

UNIVERSITY COMMITTEE ON PREPARATORY EDUCATION –
ENGLISH FOR MULTILINGUAL STUDENTS (UCOPE-EMS) ADVISORY GROUP**Minutes of Meeting****Friday, March 9, 2012****10:00 a.m. – 4:00 p.m.****UCOP, 1111 Franklin Street, Oakland – Room 12322****Telephone: 510-987-9466****Primary Dial-In: 1-866-740-1260 | Passcode: 9879466**<http://www.universityofcalifornia.edu/senate/>**I. Welcome and Chair's Announcements – Chair Robin Scarcella**

- Welcome and Introductions

II. Consent Calendar

- Approval of the Agenda
- Minutes from March 6, 2011

ACTION: The agenda was approved with a minor correction. The approval of the minutes was tabled and will be circulated by email for approval once members have had a chance to reconcile the two different versions that were previously circulated to the group.

III. Consultation with the Academic Senate Leadership – Robert Anderson, Academic Council Chair and Robert Powell, Academic Council Vice Chair

DISCUSSION: Senate leaders provided an overview of current issues of concern for the UC system and 2011-12 Academic Senate priorities. UCOPE input on English proficiency requirements for new UC online courses (see memo referenced by Jan Frodesen about policy to be revised by May 1). Chair Bob Anderson asked the advisory group to designate a liaison on this matter; he will see that this person is invited to participate in the Senate group assembled to discuss this at meeting on May 16. Vice Chair Bob Powell suggested and formally asked the group to specify what is needed and should be required with regard to English language proficiency requirements for online courses; UCOPE-ESL should convey this information vis-à-vis a letter sent to Academic Council.

IV. Campus Updates – Members

Berkeley: *The number of students sitting for AWPE has declined; high number of international students sitting for the exam are not able immediately enroll in writing courses due to timing of their arrival on campus and the timing of the exam; the College Writing Program at Berkeley is a composition program (not an ESL program) which has been an issue in terms of the program's ability to meet the needs of international students; various other related courses were launched.*

Davis: *The structure for placing students in English writing programs at Davis differs somewhat from the other campuses. The campus is revisiting the multiple components employed by the campus in meeting the needs of multi-lingual students.*

IV. Campus Updates *(continued)*

Irvine: Nearly half of upper-division international students speak a language other than English at home; increase in the number of “E” designees; issues related to the appropriateness of the AWPE as an assessment measure for placement of students in writing courses; collaborative efforts with the Composition program on course development.

Los Angeles: The impact of increased number of freshmen and the portion of these that are international students on funding support for College Writing Programs and on course loads for instructors.

Written reports were provided by the Merced, Riverside, San Diego, Santa Barbara, and Santa Cruz campuses.

V. Transfer Report Implementation – *Jan Frodesen (UCSB), Dana Ferris (UCD) and Linda Jensen (UCLA)*

The Academic Senate approved the recommendations made in the Transfer Report. The recommendations include outreach to the community colleges and English language support for UC upper-division students.

DISCUSSION: Jan Frodesen reported on UCSB’s efforts to serve transfer and upper division students particularly in the Economics department which has been heavily impacted by the rise in international transfer students largely coming from China. Thanks to special funding requested by the Undergraduate Dean, the campus Writing Program will be able to pilot upper division courses in the fall and winter quarters catered toward general academic writing for international Economics students. Dana Ferris reported on a UC Davis survey pertinent to providing transfer students composition instruction (Davis has an upper division writing requirement in addition to the lower division one). The survey will track the proportion of multi-lingual and international students enrolled in upper division writing courses over a five-year period; information on the various pathways taken by these students; their language use and language background; length of time since last writing class; and how they satisfied the lower division writing requirement. The response to survey has been good; 727 students completed the survey (which is about 50% of the enrollment in upper division writing courses). Some interesting tidbits from the survey: 43% responded that they were mono-lingual English speakers and grew up in mono-lingual homes; 25% responded that they were from homes where one or more language other than English was spoken; 35% responded that they had come to the program via transfer pathway; and 4% indicated that they were international students. Linda Jensen discussed work to-date with Santa Monica city partners on curricular units, last year’s spring conference and other ongoing collaborative efforts. They have examined the academic literacy profiles of three types of CSU Los Angeles students: international; late-arriving; and early-arriving students.

VI. International Students and Support Services – *Chair Robin Scarcella*

Many UC campuses have enrolled increased numbers of international students. As the demographics shift, it is important to address assess and address their needs. Members will consider the services, assessments, curricula, and policies that are in place and consider a preliminary outline of a draft letter to UCOPE listing the Advisory Group’s concerns and making specific recommendations regarding international students.

DISCUSSION: Chair Scarcella briefed members on the email from John Briggs (UCR) in which he expressed concerns about the increased numbers of international students at the Riverside campus and at UC campuses overall: a subset (i.e., not all) of international students

International Students and Support Services (*continued*)

require immersive, intensive English language instruction; the various ways that campuses define immersive track/courses; the need for a uniform definition across the system; and the need for institutional research about this population as a whole at UC.

ACTION: Chair Scarcella will start drafting memo of concerns and recommendations for best practices for working with international students, circulate it for review, and finalize it in time to present it at the April UCOPE meeting.

VII. Placement Assessments: Issues and Concerns – *Jan Frodesen (UCSB)*

The Advisory Group's experience working with placement assessments suggests that it can be difficult to identify reliable, valid placement instruments (and the learning that they assess); the use of multiple measures to place students into appropriate courses and services appropriately can also be problematic.

DISCUSSION: Jan Frodesen summarized the group's responses to the survey of placement assessment issues. The survey asked members to describe the key placement factors and challenges on their respective campus, assessment instruments, placement procedures, fit of curriculum to the current student population, changing demographics. She highlighted emergent issues from the survey including: the rising costs associated with in-house placement testing; alternate, less costly and best measures to use for in-house placement; funding for placement testing and compliance with what amounts to an unfunded mandate; and where funding responsibility ultimately rests for the administration of campus placement testing.

VIII. Technology and Language Instruction – *Liz Losh (UCSD) and Kathie Levin (UCI)*

DISCUSSION: Liz Losh and Kathie Levin provided a brief update concerning the use of technology in the instruction of writing.

IX. Teaching Language in Writing Classrooms: The role of instruction and corrective feedback – *Dana Ferris (UCD) and Kathie Levin (UCI)*

DISCUSSION: Members discussed efforts to help fellow compositionists address the language needs of multilingual learners. Chair Scarcella shared a bibliography on language instruction and composition.

X. Analytical Writing Placement Exam – *George Gadda, UCLA Writing Program/AWPE Committee and Julie Lind, AWPE Coordinator*

DISCUSSION: George Gadda discussed UCLA on-campus AWPE results earlier in the meeting (see handout). Members discussed a range of related issues including: the disjunction between AWPE and SAT scoring; important to remember that the AWPE is both a reading and a writing exam; "E" designation and decisions made on student placement influenced by what other information is available when making placement decisions; issues about AWPE less about the exam as instrument and more about how it is used in different ways by campuses to make placement decisions the multiplicity of ways students can satisfy the ELWR; and whether or not assessment policies and use of multiple-choice methodologies need to be reconsidered (possible UCOPE-EMS recommendation). Julie Lind discussed payment compliance and decision to not raise AWPE fees; addition of a modest \$20 reduced application fee waiver; additional savings from implementation of new online payment system.

XI. Measurements of the Effectiveness of English Language Support Programs – Chair Robin Scarcella

Many campuses are scrutinizing the effectiveness of the English language support programs and services that they provide students. Members will consider one type of assessment done at UCI and the ways they are presently measuring the effectiveness of the English language support services their campuses provide.

Due to time constraints, this item was postponed.

Adjournment:

The meeting was adjourned at 4:00 p.m.

Attest: Robin Scarcella, UCOPE-EMS Advisory Group Chair
Prepared by Eric Zárate, Committee Analyst