

**Minutes of Meeting
Friday, January 27, 2006**

I. Chair's Announcements

- **Roz Spafford, UCOPE Chair**

Chair Spafford welcomed new and returning UCOPE members and consultants. After committee members introduced themselves, Chair Spafford provided an overview of committee operations and UCOPE's charge under Senate Bylaw 192.

II. Chair's Report

- **Roz Spafford, UCOPE Chair**

REPORT: Chair Spafford provided a report to the committee on the following issues:

UCOPE Report on Entry Level Writing Class Size: Chair Spafford reminded the committee that last academic year, the Academic Council endorsed UCOPE's report and recommendations for lowered writing class size, and that the administration has not yet responded nor implemented the recommendations. Some UCOPE members questioned whether the administration is facing resource problems, or they are lacking sufficient motivation to implement the class size recommendations. One UCOPE member noted that campuses vary greatly in the number of instructors and classrooms available, which might pose a problem for implementation. Regardless, some UCOPE members said they do not anticipate any local faculty or divisional Senate barriers to implementation since the UCOPE recommendations have undergone appropriate Senate review at the systemwide and divisional levels.

ACTION: UCOPE will draft a letter to Council Chair Brunk requesting that he communicate to Acting Provost Hume the committee's desire to see UCOPE's recommendations on writing class size implemented at the campuses as soon as possible.

Senate Regulation 636: UC Entry Level Writing Requirement: Chair Spafford briefly reviewed the draft language for SR 636, which had previously been distributed to committee members via email for their review. UCOPE members expressed strong support for basing the new language of SR 636 on the general provisions contained in SR 418.

ACTION: Chair Spafford will circulate the draft language for Senate Regulation 636 to UCOPE members for comment and final approval. The draft Senate Regulation 636 will then be submitted to the systemwide Academic Senate office for systemwide review.

III. Analytical Writing Placement Exam (AWPE) – Review and Selection of Essay Prompts

- **George Gadda, Chair, AWPE Advisory Group**

ISSUE: The AWPE Advisory Group forwarded six writing exercises for the committee to consider and select among for the administration of the May 2006 AWPE. The development and pre-testing phases had already occurred within the AWPE Advisory Group, who then generated writing exercises that are varied and match well with past exam performances.

DISCUSSION: After George Gadda explained the AWPE examination and the development and review processes, the committee discussed the six writing exercises and selected the essay prompt by a rank voting process.

Note: Due to the confidential nature of this discussion, notes, besides action items, were not taken during this session.

ACTION: UCOPE members selected the writing exercise that will be offered in the May 2006 administration of the AWPE.

IV. Consultation with the Academic Senate Office

- **Cliff Brunk, Academic Senate Chair**
- **John Oakley, Academic Senate Vice Chair**

REPORTS: Council Chair Brunk provided UCOPE members with a brief overview of UC budgetary issues concerning funding for academic preparation programs, and a short update on the Senate's involvement in the Science Mathematics Initiative. Council Vice Chair Oakley then led a discussion with the committee concerning general outreach and academic preparation issues. Members discussed certain writing projects and programs they are personally involved with that affect UC's mission to prepare California's high school students for UC, such as the California Writing Project, online writing program software, and the UCOP-funded Diagnostic Writing Program. Members then commented on the state's overall poor funding commitment to these projects, which are vital to UC's academic preparation goals and UC's achievement of a representative undergraduate population.

V. UCOPE ESL Advisory Group Report

- **Jan Frodesen, ESL Advisory Group Chair**

REPORT: ESL Chair Frodesen provided an overview of the ESL Advisory Group's charge and membership, and then reported to the committee on the following:

Test of English as a Foreign Language (TOEFL). Chair Frodesen updated the committee on score-setting issues for the new internet-based TOEFL. The new internet TOEFL has changed by adding a speaking section, which most UC campuses are looking at as a way to exempt or certify very high level proficiency graduate students. UCLA is currently researching this matter. The ESL Advisory Group has expressed concern that TOEFL scores that are below the paper-based score of 550 are being accepted by some campuses, especially those campuses that do not provide any graduate-level language support for graduate students. Irvine and UCLA are considering using the speaking part of the internet TOEFL to exempt very strong students from taking the rest of the exam. ETS is also conducting a study along this issue.

DISCUSSION: Chair Frodesen noted that the ESL programs on the campuses are not very involved with the TOEFL exam, and that they just receive the students. Further, Susan Wilbur,

Director of Undergraduate Admissions, reported that campus admissions directors have asked for guidance on the internet-based TOEFL score, and that most are simply using a table to extrapolate from the paper-based scores. This is an obvious problem because the paper-based and internet exams are very different due to the new speaking component. Chair Frodesen noted that there is not enough data available to determine what the minimum TOEFL score should be, however reports show that experts believe the current score at 87 is too low. UCOPE members expressed general concern not for how the campuses set their scores, but for the support that is or is not available to undergraduate and graduate students who score low.

ACTION: UCOPE recommends to Director Wilbur that undergraduate admissions directors should use guidance they receive from their campuses on the minimum TOEFL score acceptable. Also, Director Wilbur will collect more information to clarify what processes are being used at the campuses on this topic and provide an update at the April 21, 2006 UCOPE meeting.

VI. New SAT and ACT Writing Examinations – Setting New Scores for Students’ Satisfaction of the UC Entry-Level Writing Requirement

- **Susan Wilbur, Director of Undergraduate Admissions, UCOP**
- **UCOPE Members**

REPORT: Director Wilbur provided background information on the need for UCOPE to set new scores for students’ satisfaction of the UC-ELWR. The SAT exam has a new format that incorporates a writing component, and for the first time, the ACT has a writing component. Setting scores, however, is difficult for many reasons: (1) complete information on both exams will not be available until late summer/fall 2007; (2) we will not have UC student data on predictive validity studies for two more years; (3) both new exams were just administered for the first time in February 2005, so a full year of high school data is not available for evaluation; and (4) it is unclear whether or not to use concordance data to compare the two exams. UCOP has decided not to use California or national groups for comparison purposes, choosing instead to only use a UC sample. Director Wilbur then presented her recommendations to UCOPE on the minimum scores acceptable for the new SAT and ACT exams.

DISCUSSION: One UCOPE member noted the many differences between the nature of the old SAT II writing exam and the new SAT exam with the writing component, and discussed whether the new SAT exam is suitable as a proxy for the AWPE. Another UCOPE member pointed out that UCOPE has the option to set minimum scores, but allow flexibility to adjust them in the future. Chair Spafford noted that setting the new scores is dependent on passage of the new SR 636 language which UCOPE has yet to officially propose to the Academic Council. Jeanne Hargrove reported that the higher passing score for the new SAT could lead to more students taking the AWPE, and could add a resource strain on campuses that would need to offer additional ELWR classes.

ACTION: UCOPE members voted to set the new SAT writing component score at a minimum 680 for students’ satisfaction of the UC Entry Level Writing Requirement, upon passage of the amended Senate Regulation 636 by the Academic Senate.

ACTION: UCOPE voted to authorize Director Susan Wilbur to set the minimum score of the new ACT writing component to correlate to the UCOPE-approved minimum score of 680 on the new SAT exam.

VII. Consultation with the Office of the President – Student Academic Services

- **Jeanne Hargrove, Analytical Writing Placement Exam (AWPE) & High School Articulation Coordinator, UCOP**
- **Susan Wilbur, Director of Undergraduate Admissions, UCOP**

REPORT: Jeanne Hargrove provided a report to UCOPE members on the following topics:

2005 AWPE Outcomes: The pass rate for the 2005 AWPE was 41.6 percent, the lowest in a decade. This is the first time UC has experienced such a dramatic decrease in the pass rate, therefore it is difficult to predict future outcomes and reasons behind this occurrence. Jeanne Hargrove then distributed and discussed two handouts detailing demographic, comparison, and statistical data on the 2005 administration of the AWPE. One UCOPE member noted that there are fewer AWPE takers from UC's highly selective campuses, and more takers from the non-selective campuses. Jeanne Hargrove then reported that Pearson's first administration of the AWPE went relatively smooth, although there were some problems with too few readers available and customer service issues. However, she reported an overall positive experience with Pearson and that she looks forward to an improved AWPE administration this year. Lastly, the 2006 AWPE will occur on May 13, and the Big Read will again occur on Memorial Day Weekend at the UC Berkeley Clark Kerr campus.

Advanced Placement (AP) Examinations/Scoring: UCOPE Chair Spafford reported that circumstances have changed regarding the AP exam, and how AP credits shape students' first year of classes. Further, she and many others have doubts that the current acceptable AP score of 3, for satisfaction of the ELWR, reflects students' completion of a "college level" course. Chair Spafford suggested that UCOPE explore further the AP exams that satisfy the ELWR under Senate Regulation 636, and question whether UC should continue to accept AP scores for satisfaction of the ELWR, and if so, if the minimum score should be set higher. Jeanne Hargrove then distributed three large packets including AP curriculum, tests, and scoring guides for the AP literature and language examinations for UCOPE members to study.

ACTION: UCOPE members will review the AP packets and continue this discussion at the April 21 UCOPE meeting.

VIII. Update and Survey Results: Possible Systemwide Entry-Level Mathematics or Quantitative Research Skills and Methods Entrance Requirement

- **John Eggers, UCOPE Vice Chair**

REPORT: UCOPE Vice Chair Eggers provided committee members with background information on UCOPE's consideration of a possible systemwide entry level mathematics or quantitative research skills and methods entrance requirement, and the survey which was sent to each UC campus on the topic (see agenda enclosure 3 for more details).

Vice Chair Eggers reported that Riverside is the only campus considering this possible requirement. UCOPE Chair Spafford noted that although Santa Cruz did not respond to the campus survey, she is aware that it is considering the possible requirement as well. San Diego views the requirement as a hindrance to the math placement process, that there are enough requirements placed on students at the moment, and they do not see need given that the campus allows 22 percent of students to graduate from UCSD without any math classes.

DISCUSSION: Member Willis noted that UCR sees the possible requirement as a way for students to take such a test in May or June of their senior year in high school, and use their results as an impetus to take extra math classes before entering UC in the fall. UCR however, has many more underprepared entering students in mathematics: 70 percent place below calculus, compared to 50 percent that place into ELWR classes. Further, UCR's math department is no longer offering a Math 3 (intermediate algebra) class since it was considered a remedial course, which will force underprepared students into pre-calculus classes and trigger massive failures. One member expressed concern that students' early failures in mathematics impacts their ability to go into math, engineering, or science fields later on, forcing a disproportionate amount of students into the social sciences, and further impacting the distribution of faculty. Another member noted that an entry-level math requirement could further exacerbate equity and access issues for California's lower-performing schools: a chicken and egg problem where under-resourced high school students do not have the opportunity to take calculus, therefore they do not get into UC anyway.

ACTION: UCOPE members will discuss the following issues with their campus Preparatory Education Committees, mathematics departments and colleagues, and report back to the committee at the April 21 UCOPE meeting:

1. The "chicken and egg" problem for under-resourced high school students with no access to calculus classes.
2. Is it better to address mathematics preparation at the high school level instead of after students are admitted to UC?
3. Final consideration of a possible UC Entry Level Mathematics Requirement.

IX. UCOPE Member Items and Planning

DISCUSSION: UCOPE members listed the following topics as items for further discussion at the April 21, 2006 UCOPE meeting:

1. Selection of AWPE pass scores
2. Follow-up on the possible entry level mathematics requirement, with members' reports
3. Further study on the AP exam and UC's accepted score for satisfaction of the ELWR
4. Further study the case of students who take community college summer courses before entry to UC to satisfy the ELWR, but who also satisfy campus freshman requirements at the same time. This is viewed as not beneficial to the students in the long run.

ACTION: Chair Spafford will look into this issue further, with a possible consultation with the University Committee on Education Policy, and report back to UCOPE at the April 21 meeting.

5. Assessment of Preparatory Education: the status of preparatory education at the campuses, what does this mean and how to assess the programs when there are no comparison groups.

Member Deborah Willis is interested in these questions, and other campuses' experiences. Chair Spafford noted that Carole Freeman at UCSC would be a great resource on this subject. Vice Chair Eggers suggested that mathematics departments might have more information on assessment of campus math programs.

ACTION: UCOPE Member Deborah Willis will explore this issue further and report back to UCOPE at the April 21 meeting.

6. Testing for Learning Disabilities: Chair Spafford was interested in this issue last academic year, and Jeanne Hargrove noted that UC offers accommodations for students with learning disabilities for the AWPE.

ACTION: Jeanne Hargrove will provide for UCOPE the AWPE materials distributed to students on learning disabilities, and more data on students who utilize these accommodations, at the April 21 UCOPE meeting.

Meeting adjourned at 4:00p.m.

Attest: Roz Spafford, UCOPE Chair

Prepared by: Michelle Ruskofsky, UCOPE Analyst

UNIVERSITY COMMITTEE ON PREPARATORY EDUCATION (UCOPE)		X = Present, Abs = Absent, Alt = Alternate attended	
Attendance 2005-06		1/27/06	4/21/06
MEMBERS:			
Roz Spafford	Chair, Santa Cruz (Writing)	X	
John Eggers	Vice Chair, San Diego (Mathematics)	X	
Mark Sandberg	Berkeley (Scan/Film Studies)	X	
Lorena Oropeza	Davis (History)	X	
David Kay	Irvine (Informatics)	X	
Joseph Nagy	Los Angeles (English)	X	
Deborah Willis	Riverside (English)	X	
Judith Habicht-Mauche	Santa Cruz (Anthropology)	X	
Howard Pinderhughes	San Francisco (Social & Behavioral Sciences)	X	
Susan McLeod	Santa Barbara (Writing Program)	Abs	
EX-OFFICIO MEMBERS:			
Cliff Brunk	Chair, Academic Council	X	
John Oakley	Vice Chair, Academic Council	X	
Michael Brown	Chair, BOARS	Abs	
STUDENT REPRESENTATIVES:			
Jill Harper	Grad Representative (UCI)	Abs	
Arman Rezaee	Undergrad Representative (UCB)	X	
GUESTS:			
ALTERNATES:			
CONSULTANTS:			
Maria Bertero-Barceló	Exec. Dir., Academic Council		
Jan Frodesen	Chair, ESL Subcommittee; UCSB ESL Program (Linguistics)	X	
George Gadda	Chair, AWPE Subcommittee; UCLA Writing Program	X	
Jeanne Hargrove	SAS - AWPE & High School Articulation Coordinator	X	
Susan Wilbur	Director, Undergraduate Admissions	X	
STAFF:			
Michelle Ruskofsky	UCOPE Analyst	X	