

Minutes of Meeting
Friday, April 21, 2006
UCOP Room 10325
10 a.m. – 4 p.m.

I. Chair's Announcements

Roz Spafford, UCOPE Chair

- Chair Spafford re-introduced herself and the committee members re-introduced themselves.

- Writing class size update.

Chair Spafford summarized the current debate on implementing UCOPE's writing class size recommendations, which is that while it is the Senate's prerogative to determine academic standards, funding for those standards must come from the Office of the President (OP). Consequently, there is uncertainty about which entity can and should give final approval for the implementation of the recommendation.

ACTION: Committee members will contact their divisional Academic Council representatives to lobby for the importance of implementing the recommendation as soon as possible and to create advocacy within the Academic Council so that action will be taken.

ACTION: Analyst Feer will investigate resubmitting UCOPE's February 13, 2006 communication to Council and OP so that the item is clear. Further, the letter may specify the time-sensitive nature of the matter.

- SR 636 amendment update.

Chair Spafford indicated that the committee's lack of a timely submission of the proposed changes has resulted in the amendment's not being sent for divisional review. In consequence, the amendment cannot be in place for the 2006-2007 academic year. This item will be discussed further under agenda item X.

II. Consent Calendar

Two changes to the minutes were proposed, seconded, and adopted.

ACTION: The minutes of the January 27, 2006 minutes were approved as amended.

III. Analytical Writing Placement Exam (AWPE) – Norming of Exams

George Gadda, UCLA Writing Program

*Note: Due to the confidential nature of this item, no notes were taken.

ACTION: The standards for grading this spring's AWPEs were approved by consensus.

IV. Consultation with the Office of the President

Jeanne Hargrove, AWPE and High School Articulation Coordinator and Susan Wilbur, Director of Undergraduate Admission

- Coordinator Hargrove reported to the committee on the status of this spring's AWPE, which 19,000 students are expected to take, and discussed the problems encountered in improving electronic communication with prospective test takers—a measure designed to “green” the process. Further, the grading of the exams, the “Big Read,” will occur over Memorial Day weekend, but more confirmed readers are necessary. Finally, Coordinator Hargrove discussed arrangements that test takers with disabilities or special needs can make (see Distribution 1).

DISCUSSION: Members remarked on the reasonableness of the arrangements available to disabled or special needs test takers. Coordinator Hargrove concurred, stating that the measures have been quite successful in previous years.

- Director Wilbur updated the committee on current debates about the AP English exam and concerns over the validity of a score of “3” in allowing students to “test out” of the Entry Level Writing Requirement (ELWR). The recent proliferation of AP courses without a corresponding increase in AP teacher training raises questions about the level of knowledge students receive due to the commitment of the teacher and the teaching style employed: are students taught merely to pass the exam rather than to master the subject? Additionally, fully 1/3 of AP test takers score a “3” on the exam.

In light of these concerns, other Senate committees, such as BOARS, have discussed eliminating the honors grade point usually associated with AP classes. Those discussions have focused on the questionable predictive validity of AP exam scores and the impact eliminating honors credit may have on prospective students' high school academic rigor. Again, the core issue seems to be one of student access to quality, equivalent courses at the secondary level.

Due to the fact that other post-secondary institutions have voiced similar concerns to the College Board, it has begun a nationwide audit of AP classes and is strengthening the minimum standards for both teacher training and AP classification.

DISCUSSION: Members sought additional clarification of the predictive validity of the AP exam score for UC success. After consulting OP's UC Universitywide AWPE Statistical Summary Report: May 2005 Administration (Distribution 2), it was determined that AP exam scores had nearly no predictive value for AWPE pass rates. Members wondered what impact raising acceptable AP scores from “3” to “4” would have on AWPE administration and, further, what impact discontinuing use of AP altogether would have, given that better predictors, such as SAT II, are available and mandatory for UC admission.

ACTION: Members will investigate at their campuses what impact either 1) raising AP passing scores from 3 to 4 would have, or 2) elimination of the AP exam altogether would have.

ACTION: Director Wilbur will compile additional statistical information on 1) the correlations of AP exam scores and AWPE scores, 2) more broadly considered data tracking of enrollees, 3) the impact of raising the passing score from 3 to 4, and 4) comparisons between those who took multiple tests and whether an AP 3 is comparable to an SAT II 680 and/or an ACT 30.

ACTION: UCLA and UCSC will compile information on how students struggling after the completion of “English 1A” had met their ELWR (see Distribution 3).

V. **ESL Subcommittee update**

Jan Frodesen, Chair, ESL Subcommittee and Donna Brinton, ESL Subcommittee member, UCLA

- Chair Frodesen distributed a report on the ESL Subcommittee's March 10, 2006 meeting (Distribution 4) and the executive summary of ESL Students in California Public Higher Education generated by the ICAS ESL Task Force (Distribution 5).
- Chair Frodesen summarized the Subcommittee report, highlighting those campuses with ESL programs, those with ESL writing classes within other programs, and those who have outsourced their ESL instruction. She also noted the Subcommittee's concern over impending ESL budget cuts, some of which are feared to be significant.
- Chair Frodesen then summarized the ICAS Task Force's findings that called for an evaluation of ESL placement policies and course offerings at each of the three segments with the goal of assessing how well these practices match the actual needs of ESL students.

DISCUSSION: Members queried which of the Task Force's recommendations UC already meet. Chair Frodesen stated that UC was ahead of the other segments on many issues, but that its ESL student support lagged behind its support for international students.

ACTION: Analyst Feer will distribute electronically the Task Force's full report to the committee.

ACTION: Members will vote electronically whether to endorse the report and encourage the Academic Council to do the same.

ACTION: If the report is to be endorsed, UCOPE Chair Spafford and ESL Subcommittee Chair Frodesen will write a letter to Academic Council expressing UCOPE's endorsement and specifying actions UC can take to meet the report's expectations, where necessary.

- Professor Brinton reported on the forced migration of UCLA's ESL program to summer session (see Distribution 6). Among other impacts this migration has had, Professor Brinton specified the following:
 - All ESL professors now have lecturer status and have been removed from 19900 funding;
 - The ESL program has been renamed and placed under the administration of the summer session program, rather than an English, or other academic, department;
 - As such, it is required to become financially independent within 3 years or face elimination;
 - These changes are especially burdensome to the ESL program because 1) students in need of its services must now wait until the summer after their first year of coursework to seek remediation and 2) securing extra-mural funding for ESL is always difficult, and especially so in the present political environment.

DISCUSSION: Members, while aware of UCLA's "responsibility-centered funding" practices, expressed dismay at the top-down nature of the decision, especially at the absence of administrative consultation with UCLA's faculty senate. Members queried as to the status of UCLA's summer sessions' conversion to state funding, as this will impact the requirement of fiscal independence. Further, it was observed that if ESL students are

structurally prohibited from meeting their ELWR in a timely fashion, UCLA could be found in violation of systemwide senate regulations.

ACTION: Director Wilbur will report on the status of UCLA's summer sessions' conversion to state funding.

ACTION: Chair Spafford will investigate with UCLA's undergraduate council the status and impact of this migration and report to the committee her findings. If necessary, a letter requesting justification will be sent to UCLA and the Academic Council.

VI. Possible Systemwide Entry-Level Mathematics or Quantitative Research Skills and Methods Entrance Requirement

John Eggers, UCOPE Vice Chair

While there has been no substantive development on this matter, several investigative steps are planned.

ACTION: Members Deborah Willis and Judith Habicht-Mauche will distribute the results of their divisional CPE conferences.

ACTION: Director Wilbur will compile data on systemwide math remediation efforts.

ACTION: Members will ask their divisions for greater specificity of the problem, its relative prioritization, and whether this would best be handled at the divisional or systemwide level.

ACTION: Since neither UCEP nor BOARS have endorsed the proposal, at UCOPE's next meeting a decision will be made whether to reframe the issue and explore alternative methods of math remediation for enrollees, or whether to simply discontinue consideration of the proposal.

VII. Community Colleges' Courses and the ELWR

Roz Spafford, UCOPE Chair

*Note: Consideration of this item was deferred and combined with agenda item X.

VIII. Update on ICAS meeting of April 13, 2006

John Eggers, UCOPE Vice Chair

- Vice Chair Eggers informed the committee that next year's ICAS chair will be Michael Brown.

- Vice Chair Eggers reported on the absence in the governor's budget of funding for the Intersegmental Major Preparation Articulated Curriculum (IMPAC) project and ICAS' intent to send a statement of support for maintained IMPAC funding.

ACTION: Vice Chair Eggers will attend the June 8, 2006 ICAS meeting.

ACTION: Chair Spafford will contact Julia Adams to ensure Vice Chair Eggers is included on subsequent ICAS-generated communications.

IX. Assessing Campus Level Preparatory Education Committees and Actions

Deborah Willis, UCR

Professor Willis reported that UCR's internal review had stalled and that the outcome will most likely be a report recommending further study.

X. Simplifying SR 636

Roz Spafford, UCOPE Chair

ISSUE: Chair Spafford reminded the committee that the purpose of amending SR 636 was to avoid naming specific tests and scores vis-à-vis their apparently constant state of flux. Further, in light of the delay of amendment adoption, it may be advisable to amend 636 more comprehensively to eliminate redundancies and loopholes, such as the one that allows CCC transfer students to use one course to meet both the ELWR and “English 1A.”

DISCUSSION: Members observed that while much of 636 was redundant, some of the redundancies can be traced to the specific needs of campuses wherein there is no ESL program, but only ESL courses within another program/department.

Members also questioned the legitimacy of CCC transfer credit, given that although ESL placement tests are available and administered, students are nevertheless often allowed to self-place. Further, the likelihood of ESL students “slipping through the cracks” at CCCs is greater given the perceived reluctance of instructors there to fail students and the fact that “remedial” English courses at CCCs are not credit bearing, thus encouraging students not to take them.

ACTION: Vice Chair Eggers and Consultant George Gadda will work together to streamline Senate Regulation 636 without imposing substantive changes. Their recommendations will be circulated to the committee for evaluation.

XI. Member Business and Planning

- Members thanked Chair Spafford for her quality leadership.
- Chair Spafford thanked the members and consultants for their hard work, with special commendation to George Gadda on the occasion of his 20th year working with AWPE.

The meeting adjourned at 4 p.m.

Attest:

Roz Spafford
UCOPE Chair

Prepared by:

Kenneth Feer
UCOPE Analyst

Distributions:

1. The Universitywide Analytical Writing Placement Examination, spring 2006 regulations and guidelines
2. University of California Universitywide Analytical Writing Placement Examination Statistical Summary Report, May 2005 Administration
3. University of California Report on Entry Level Writing Requirement 2003-2004
4. Report on UCOPE ESL Subcommittee Meeting (March 10, 2006)
5. ICAS ESL Task Force Report Executive Summary: ESL Students in California Public Higher Education
6. Report to UCOPE: The Status of ESL at UCLA

7. ICAS ESL Task Force Report – full draft
8. ICAS ESL Task Force Report – UC Highlights