

**I. Chair's Report/Announcements**

Chair Alexander had no announcements for the committee.

**II. Consent Calendar**

**A. Approval of the Draft Minutes from the January 18, 2013 Meeting**

**ACTION:** *The minutes were approved pending corrections submitted to Committee Analyst Harms.*

**B. Approval of the Agenda**

**ACTION:** *The agenda was approved as noticed.*

**III. AWPE Scoring/Norming**

Professor Gadda checked to make sure that all the committee members received the exam, scoring guide, and ten essays he sent in the mail. He said that the essays were not arranged in any particular order, and reviewed the scoring criteria for each point level. He explained that the committee would read each essay and then vote to determine if it satisfied the University's entry level writing requirement. In the event of a significant difference of opinion on an essay, the committee would revisit, discuss, and vote again.

The committee read the essays and voted upon them; for the most part, the members agreed as to the placement of the essays. Those that earned a disparate vote were then re-read and discussed to come to a general consensus on their placement. Committee members discussed the definitions of each score, the degree to which the disputed samples met them, and voted again on those essays. Professor Gadda shared the expert scoring of the essays, which correlated for the most part with the committee's ultimate scoring.

**IV. AWPE Exam in China – Update**

Chair Alexander remarked that the topic (discussed at the last meeting) had been resolved and provided a brief update. Director of Undergraduate Admissions Michael Treviño and Chair Alexander spoke with the UCSB undergraduate dean, and the campus decided it would not formally petition to administer the AWPE in China. The campus instead will pilot informal writing samples in order to try to adequately gauge student proficiency and prepare for the academic year accordingly.

Professor Frodesen said that UCSB is planning a July orientation for international students that will include testing of English writing and speaking skills. The orientation will provide the students with advisers who will help them develop and finalize appropriate schedules. Professor Frodesen noted that American students who take the AWPE in the fall will not be taking a writing class until winter quarter. However, international students may need up to three ESL classes before they take introductory English and cannot afford such a delay.

Professor Gadda offered that UCLA has added three orientation sessions for out-of-state (primarily international) students in September. The campus tested hundreds of students in mid-September; those students then remained in residence halls on campus and participated in programs that integrated them into the campus community.

Chair Alexander told the committee that there is some preliminary discussion regarding the offering of summer session courses in China by UC faculty. These courses would be credit-bearing, but would not move toward satisfaction of the entry level writing requirement.

**ACTION:** *Chair Alexander encouraged UCOPE to follow up next year on the UCSB informal assessment and its efficacy.*

**V. Consultation with UCOP and Academic Senate Leadership**

Academic Senate Chair Powell noted that he and Vice Chair Jacob have spent an unprecedented amount of time in Sacramento over the past 20 months. The Senate has held two committee meetings in Sacramento and has incorporated visits from legislative and executive staff. He expressed frustration that UC is frequently bundled with CSU in conversations in Sacramento; UC's mission and contributions in research are completely overlooked. Much of UC's dialog and effort in Sacramento has been in relation to SB 520 (Steinberg) which attempts to direct the development of online campuses across all three higher education systems (UC, CSU, and the community colleges). The University has taken strong position against the bill and testified against it this week.

Vice Chair Jacob discussed the governor's seven proposed accountability measures, which focus almost exclusively on undergraduate education. The first and most problematic is the insistence that the University increase its graduation rate (currently at 61 percent) by ten percent over the next four years. CSU is faced with the same measure, but has a graduation rate of 15 percent, thereby significantly lessening its required degree of improvement. The Council is formulating a response to these measures; the Vice Chair encouraged any members with suggestions to contact him.

Chair Powell reminded the committee that UC's contribution to UCRP will likely be increased to 14 percent; faculty contribution will be raised to eight percent. The UC Faculty Welfare Committee is opposed to this proposition unless all employees get three percent salary increase this year. At this point, it seems that the salary increase is quite probable.

Professor Powell informed the committee about an all-day meeting held on April 13 to discuss the online education initiative. Half of the participants were at OP, and half at UC Irvine. The meetings were productive and resulted in a webinar that the entire University community can view. This same group will meet again to develop an RFP for the program with the goal of having it finished by June 1. The University is feeling pressure to show movement on the proposal, and would like pilot courses over the summer and in September.

In closing, Chair Powell told the committee that the May Regents agenda will include an item in response to governor's proposal that all UC faculty should teach another course. Provost Dorr is supporting the faculty in regard to this issue, and is spearheading a conversation that highlights the amount of work the faculty have been doing and how their workload has increased at least 10-12 percent over the past few years.

**VI. EMS Advisory Group Update**

Professor Jan Frodesen, appearing in place of EMS Advisory Group Chair Robin Scarcella, discussed issues related to the increase of international students, many of whom are not proficient in written or spoken English and are subsequently having difficulty on the campuses. The lack of preparation and accurate placement of these students also places a considerable burden on faculty. The EMS Advisory Group is gathering information from campuses regarding the services and support needed for these students. The Group proposes that each UC campus develop a comprehensive plan to determine the needs of undergraduate international students, and recommends that it include academic language support, classes, and tutorials to enable the students to participate and benefit from the UC education. It also advocates support for faculty development and teacher assistant training to help serve the international student population. The chair of the EMS Advisory Group put together a draft identifying the needs for coursework, teacher training, professional development, tutorials, and appropriate assessment in admissions. UCOPE members asked questions regarding the proposal and discussed the how traditional evaluative test results often are not accurately indicative of skill level with this population. Chair Alexander asked if the committee should propose to the Senate that SAT scores no longer satisfy the lower division writing requirement.

**VII. ESL Whitepaper/International Student Enrollment**

UCOPE members agreed that the opening paragraph of the white paper needed to be revised to reflect changes at UCLA and Davis; however, the previous information should be retained for background context. The committee further agreed that the EMS Advisory Group should move forward with the revision of the white paper and should include the ideal range of courses and support.

***ACTION:*** *UCOPE supports the rewriting of the white paper and incorporating the standards that the EMS Advisory Group has been developing in regard to international students.*

**VIII. Systemwide Math Diagnostic Test**

Professor David Smith explained that the possibility of administering a systemwide math diagnostic test was first considered a couple of years ago. He remarked that the lack of assessment in math resulted in students taking (and then dropping) classes that were not well-suited to their skill level. He suggested that incoming students could take a standard diagnostic test to determine areas of weakness in mathematics. Each campus could then make an individualized response to students based on their assessments. Professor Smith proposed that students could take the test in the spring and use it to determine the skills they should develop over the summer. He considered the Math Diagnostic Placement Test (MDPT), which was developed with UCSD, as a strong generic test that could be used by the campuses. He felt it advisable to survey the other campuses to determine if they would be interested in a diagnostic math test. Although there was confusion at some campuses regarding the purpose of the test, most expressed an interest in the concept.

Professor Smith asked if there was a vehicle by which the University could notify students systemwide of the diagnostic test. Admissions Analyst Julie Lind explained that the University’s admission application system routinely sends students acknowledgements, reminders, etc.; transmitting a message to all the students who have SIREd or been admitted would not be a problem. Professor Smith then suggested that UCOPE establish a representative committee to produce a diagnostic test (or vet an existing test). The committee affirmed that the concept of a math diagnostic test seemed worth pursuing.

***ACTION:*** *Over the next two weeks, Chair Alexander and Professor Smith will discuss the proposal for a math diagnostic exam. Professor Smith also will talk to the MDPT personnel in the next two weeks.*

**IX. Discussion of Online Writing Courses**

Both UCSD and UCSC reported partnering with Coursera in the development of online courses. UC and UCI have entered a partnership for summer courses that will be 100 percent online. Chair Alexander explained that UCI has had online courses in first-year composition for awhile and has evaluated its online versus “onground” programs. The first year, the online courses evaluated lower than the traditional classes overall. However, he said, that difference has been erased over the past two years due to better instruction generated by course feedback. Changes at Irvine were primarily focused on student contact. The classes have 18-20 students per instructor and use videos, message boards, discussion groups, Google documents, and sound files. They are very labor-intensive and are not more cost-effective than traditional classes.

A question was raised as to the degree that community college transfer students may be coming to UC having completed online (as opposed to traditional) freshman writing courses. Chair Alexander stated that ICAS would be meeting soon and he would ask if the community colleges have data as to what percentage of their students take writing online and what percentage of those students transfer to UC.

***ACTION:*** *Chair Alexander suggested that UCOPE might want to schedule a session next year with UCI’s online instructors to learn from their experience. He urged UCOPE to collect information on online math courses as well.*

***ACTION:*** *The Chair noted a document about online learning that was to be discussed at the upcoming ICAS meeting. Following the meeting, he will forward the document to the committee.*

***ACTION:*** Chair Alexander remarked that the Conference on College Composition and Communication is producing a valuable set of documents about online writing classes. He will forward the committee a link to website.

**X. UCOP Website Revamping**

Executive Director Martha Winnacker reminded the committee that OP has revamped its website and that the Senate committees are in line to have their sites updated as well. However, no plans are underway at this time. She will notify committee when the process is further along so it can weigh in with what it would like included.

***ACTION:*** The Senate office will provide links to the committee’s agendas and minutes on the current website.

**XI. Discussion of Standardization of AP Credit Systemwide**

The committee briefly continued its discussion from the previous meeting about the differing practices regarding AP scores and campus credit.

***ACTION:*** Chair Alexander will work with Analyst Harms to poll campuses and see how they handle AP credit and/or SAT scores in relation to lower division writing. The results will be discussed at the next meeting and further steps determined at that time.

**XII. Campus Reports and Information**

Members shared updates and accomplishments from their campuses.

Adjournment:

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

Attest: Jonathan Alexander, UCOPE Chair  
Prepared by Fredye Harms, Committee Analyst