

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

April 20, 2018

Present: Dana Ferris, Chair (UCD), Robin Scarcella (UCI) (telephone), Margi Wald (UCB), Kelly Crosby (UCD), Kimberly Turner (UCR), Paul Beehler (UCR), Jan Frodesen (UCSB) (telephone), Belinda Braunstein (UCM) (telephone), Kimberly Helmer (UCSC), Holly Bauer (UCSD), Liz Galvin (UCLA), Yvette Gullatt (Vice Provost/Chief Outreach Officer, Diversity and Engagement), Tae-Sun Kim, (Manager, Strategic Diversity Initiatives), Jon Lang (AWPE Committee Chair/Chief Reader), Julie Lind (AWPE Coordinator, Undergraduate Admissions) and Brenda Abrams (Principal Policy Analyst)

I. Welcome and Introductions

Chair Ferris welcomed members to the meeting and reviewed the agenda.

II. Consent Calendar

Action: The agenda was approved.

III. Campus Reports

Berkeley: As anticipated, more students had to take the Analytical Writing Placement Exam (AWPE) on campus this year but the higher number of enrollments was not expected. Students enroll in courses online and all of the courses were filled within the first hour after enrollment was opened. If students had not taken the AWPE they could opt to take College Writing instead. The program continues to offer some courses in International Study program in Sociology. Enrollments for summer have dropped but there is a small bump in the three-week program, and this will negatively impact the budget.

The campus has been developing a support program for Writing students and this may be expanded to students in other courses. The College Writing Program now has a working group on English for Multilingual Students. The working group is consolidating materials and will place resources online. UCB does not have courses designated for multilingual students but some sections have been specifically designated for them. The program is offering a summer undergraduate minor in Language Education and Teaching in collaboration with the Graduate School of Education. Five courses will be taught over the summer, four of which will be online. A student could complete the minor over the course of one summer.

Davis: This year there was a 57% increase in the number of students tested for placement. The program offered graduate English as a Second Language (ESL) courses for the first time and lecturers with expertise in this area were added to the program. A new Senate faculty member is working with Chair Ferris on an effort to bring the Entry Level Writing Requirement (ELWR) back under the purview of the Writing program. Next year may be the last year that the program works with Sacramento City College. Data on the ELWR course has shocking statistics about the number of times students have to take the course and it is very difficult course for multilingual students. UCD has a huge set of upper division courses and upper division faculty want more information about working with the EMS population.

The program is offering sophomore level writing to support students who are international transfers or who want more help with their writing. Graduate Studies stopped requiring the Writing courses but failed to notify the Writing Program. Chair Ferris will probably be the next Director of the Writing Program.

The Writing Program was not consulted about the growth it has been asked to accommodate. An issue at this campus is that students who applied to UC listing only an international address were not notified about the systemwide AWPE, when some were actually attending high school in CA, and therefore they ended up taking UCD's local placement exam.

Irvine: The program's growth has stabilized this year, but the overall enrollment of international students is expected to decrease for next year. Eighteen percent of the undergraduate students are international students and 84% of these students are enrolled in Academic English. A number of students placed into a Reading course and the pass rate has been high. A new Reading course has seen a dramatic increase in enrollment. There are discipline specific courses and two elective courses. The upper division Writing course still has high enrollment. UCI is having an International Week with events every day but there is concern that international students and the lecturers who support them are often ignored. The program is trying to identify which classes need what types of support. Another concern is related to the program's budget. The program receives funding directly from the Provost. The new Reading assessment is working well and the program is collecting data on it. The Writing assessment needs to be revised. There is no support for speaking, vocabulary and grammar courses.

Los Angeles: The program is small and the undergraduate and graduate numbers are fairly stable. Last year about 100 undergraduates and 250 graduate students were enrolled. The program had a total of 28 sections of ESL courses and lecturers taught 23 of them. The program has six full time lecturers and two individuals hired as Writing program instructors have expertise in ESL. Courses include Writing for Business and Social Policy and Current Methods of Language Teaching. The summer programs were up by about 25% last year likely because the programs focused on core courses. The program will examine its outcomes to ensure that students' needs are being met and the representative is interested in how other campuses do this. Enrollment in Applied Linguistics has decreased. The program continues to work on improving communication with students. The undergraduate writing center is flourishing and receiving more support from the campus, and a half-time Assistant Director will be hired.

Merced: The campus has seven international students and under 1% of undergraduate students are international students. Seventy percent of students speak English and another language at home. The Writing Program has been in transition while the new Director has settled in. The program has not had E designated sections but they should be offered again in 2019. The Writing Center will include ESL programs starting this summer. The representative will have input and be able to consult on services for multilingual students but overall strategic planning for international students is needed. The Assistant Dean for Undergraduate Education is advocating for the program and one issue is making sure that undergraduate students can understand the Graduate Student Instructors.

Riverside: This year the program has focused on training and mentorship. The program is offering two year contracts which has improved the quality of the instructor pool. Additional hires have significant experience and expertise in ESL. The instructors have been rotated and the majority of the lecturers now are new. An informal mentoring program has been fairly popular. The more experienced lecturers meet with newer lecturers who request more training. The program continues to work with the academic resource center and special workshops have been set up for ESL students.

Placement is a moving target and the program relies on the AWPE. There is also a placement committee with experienced lecturers including some who have read for the AWPE. A pilot class for English will be offered over the summer as a distance learning class with an in-person exam at the end. The placement committee reads a large number of the AWPE essays, not just those with the E designation.

San Diego: This is the second year of the new Analytical Writing Program. Since the campus has six College Writing Programs, Analytical Writing is its own program and there is not a separate ESL

program. Students who need to fulfill ELWR are either placed into AWP 1 (one quarter) or 2A/2B (two quarters, includes more help with academic English). Some students who really needed the two-course sequence were not placed into it based on their AWPE scores. The program has the most difficulty placing the California students (some who are bilingual and even some who are not) and ways to better support this population and ways to better place students will be explored. The campus had a low pass rate on the campus AWPE. The pass rate for students taking the two-course AWP sequence is high. The program polled students about their placement. Students were asked how they felt at the start of their placement and a large percentage said they were not placed appropriately. But, at the end of the course, close to 86-89% of students reported satisfaction with the placement. One big challenge is hiring lecturers, which has to be done each year, and it is hard to predict how many instructors will be needed. A pilot with embedded mentors in all 2A/2B sections is now permanent; this mentoring program is very popular with both students and teachers, and it is funded by the campus.

Santa Barbara: The program has seen a gradual enrollment increase over the past five years. About 400 international students started in the fall and in many courses, almost all of the students are Chinese. The pass rates are not a significant issue for the writing program. Almost all of the E designated students are international students. The AWPE placement scores and additional information is used to place domestic students and very few of these students are placed into the Writing Program. An extra writing course for graduate students was added and the program has a TESOL minor in Linguistics. UCSB does not enroll many out of state students. The program hears complaints from across the campus about students' writing. A new course will be launched at the end of June for students who want to have some preparation beforehand and one aim is to help them understand expectations about college-level writing.

The program has started a research program with seven lecturers and the representative which involves interviewing students about their specific experiences and asking Teaching Assistants about the support requested by students and challenges they face. This information will help with EMS curriculum and assisting departments. Students who may be able to pass the ELWR are identified and given the AWPE. The program now has 13 lecturers and manuals for lecturers are being prepared with help from the Writing Program. The undergraduate oral communication course is offered every quarter. The TESOL certificate program has been eliminated and ESL courses have been dropped and the focus has shifted to teacher training. Tutoring support continues to be a challenge and students report varying effectiveness of the support that is available.

Santa Cruz: Each of the ten colleges has a Composition 1 course, which satisfies the first part of lower division writing requirement but primarily focused on reading. The Writing Program felt that there were deficiencies in how writing was being taught and recommended that each college should have its own writing course taught by writing instructors. However, the program did not receive any funding and most of the courses were reduced from 5 to 3 units. This led to the proposal for Academic Literacy curriculum. The provost of each call will design the college course. All entering students will take a college course with a writing-to-learn emphasis and a focus on reading skills. Due to the budget issues, students that score high enough on the AWPE will be enrolled in Composition 2. Composition 1 is essentially an ELWR course and it will not fulfill any General Education requirements. The college course will be taken by everyone.

The multilingual curriculum entails significant writing and it is working very well. Because of the compromise, Writing 27 will be eliminated so there will only be two courses for multilingual students. This issue is related to time to degree and finances. The campus will have a workshop for faculty on rubric design because all faculty will have to look at how well the courses are working and how the elimination of the developmental courses will impact students. As a result of the college course, students will be more integrated and this may benefit them.

IV. Challenges and Problems

The Santa Cruz representative is interested in how other campuses handle the placement process, especially for students with the E designation. The Advisory Group members would like to know how the E designation is defined for and understood by the AWPE readers. A concern is that students who should have received an E designation do not. UCSD reviewed each student with an AWPE score below six and plans to also review the 6 scores this year. UCSB offers some students the opportunity to take the campus' English Language Placement Exam (ELPE) which does not have a fee. The UCSB representative identifies ELPE-takers who might satisfy the ELWR and notifies these students that they could take the AWPE. UCSC does not have a test like the ELPE and the UCSB representative will share information about this exam. It has been observed that placing California students in ESL courses with international students is not always a good fit.

UCD is piloting directed self-placement and preliminary data suggests students are doing well although some students had to move to a lower course. Campuses would have to think about directed self-placement in different ways. It is important that students and teachers feel that the placement is appropriate and it is equally important that students do not feel badly about their placement. UCD is satisfied with the placements resulting from the ELPE. Building in a directed self-placement component is a philosophical decision and it should be noted that this is an expensive model.

V. Consultation with the Office of the President

- *Yvette Gullatt, Vice Provost/Chief Outreach Officer, Diversity and Engagement, UCOP*
- *Tae-Sun Kim, Manager, Strategic Diversity Initiatives, Diversity and Engagement, UCOP*

Vice Provost Gullatt and Manager Kim were welcomed to the meeting. The work of the EMS Advisory Group and the work of UCOP's Diversity and Engagement unit were explained. Vice Provost Gullatt shared that the state provided \$20M in one-time funding to UC which was distributed across the campuses for Student Success services. Understanding if and how those funds helped serve the population Advisory Group members work with would be helpful. UC will have a systemwide conference at UCSD on first generation students on July 11th and 12th and breakout session leaders are still needed. Information will about the conference will be sent to the analyst to share with the Group.

Discussion: A key point is that the populations of international students and multilingual California students vary across the campuses. At UCSD, the funding for student success was used for coaches. The curriculum and placement processes are focused on international students, resulting in less support for multilingual students. Manager Kim commented that the needs of multilingual students are under researched, also noting that international students have access to robust educational systems that immigrant and multilingual populations do not. Giving students the opportunity to advocate for themselves and identify their own needs is important and could be done in conjunction with the AWPE.

Some multilingual students attended high schools where they received high grades and may not recognize their language and literacy needs. Students who received coaching at UCSD were the most in need however a group of students who are doing slightly better could still benefit from additional support. Taking a look at student support models would be valuable. Many campuses have very centralized programs for student support but Writing Programs do not have a role in designing the resources offered. Faculty and administrator awareness of and sensitivity to the needs of multilingual students is another positive factor.

VI. Follow-Up on Previous Items

Chair Ferris reported attending last year's UCOPE meeting. UCOPE includes faculty from Math or Philosophy departments but the chair suggests it would make more sense to have writing experts on that committee. Chair Ferris examined the readability of passages recently used by UCD's administration of the AWPE and the analyses indicated that several passages were at the high school level while others were at grade 14. It is unclear if asking 12th graders to write about a text that is written at the 14th grade level is too challenging. The Advisory Group may want to write a memo that specifies the concerns about the accessibility of the passages and training of the readers especially with respect to the E designation.

Discussion: The AWPE should use texts that are at a consistent grade level from year to year. It would be valuable to have a discussion about how much academic language should be in a text and a more systematic evaluation of prospective texts might be used. A member stated that the academic vocabulary should be difficult since those are the words students will frequently encounter and it is appropriate to expose high school seniors applying to UC to challenging words, which can provide information about the language support that is needed.

How AWPE scores were impacted by the difficulty level of the passages is not clear. Objective linguistic tools should be utilized and a more systematized evaluation of prospective texts that takes into account a diverse student population and the linguistic tools they bring to the task. For the ELPE, UCD uses texts that at the 8th to 9th grade level. Members suggested that readers need better training about the E designation. The types of language errors that should not result in a non-passing score could be discussed by the Group. A 2015 study of the new SAT reports that it has a 13th grade level of reading complexity.

Action: Chair Ferris offered to draft the Advisory Group's memo.

VII. Analytical Writing Placement Exam

- *Jon Lang, AWPE Committee Chair/Chief Reader, UCB*
- *Julie Lind, AWPE Coordinator, Admissions, UCOP*

Coordinator Lind reported that students have just been notified about taking the AWPE in May. Fewer students were selected for the AWPE this year and the waitlist was heavily utilized. If students have not been admitted to the UC campus they want to attend, Admissions advises them to not take the AWPE until they know which campus they will attend in order to not waste their money.

Chair Lang reported that two members of the Advisory Group have spoken with him about international students, particularly the students from China, who are allegedly able to game the SAT. Once these students enrolled in courses at UC, they are not performing well. UC has the opportunity to look at the data from last year's AWPE since the scores from the new SAT were not accepted for satisfaction of the ELWR. Whether this data can be made available needs to be determined.

Discussion: The UCD representative raised the issue of students who use their international address as their permanent and current addresses with Coordinator Lind. Coordinator Lind has already spoken with another UCD representative about this situation and arrangements will be made for the students to take the test in May or at another time.

Chair Ferris explained the concern about the complexity of texts used for the AWPE. The texts that are selected are sent out for a fairness review and Chair Lang will discuss the process with the reviewer. The passages are not supposed to disadvantage one group over another. The AWPE Committee may be open to looking at the readability statistics of passages. It is not clear that UC has identified the desired reading level. Coordinator Lang commented that the complexity of the AWPE passages is supposed to reflect what students will encounter in first year writing courses. UCOPE decided to exempt students from the

SAT based on the score on the multiple choice portion of the exam on a pilot basis until there is sufficient data on the new test. The pre-test of the AWPE includes questions about the exam. Chair Lang described changes related to Common Core.

The Advisory Group's concerns include how precisely the E designation is defined, what triggers an E read and what the training entails. For the first read, the essay may not be flagged for an E. Not every reader on the exam is an expert reader because UC does hire inexperienced instructors and the AWPE readers are drawn from the faculty at UC. The scoring guide does not isolate features. There is a static document that explains the E designation and a video. The E designation is intended to be a flag to the Writing office that the essay should be given a closer look. Some campuses do not have courses specifically for students who receive an E designation. Chair Lang indicated that because some readers are inexperienced, it is extremely important for campuses to closely scrutinize essays with the E designation. UCSD had hundreds of essays with E designations, so the campus review process last year focused primarily on essays with very low scores; the campus is constantly trying to improve how it manages this.

The Advisory Group's next meeting will be on April 12, 2019.

Meeting adjourned at: 3:30pm
Minutes prepared by: Brenda Abrams
Attest: Dana Ferris