a proficiency-based approach to instruction and it is expected that this will be a ten-year process as the issues are addressed in a systematic way. Smarter Balanced Level 3 is now utilized at the California Community Colleges and the California State University systems as an equivalent for their placement tests and SBAC is turning its attention to using it at admission. SBAC was based at UCLA for three years before it was moved to UCSC. All of the UC Scout courses are approved by BOARS and many have been approved by the NCAA for athletes. Scout is closing the gaps across California. Smarter Balanced is fully compliant with the Americans with Disabilities Act and addresses all of the needs students have. It levels the playing field and complements UC's K-12 programs. The potential to have a UC approved curriculum that leads up to a UC approved assessment is unique.

**Discussion:** The Smarter Balanced Assessment is not currently in use at UCSC. Smarter Balanced provides an administrative services fee to UCSC Extension just like any UC sponsored program would. UC faculty are encouraged to discuss the use of this Assessment which could be important to those students who are unable to take the SAT. There is a question about whether Common Core is changing the training for high school teachers. Teachers were consulted during the development of the writing portion of the test and asked what they are looking for. The transparency of the Assessment enables teachers to evaluate how well their students are performing and helps them change their instructional practices. California has invested heavily in workshops to help teachers understand the content standards and how to apply the resources in support of those standards. A goal for the future is to build more professional development into the Assessment. The Assessment is administered in classrooms and computer labs on a variety of electronic devices and the exam is proctored. Institutional Research at UCOP is planning to conduct a study of Smarter Balanced. UCOPE is invited to identify data points that would be useful to include in the IRAP study.

## **V. Consultation with the Academic Senate Office**

- *Shane White, Chair, Academic Senate*
- *Robert May, Vice Chair, Academic Senate*

UCOPE received a report from Chair White about current issues for the Senate and the University. The Senate is pushing back on the administration's initiative to cut retiree health. There is a focus on closing the lag in UC faculty salaries behind the Comparison Eight institutions. Chair White explained the situation with UC's budget, including tuition and support from the state. President Napolitano has appointed a senior faculty advisor, former Senate Chair Dan Hare. Provost Brown is now more involved with the president's advisory bodies and Chair White is in the president's "outer circle" of advisors.

## **VI. Consultation with the President's Office**

- *Laura Hardy, Associate Director, Undergraduate Admissions*
- *Julie Lind, AWPE Coordinator, Undergraduate Admissions*

Coordinator Lind reported that freshmen admissions targets should be flat systemwide and total enrollment across the campuses is expected to grow by about 1,500 to 2,000 students. This year the AWPE will be administered on Saturday, May 12<sup>th</sup> and plans for the administration of the Exam are being finalized now. After the majority of freshmen admissions decisions are made at the end of March, those students admitted without test scores that fulfill the ELWR who are candidates for the Exam are identified and assigned to a test site close to their homes. There are one hundred twenty test sites in California high schools that may be used. Following the committee's session this morning, the copyright permission for the chosen passages will be secured by UCOP.

Last May's exam volume dropped by about one thousand exams which was unexpected given that the new SAT was not being used for satisfaction of the ELWR. The impact of the new SAT not being used may have been seen at the campus level for out of state and international students. The freshmen students had taken either the ACT or the old SAT or had AP scores. In May 2017, 15,631 students took the Exam and almost 7,000 students passed. The pass rate was 44.6%, which is consistent with previous pass rates. The committee was reminded that the students who took the AWPE were those who could not meet the requirement by any other test scores.

Coordinator Lind has provided the committee with the annual AWPE summary reports for 2016 and 2017. The summary reports provide information about how Admissions and UCOPE are involved with the AWPE. Last year, 37% of the Exams went to a third read and 1,400 of the Exams were given the "E" designation, which would prompt the campuses to look at additional information about those students. The number of students with fee waivers has remained steady. The state has an interest in UC's reporting on the Exam and California Education Code 66015.10 sets out the reporting requirement. This data is accessed by a variety of educators across the state and the public website can also be accessed by parents. The URL for the website is [www.ucop.edu/elwr](http://www.ucop.edu/elwr).

AWPE Committee Chair Lang explained that the retirement of Chair Gadda coincided with the retirements of other long-term members of the leadership team for the Exam. Chair Gadda and Cynthia Bates, the former Assistant Chief Reader, will be available to consult with Chair Lang for this year. In the past there has only been one Assistant Chief Reader and Chair Lang has created a second Assistant Chief Reader position, which will increase the pool of individuals with the expertise needed to lead the Exam in the future. Beginning this year, the AWPE Test Development Committee will meet once a year. Chair Lang has also made an effort to ensure that the UC campuses have representation on one of the various AWPE subcommittees. UCEP's Vice Chair Anne Zanzucchi, the Director of UCM's Merritt Writing

Program, has joined the AWPE Committee and this committee also has members with expertise in English for Multilingual Students.

**Discussion:** Several individuals involved with the program since its inception happened to retire at the same time. UCSD had to administer the Exam to about five hundred more students than expected and had to place around three hundred students. Coordinator Lind indicated that last year was difficult for many of the campuses because the new SAT was not used for ELWR satisfaction.

## **VII. Executive Session**

Executive Session was not held.

Meeting adjourned at: 3PM  
Minutes prepared by: Brenda Abrams  
Attest: Carrie Wastal