Writing Program Faculty Meeting
April 4, 2017

Attendees: Heather Shearer, Carol Lena Figueiredo, Patrick McKercher, Robin King, Mark Baker, Yolanda Venegas, Christopher Davis, Anthony Breakspear, Toby Loeffler, Tiffany Wong, Lisa Schilz, Madeline Lane-McKinley, Steve Coulter, Roxi Hamilton, Carol Freeman, Chuck Carlise, Gail Brenner, Annalisa Rava, Derede Arthur, BK Faunce, Erica Halk, Denise Silva, Terry Terhaar, Dina El Dessouky, Jessie Dubreuil, Philip Longo, Kim Helmer, Brij Lunine, Veronica Flanagan, David Thorn, Emily Murai, Sondra Archimedes, Elizabeth Abrams, Sarah-Hope Parmeter, Maria Herrera Astua, James Wilson, Sarah Michals, Kiva Silver, Pam Edwards

Today’s meeting was called to discuss the letter from Senate Chair Ólóf Einarsdóttir to Interim Vice Provost of Academic Affairs Martin Berger regarding the review and approval of Core/Writing first year curricula for Fall 2018. April 10 is the deadline for submitting a curriculum that fits within the budget envelope provided. Heather introduced Humanities Dean Tyler Stoval and Curriculum Analyst Meg Lehr.

Tyler provided background on the Senate’s May 2016 vote to separate Core and Writing (ELWR before C1). Originally, full implementation was scheduled for Fall 2017 and has now been moved to Fall 2018. The Senate wants to decide on the process for the first year curriculum before the new EVC and new VPAA start on June 1. Interim EVC Herbie Lee has committed $400K and the VPDUE has also committed funds (written confirmation pending). Writing and the Humanities Division have said no to increasing enrollment caps and must now respond to the Senate recommendations for a 3-unit repeatable ELWR course (Writing 20) and a two course MLC (Writing 26 & 27). Humanities will respond to the Senate by April 10, then the Senate will forward their recommendation to the interim EVC.

Heather reviewed specifics of the Senate’s recommendations to streamline the process for satisfying the ELWR. Currently we send mixed messages to students – they can pass Core and Writing 21, but not the ELWR. Some MLC students cannot meet the 7th quarter deadline for satisfying the ELWR, C1 & C2. The new C1 and C2 outcomes will blend together nicely with the proposed curriculum. The deadline for ELWR satisfaction for domestic students would change from 4 to 3 quarters, which would bring us in line with other UCs. Writing 20 would be repeatable three times.

Senate Letter Discussion

- The MLC pilot is for F1 visa students only. We need to look at adding other international students who need the MLC.
- Could the enrollment cap for a 3-unit W20 be lowered to 15? Cost would need to be determined and the syllabus adjusted.
- What will be the impact of MLC students being out after two W26 attempts? Some need that extra quarter (Writing 25).
- Is there any consideration for moving W25 to Linguistics as a language course? This has been discussed briefly and is part of the campus’ long-term picture for international students.
- What was it like before the MLC pilot? An instructor had two core courses with all Chinese students, The ELWR pass rate was ~15%.
- What progress was made with MLC that we are in danger of losing?
• We need a summer assessment with conditional MLC admission.
• Conversations will be needed with Summer Session and other cohorts.
• We're on a super fast time line to meet the senate April 10 deadline on budget and curriculum for implementation in Fall 2018.
• Summer early start is a money-maker for the division and students.
• The choice is between making money and pedagogy, it’s not always both.
• We can’t commit to an early start program now, but can say we are looking at it.
• If required, that would also be the case for domestic students.
• It’s hard to get international students here in the summer before they start. However, it they knew in their first winter that they could stay the summer for their 4th quarter, that could work.
• Not all students go to Cabrillo because they are failing.
• Core research showed that a lower enrollment cap for EOP students was helpful.
• Dialing in on ELWR norming this year has had a positive impact on the pass rate. Fewer Writing 20 sections offered in winter and a reduced number of Writing 21s in spring. The new model will focus attention on ELWR separate from C1 and C2.
• The College 1 course will be complementary, a new synergy.
• What happens to students taking a 3- versus 5-unit Writing 20? Weak students needs more support.
• A full time load is 15-units. Concern was expressed about students who end up with a 13 versus 15 unit schedule. Propose an optional 2-unit studio?
• Will 3-units be enough for all students?
• How will we envision teaching two or three 3-unit courses?
• Provosts recommend a robust 15-unit maximum.
• A 2-unit studio would be great for students who need it. It would need to be pedagogically and financially sound.
• This would be a radical change to our tutoring, too.
• What would be the impact on first generation and underrepresented students?
• Concern was raised about the impact on appointment percent and financial implications for Unit 18 lecturers.
• Do other UCs have a 3-unit ELWR course or would UCSC be the outline?
• We need to go forward with knowledge of the best practices at other UCs.
• We may be the only UC with a 5-unit ELWR course. We are also different with our appointment percent and course workload.
• UCSC has been strong on getting students through writing requirements by the end of their sophomore year. At UCB, many students did not complete writing requirements until their last semester. A new program with a huge infusion of funding was created to correct that. All now satisfy the ELWR by end of the second year.
• UCB’s 6-unit course is a combo 3-unit ELWR and 3-unit C1 (3+3).
• Writing 21 students are not engaged because they had another course they could take, Writing 23. With a shorter timeline for ELWR satisfaction they will be more engaged.
• Currently, students are engaged through week 6, but once portfolios are submitted they drop off.
• A 3-unit course would have more contact points if the portfolio review was eliminated.
• Think of the ELWR as a 3-quarter curriculum. Talk with departments on timing impact for their majors. When would it be most beneficial for students to take C1 and C2?
A 3-unit course would be challenging to plan and we don’t know what the new pass rate will be.

What if we cut Writing 2 to 3-units? Would that give us the budget savings needed?

If they don’t pass Writing 20, do we want students to retake the course from a different instructor?

As a program we need to look at how ELWR would be taught in fall versus winter or spring.

What about ELWR students with the highest need and prepping for them?

We are a HSI and the demographics will continue to change over the next 5-10 years.

Would Writing 20 be repeatable for credit each quarter? Repeats would not contribute to total number of credits needed for graduation.

What about the impact on core stretch students? The 2-quarter model is important to this cohort.

Some data shows SAT scores are a more accurate predictor than AWPE scores. Stretch may not help this group and it locks them into a 2-quarter sequence -- weird equity issues.

Stretch will no longer exist in new model.

Correct, but the CoP model includes College 1 and in winter offers the option to take C1 or C2 at the college.

Before rushing into a 3-unit W20, could we test a 3- and 5-unit ELWR in 2017-18? I’m concerned about switching everyone to the new mode.

There would be a financial aspect for a pilot. Budget issues need to be resolved now. Modeling only helps so much with the pass rate. Each year, the cohort is different. With every entering class the quality of student is going up. Writing may look different in five years.

Isn’t there a desire to bring international students to campus and the money they bring? Language acquisition is biological, the new model doesn’t place students in the appropriate level.

We don’t know the pass rate of MLC cohort yet. We are only in the second year of the pilot.

International student tuition goes into a central fund, then is spread across to all students (not a pass through).

We have a national political problem because of the Trump administration. International student enrollments are down nationwide, though slightly less so for UCSC than other UCs. The largest source of international students over past 10-years is from Iran. We need to offer programs that attract international students.

There is an equity issue -- domestic students have fewer courses/quarters options than MLC students.

Concern was expressed about the proposed curriculum and support for admitted students who test at 5 and below.

Workload issues: 3.33 course load for a 3-unit Writing 20. To teach three 3-unit courses versus two 5-units would be more students. We need budget transparency and cost analysis for various cohorts and courses to advocate for more money.

Labor and workload issues are important to discuss.

We need to show to the administration and legislator that international student funds are benefitting all students.

I see a 3-unit course as a good opportunity. We have an experienced ELWR coordinator and senior ELWR instructors. This is an opportunity to rebuild Writing 20 from the ground up based on what is needed now. The needs have changed over the years.

Does CoP proposal fit in the budget?
• The proposal includes a winter C1, C2 that would be Writing Program courses.
• If MLC W26 & W27 is not enough, is it our job to retain these students for equity, financial reasons?
• A language preparatory course is needed.
• Correct placement is needed to retain MLC students. Possible ASCEN course.
• This would depend on Languages or the Linguistic departments and their budget.
• The MLC originally included Writing 24. When that was dropped in year two, how did the Writing 25 pass rate change? The fail rate did not increase.
• Core international students have serious language issues.
• Will students retaking Writing 20 loose or jeopardize their financial aid? Some students will be most at risk in winter and spring.
• What is the process after the April 10 deadline, who decides what the new curriculum will be?
• We can’t say for sure that June 1 is the firm deadline. We respond to the Senate who will forward their recommendation to the EVC.
• We are venturing into unknown territory within a set budget envelope. There will be periods when we pull back and assess what is working or not.
• Are we offering savings with two 3-unit attempts versus one 5-unit attempt? We don’t know at this point.

**Announcements**
Rothman Award applications are due June 15. Think about your students from FWS courses.

Writing 22B course announcement and flyers. – Students can enroll through the Add/Drop/Swap deadline. Contact one of two instructors, Mark or Annalisa, for a permission number to enroll.