

UNIVERSITY COMMITTEE ON PREPARATORY EDUCATION
ENGLISH FOR MULTILINGUAL STUDENTS (EMS) ADVISORY GROUP
MEETING MINUTES

April 12, 2019

Present: Dana Ferris, Chair (UCD), Jerry Won Lee (UCI) (videoconference), Linda Jensen-Darling (UCB Alternate), Kelly Crosby (UCD), Kimberly Turner (UCR), Anne Zanzucchi (UCM), Kimberly Helmer (UCSC), Holly Bauer (UCSD), Liz Galvin (UCLA), and Brenda Abrams (Policy Analyst)

I. Welcome and Introductions

Chair Ferris welcomed the members and reviewed the agenda.

II. Consent Calendar

Action: The agenda was approved.

III. Campus Reports

UCB: Last year, the number of students who did not pass the Analytical Writing Placement Exam (AWPE) increased while the number of essays given an E-designation fluctuated. The accelerated course now utilizes an online portfolio and learning how to work in the online environment is proving to be a challenge for many students and may take the focus away from improving language skills. Combining international, immigrant and other non-native English speakers in the same Reading, Composition and Research classes can be difficult for some instructors. Other courses focus on grammar, academic writing and U.S. institutions. One course is offered in collaboration with the Sociology department, and another on writing in Social Sciences is under consideration.

The Summer English Language Studies program has high enrollment and generates significant revenue, and primarily serves international visitors not enrolled in UC. The funding model for the reading and composition classes was changed without input from the College Writing Program. Funding information is not available until June or July which delays figuring out the number of classes to be offered.

UCD: The University Writing Program (UWP) saw a 17% decrease in the total number of students tested for placement this year. The Office of Undergraduate Education's International and Academic English unit provides the UWP with enrollment numbers but this data has shortcomings. The UWP's online English Language Placement Exam is offered in May, June and July but students who miss these offerings have to be tested in October or even December, which delays decisions about placement in winter and spring. The pre-Entry Level Writing Requirement (ELWR) courses are UWP 21, 22 and 23 after which students take the ELWR satisfying course followed by the first year composition course. Students needing the lowest level course, UWP 21, increased whereas the number taking 23 decreased.

The pass rate in the EMS programs is high. The campus closure late last year because of nearby wildfires and changes to grading may have caused a dip in the pass rate for UWP 23. The UWP is establishing a relationship with the Admissions office in order to have better access to enrollment data. The program has been notified that the number of international and out of state students will decrease by 38% because UCD has met its threshold for this population for 2019-2020, and how this will impact the UWP is being assessed. The program is developing more sophomore level writing courses between first year composition and upper division requirements to be offered in the upcoming year. The UWP is working to create vertical alignment for first year students so students will move from the multilingual courses into

the ELWR and the first year composition courses within the UWP. This change has helped the program shape its curriculum. A single placement mechanism is being developed. The biggest challenge for the UWP is that the data is erratic, inconsistent and sometimes inaccurate.

UCI: The representative is new to the position of Director of the Academic English Program (AEP). The campus is considering moving the AEP to the English department which houses the composition programs. The AEP hired a Teaching Professor to the Associate Director position and she is overseeing a major revision of the curriculum in the writing series. Several sections have been piloted this spring and will be fully rolled out in the fall. The AEP has received nine continuing Excellence Reviews this year. The budget is received later than would be preferred, getting authorization to use 80% of the instructional budget in early spring and the final budget in June. The program expects to enroll about 1200 students in fall 2019 which is close to last fall's enrollment and the number of courses to be offered will be finalized in the summer, after which instructor contracts can be completed.

The AEP has not utilized graduate student Teaching Assistants (TAs) (most courses are taught by Unit 18 lecturers) but aims to have some sections taught by TAs in the coming year. Graduate students are engaged in research that may be of interest to international students. A graduate course in dissertation writing and a course on writing for publication are being piloted for international multilingual students working on their Ph.Ds who want extra help. The test of English proficiency (TOEP) is being revised from a synchronous to asynchronous model and coordinating with different stakeholders on campus has been a logistical challenge.

UCLA: The undergraduate numbers continue to decrease and enrollment will fill about two sections, so the Writing Program is figuring out how to serve the students in the three course sequence. There are twelve sections of graduate English as a Second Language (ESL) courses, and five full time lecturers will return next year. Most of the lecturers teach only two ESL courses a year and the ELWR satisfying ELS courses are being taught by TAs with mixed results. The representative plans to teach the entire sequence next year to assess students' needs. The instructors have job security since they are involved with a variety of activities. The summer program is stable and generates revenue and the visiting students are focused on the academic courses. The teaching minor will be renewed.

UCM: The international students are primarily at the graduate rather than undergraduate level at the campus, but there is a large number of multilingual students. The Merritt Writing Program (MWP) consists primarily of Unit 18 lecturers and two Senate faculty. A new Senate faculty member with expertise in writing across disciplines will join the MWP and a Senate faculty member who is an Applied Linguist will be hired for multilingual studies. The campus is rapidly approaching 10k students, 90% undergraduate and 10% graduate. There is a plan to triple building space in the next four years.

The hiring of faculty and staff is not occurring at the same pace and this complicates academic planning. The campus utilized student success funding to kick start several projects, including establishing a University Writing Center with the Library. The Center was initially designed to support the needs of undocumented students who comprise 10% of incoming freshman. The graduate division opened an academic resource center with graduate students who consult on statistics and writing. Students constantly request professional writing support and strategic planning to address this is needed. A campus wide General Education program was implemented two years ago and this has involved figuring out how different disciplines can partner with the MWP. One challenge for the MWP is the need for better communication with the Senate and administration, especially in terms of strategic planning. Lower division courses take up the majority of the instructional budget which will threaten the ability to offer upper division courses in the near future. There is concern about what drives development of curriculum.

UCR: Last year the fall enrollment was 4600 compared to 5400 the previous year, which meant fewer lecturers could be rehired. The program has been able to offer a limited number of two year appointments as well as one year and quarterly appointments. Enrollment for next year is projected to be higher. The program has funding for all the necessary classes so students do not have to wait. The courses designed for multilingual students include Basic Writing 3, an online journal course, and an online lab course for a combined six units. A lot of the AWPE essays receive the E-designation but the program often determines that many students do not require EMS courses. Two placement tests are offered over the summer and one is offered in the fall. About 7% of incoming freshman are enrolled in Basic Writing 3 and most international students are from China. The program only teaches undergraduate writing courses.

The program has two new Teaching Professors which helps with program continuity. The program has to justify funding for the Basic Writing 1 and 2 courses which serve students struggling with multiple problems. Only lecturers with certification teach the ESL courses and there is ongoing training. The program was involved with the hiring of the director of the Academic Resource Center and has a strong relationship with the Center.

UCSD: About 100 more students than expected were enrolled in the program last year, so 11 additional lecturers were hired. The Unit 18 lecturers are interviewed before being rehired and the program plans to offer 12 to 15 two year contracts. The program is working on getting the ELWR satisfying courses to count for graduation credit. The program is interested in offering courses for graduate students in Science but it is not clear if funding will be available for this. Students continue to be surveyed about the appropriateness of their placements. An outreach program is under consideration.

UCSC: The program has five Teaching Professors and the program's Unit 18 lecturers are included in governance. The current three course sequence included content based courses on writing about place, language and genre. With budget cuts, the ELWR required course on writing about genre has been eliminated. All students now take Writing 1 to satisfy the ELWR and international students can opt to take Writing 1E or Writing 1. The disparate needs of students with basic writing challenges and those of international students are difficult to meet in this new structure and the representative will advocate for more sections for international students. There is now only one first year composition requirement. The School of Engineering's proposal to partner with the Writing program has not been supported.

The representative is charged with looking at the outcomes of the Multi-Lingual Curriculum which has a rubric with seven criteria. An assignment is uploaded into the learning management system (LMS) which provides reports on the number of students meeting each outcome, and the results are positive. Some activities are designed to encourage interaction with other students.

The report from UCSB is available in the Box folder.

IV. Challenges and Problems

Chair Ferris invited the group to discuss the challenges identified during the campus reports: where programs are housed (independent or in a department) and how they are characterized; the ebb and flow of admission and enrollment and how to manage growth and decline and placement; teacher qualifications including whether they are graduate students or other writing faculty without EMS expertise; hiring and contracts for lecturers; the ability to offer classes beyond ELWR and first year courses; the role of writing centers on campus; and dismissal rates for students unable to satisfy the ELWR.

Discussion: The issue of whether a program is within a larger department or is independent has been considered at many of the campuses. Housing the writing programs within other departments makes sense to students and helps with continuity. UCSB's program has significant support on campus and UCI's

program negotiates for its own budget instead of having a go-between. The UCB and UCLA programs do not have any ladder rank Senate faculty so they are not represented in any Senate meetings. The directors of the six College writing programs and the Analytical Writing Program are either ladder rank faculty or teaching professors (and thus all Senate members), but the assistant directors and other instructors are all academic coordinators and/or Unit 18 lecturers (not Senate members). At UCM, the workloads for Unit 18 lecturers and Teaching Professors is the same but increasing the workload for the lecturers may be on the table when the Unit 18 contract negotiations open next year, but there may be pushback on this from other campuses. Campuses have guidelines about which faculty can teach in EMS programs and some have strict policies about the work lecturers can do.

Programs often conduct hiring during the summer because the enrollment numbers are not available until that time. At UCLA, hiring is done in the fall because of the budget. With the move to in-house Entry Level Writing courses at UCD, the program has been able to shift instructors as needed. Members agreed it is better for students to have instructors familiar with the program although the use of UC Recruits has led programs to hire new instructors over existing instructors who were required to reapply. It is beneficial for instructors to have familiarity with the AWPE and ELWR.

At UCD, the central International Undergraduate English funds the campus English Language Placement Exam (ELPE) used to place pre-ELWR multilingual students into the EMS sequence. It is a reading and writing exam with reading comprehension questions and an essay prompt based on the topic of the texts. The rubric is tied to competencies for the levels and this tool has worked better than the AWPE. Students can take the ELPE online in the LMS at set times in the summer, and the prompts and topic are changed each time. Since policy does not require campuses to administer the AWPE, UCD is developing a unified placement instrument that utilizes aspects of Directed Self-Placement and will enable students to satisfy the ELWR. UCD is also exploring contract grading. A funding model for the new placement instrument needs to be determined, and students currently are not charged for the ELPE but it is hoped that a waiver will be available if a charge is implemented.

V. Future Projects and Future Leadership

Chair Ferris indicated that in the past, Advisory Group members have suggested various collaborative projects and has written various papers.

Discussion: Members agreed that the annual meeting of the Council of Writing Program Administrators is a good forum for learning about disparities across the campuses and discussing issues related to EMS. Mapping the curriculum at each campus would be a good exercise. The analyst shared that the Committee on Preparatory Education is looking at the process for satisfying the ELWE at each campus. The flowcharts prepared by UCOPE members will be posted in a Box folder and shared with the Advisory Group. Additional information might include the number of instructors for each EMS or Writing program. Chair Ferris commented that the campus processes for ELWR satisfaction should be designed by faculty in writing programs.

Chair Ferris will set up a Box folder for sharing syllabi. The members also discussed opportunities for cross campus research on international students who attended high school in the United States versus in their home countries. Understanding the different structures of the high schools in other countries is also important since there are key differences if it is an international high school. It was also noted that students who move to the U.S. with family members have different experiences. Another study might involve looking at the results when AWPE essays are read by different people at each campus. The Advisory Group may want to look closely at papers that receive an E-designation. After the ELWR process is discussed, it would make sense to look at the curriculum the EMS programs offer.

VI. Follow-up on Previous Items

The Advisory Group picked April 17th for next year's meeting. The analyst will notify the divisional Senate offices about the EMS Advisory Group and the need for a Senate member to chair the group, since Chair Ferris now has significant responsibilities on campus.

VII. Report on the AWPE Administration

This topic was not discussed.

Meeting adjourned at: 3 PM

Minutes prepared by: Brenda Abrams

Attest: Dana Ferris