




November 3, 2017

To: Dylan Rodríguez, Chair  
Riverside Division

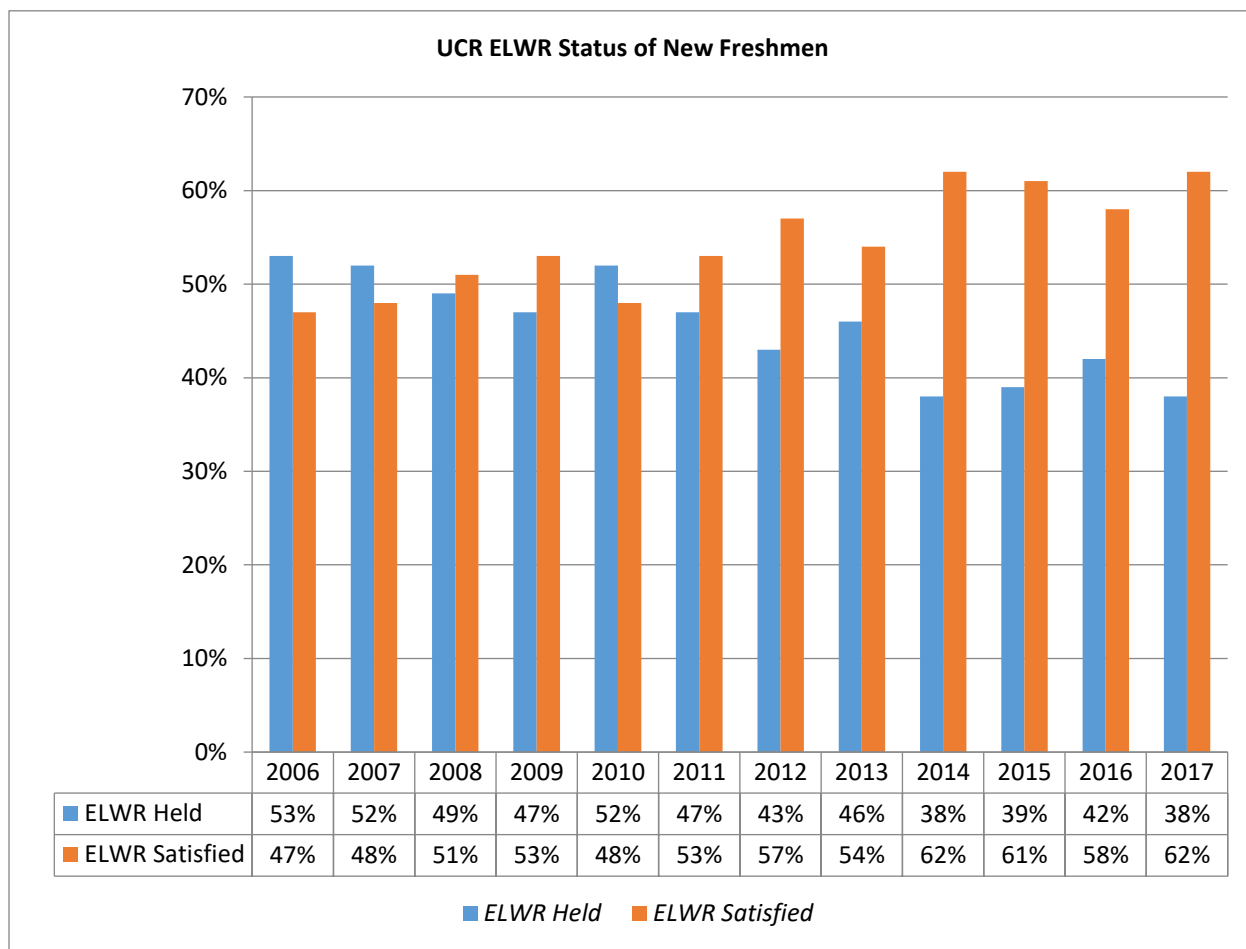
From: Deborah Willis, Chair   
Committee on Preparatory Education

Re: Draft WASC Institutional Report

The Committee on Preparatory Education reviewed the Draft WASC Institutional Report at their October 31, 2018 meeting and was generally supportive of the report, but did note several concerns and recommendations.

We recommend that the section on “Student Success” include information about the contributions of UCR’s preparatory education programs in composition and mathematics to student success. John Briggs, Director of the University Writing Program, proposes that the following paragraph and chart be included in the report:

As a result of the University Writing Program’s outreach efforts and the steadily growing strength of UCR applicants, there has been impressive growth in the portion of UCR’s entering class that has passed the University of California’s Entry-Level Requirement upon matriculation. In the fall of 2016, 58% of UCR’s entering freshmen had satisfied the requirement before registering as full-time students. A large and growing number of freshmen (25% in Fall 2016) came to UCR with AP credits that placed them in advanced portions of the writing program: English 1B or 1C. Almost all those who placed in Entry-Level courses passed the requirement within their first three quarters, 75% in the fall alone. Only seven students were required to leave UCR at the end of the year solely for failing to satisfy the requirement. These figures indicate a steady improvement in new students’ preparation in writing, a likely contributor to the campus’s award-winning improvement in sophomore retention and overall graduation rates.



(This chart is taken from the 2016-2017 Report on the Entry-Level Writing Requirement, included as an Appendix to this memo.) Further information, if desired, is available from Professor Briggs upon request. While our committee did not have time to draft similar text about recent outcomes and/or initiatives of UCR's preparatory math program, we recommend that the WASC Report Committee contact Academic Coordinator Rob Lam for such information and consider it for inclusion in the report.

In addition, Committee members expressed concern about the representation of UCR's general education program, especially in Paragraph 42 (p. 18). This brief paragraph is unlikely to impress WASC. Several members thought specific additions could be made showing that some "attention to assessment" has already been paid, such as by the recent student-initiated review of General Education. Members also thought that learning outcomes of particular courses commonly used to satisfy breadth requirements, such as History 10, 15, and 20 or science courses designed especially for non-majors, could be used to show that some assessment has already been done, even if not "systematic." Another member of the committee, noting the difficulty of any systematic review, found the paragraph "aggressive in tone" and misleadingly hopeful in stating that assessment "could easily be done." In general, we encourage the WASC Report committee to expand and revise this paragraph to address more forcefully how the campus is working to review this issue.

Our committee also noted several smaller areas of concern:

- In paragraph 119, no mention is made of problems associated with the implementation of BANNER. This paragraph perhaps should acknowledge these and go on to mention the current evaluation and testing of new software such as Edunav and the new tools designed to make advising more sophisticated.
- There is a typo in paragraph 10. CHASS should be listed as the College of Humanities, Arts, and Social Sciences, not College of Arts, Humanities and Social Sciences. Another typo was noted in the fourth sentence of paragraph 52, where the word “earned” should be changed to “learned.”
- In paragraph 56, the text does not match the data in the linked documents. The Committee also identified a typo in the last sentence of the paragraph and noted that CHASS should be replaced by BCOE so that the sentence states “participants in BCOE and CNAS.” For the second chart in the report hyperlinked on page 56, SOBA should replace the second occurrence of BCOE on the extreme right.

On the positive side, the committee was very impressed by the readability and clarity of the WASC Report. It is definitely heading in the right direction. We appreciate the opportunity to review it.

**COMMITTEE ON PREPARATORY EDUCATION  
REPORT TO THE RIVERSIDE DIVISION  
DECEMBER 5, 2017**

To be received and placed on file:

**Report on the Entry-Level Writing Requirement: 2016-2017**

In the fall of 2016, 58% of UCR's entering freshmen had satisfied the Entry-Level Writing Requirement before registering as full-time students. Many students passed the AWPE or the AP English exam, or took summer school. A large number of freshmen (25% in Fall 2016) came to UCR with AP credits that placed them in English 1B or 1C.

The remaining 42% placed in Entry-Level Writing courses. The great majority made good progress once they arrived at UCR.

**2016 ELWR Students: Initial Placement**

<b>Colleges</b>	<b>English 4</b>	<b>Basic Writing 1 &amp; 3 (ESL)</b>	<b>Total ELWR Students</b>
<b>BCOE</b>	94	30	124
<b>CNAS</b>	535	137	672
<b>CHASS</b>	1035	259	1294
<b>TOTAL</b>	1664	426	2090

**Of the 1664 students who placed into English Writing 4 in the fall, only seven were required to leave UCR at the end of the year solely for failure to satisfy the requirement.** One additional student was required to leave UCR due to never taking the Analytical Writing Placement Exam to either satisfy the ELWR or receive the proper Entry-Level placement. Of the 95 students initially placed in English 4 who did not satisfy the ELWR by the spring 2017 quarter, 54 were academically dismissed or left the university due to impending dismissal because of their overall academic records. Fifteen students withdrew voluntarily from the university. Eight students satisfied the ELWR during the summer 2017 quarter. Two students were granted an additional quarter to satisfy the ELWR by their respective colleges. Nine students have time remaining in the ELWR time-limit due to withdrawing from UCR for one or more quarters.

A total of 426 entering freshmen initially placed in ESL classes. Since they were "off the clock" for up to their first three quarters of residence, no students among those placed in ESL classes in the fall of 2016 were required to leave UCR solely for failure to satisfy the ELWR. 249 ESL students satisfied the ELWR during their first year of residence. Of the remaining 177 ESL students, 7 satisfied the requirement during the summer 2017 quarter and 144 continue to make progress in satisfying the ELWR. (They have up to two years to satisfy the ELWR.) Twenty-four students have been academically dismissed or have left the university due to impending dismissal because of their overall academic records. Two students have withdrawn voluntarily from the university.

## Update on Fall 2015 Basic Writing 1 and 3 Students

We have a more complete picture of BW 1 and BW3 students' progress when we look at the two-year records of students who placed in an ESL course when they entered UCR in the fall of **2015**. Of the 273 entering freshmen who were placed in ESL classes that year, 177 students satisfied the ELWR during their first year of residence. 49 students satisfied the ELWR during their second year of residence. Three students satisfied during the summer 2017 quarter. Of the remaining 44 ESL students, 14 students were academically dismissed or left the university due to impending dismissal on the basis of their overall records. Eleven students withdrew from the university. **13 students in the ESL group that started in Fall 2015 were eventually required to leave UCR solely for failure to satisfy the ELWR; however, 6 of these students satisfied the ELWR through concurrent enrollment, were readmitted, and are now in good standing.** Six students have time remaining in the ELWR time-limit due to withdrawing from UCR for one or more quarters.

### 2015 Basic Writing 1 & 3 (ESL) Admits Not Satisfying ELWR (listed according to initial placement)

Colleges	Total Basic Writing 1 & 3 (ESL) Students	Total BSWT 1 & 3 (ESL) Students; ELWR not satisfied	Academically Dismissed or Withdrew	Withdrew (in good standing)	ELWR Lapse	Time Remains	Returned in good standing
BCOE	15	0	0	0	0	0	0
CNAS	73	6	1	3	2	0	1
CHASS	185	38	13	8	11	6	5
<b>TOTAL</b>	<b>273</b>	<b>44</b>	<b>14</b>	<b>11</b>	<b>13</b>	<b>6</b>	<b>6</b>

**IN PROGRESS: 2016 Admits Not Satisfying ELWR by end of Spring 2017 (listed according to initial placement)**

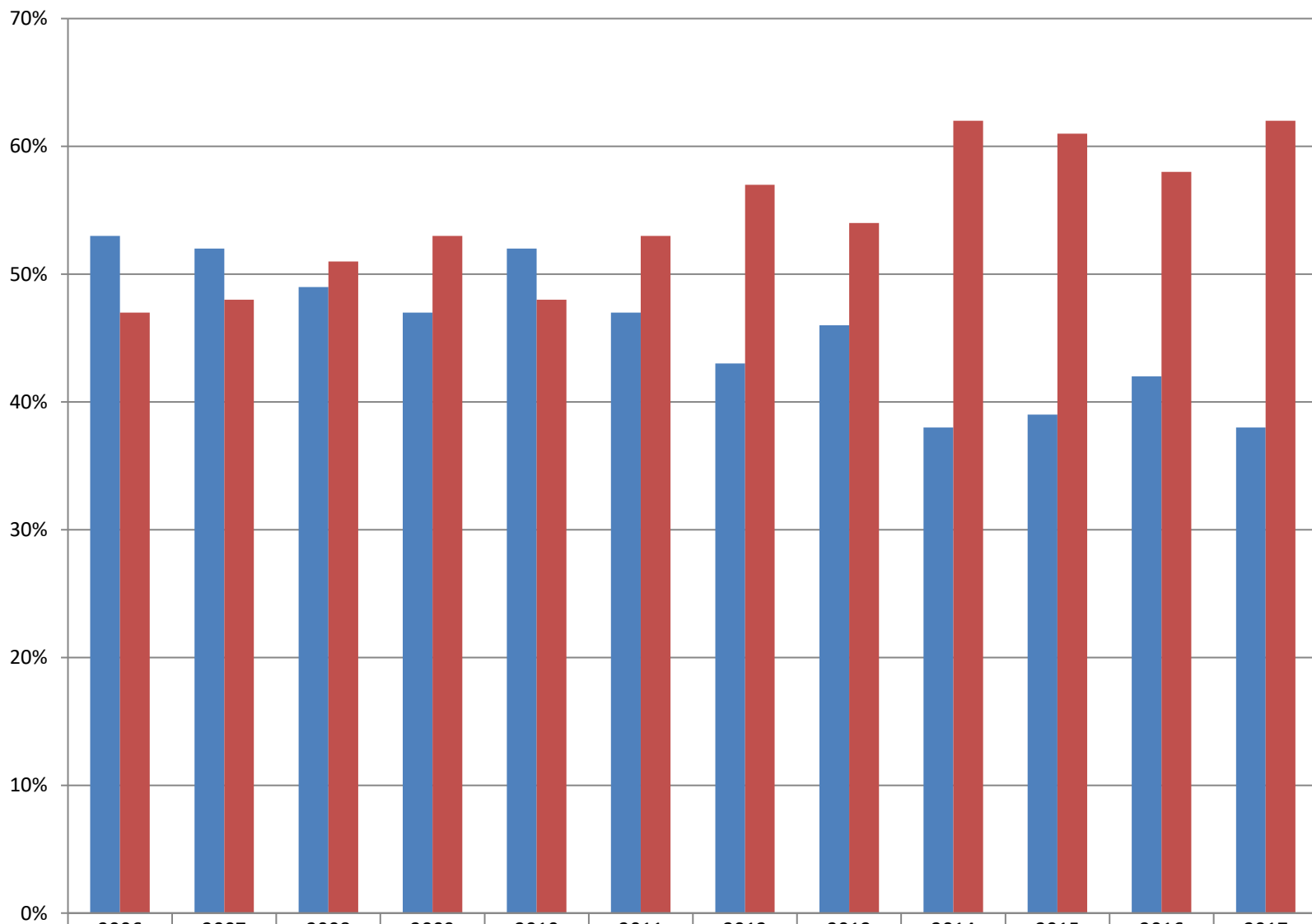
Colleges	Total ELWR Students	ELWR Students Not Satisfying ELWR by end of Spring 2017	English 4; ELWR not satisfied	BSWT 1 & 3 (ESL); ELWR not satisfied
BCOE	124	20	8	12
CNAS	672	66	17	49
CHASS	1294	186	70	116
<b>TOTAL</b>	<b>2090</b>	<b>272</b>	<b>95</b>	<b>177</b>

Colleges	Total 2016 English 4 Students	2016 ENGL 4 Students; ELWR not satisfied	Satisfied ELWR during 17U	Academically Dismissed or Withdrew	Withdrew (in good standing)	ELWR Lapse	Time Remains
BCOE	94	8	1	5	0	1	1
CNAS	535	17	1	5	6	1	4
CHASS	1035	71	6	44	9	6	6
<b>TOTAL</b>	<b>1664</b>	<b>96*</b>	<b>8</b>	<b>54</b>	<b>15</b>	<b>8*</b>	<b>11</b>

Colleges	Total 2016 Basic Writing 1 & 3 (ESL) Students	2016 BSWT 1 & 3 (ESL) Students; ELWR not satisfied	Satisfied ELWR during 17U	Academically Dismissed or Withdrew	Withdrew (in good standing)	ELWR Lapse	Time Remains
BCOE	30	12	1	0	0	0	11
CNAS	137	49	2	7	0	0	40
CHASS	259	116	4	17	2	0	93
<b>TOTAL</b>	<b>426</b>	<b>177</b>	<b>7</b>	<b>24</b>	<b>2</b>	<b>0</b>	<b>144</b>

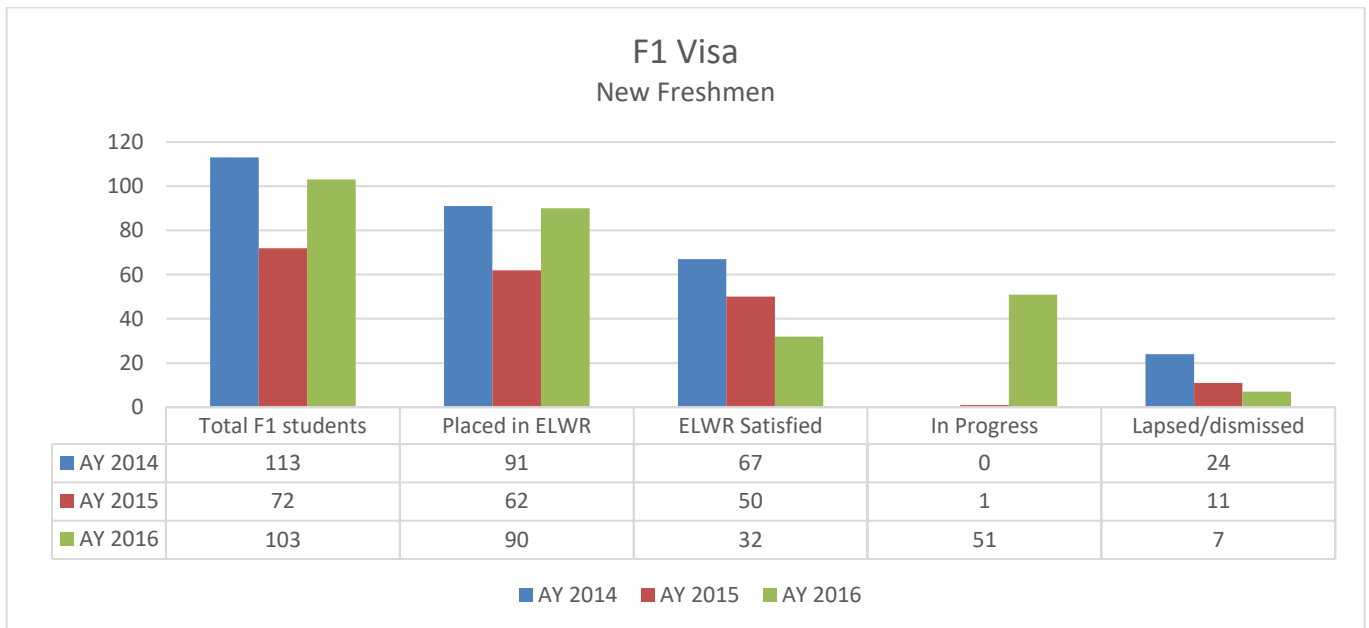
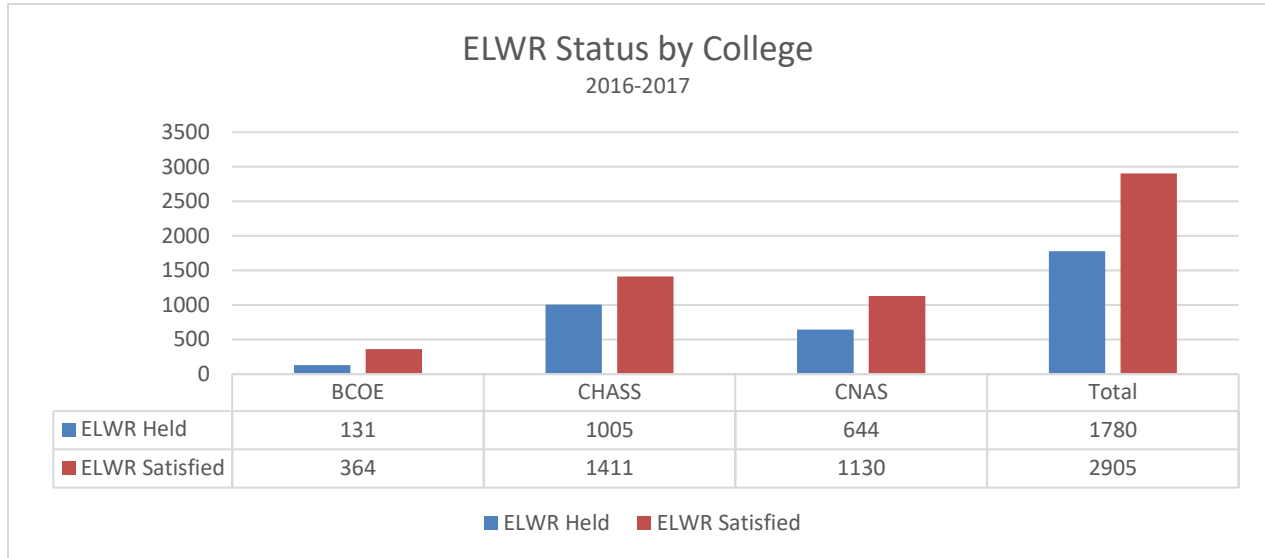
\*One student never took the AWPE in order to satisfy the ELWR or receive the proper placement.

UCR ELWR Status of New Freshmen



■ ELWR Held	53%	52%	49%	47%	52%	47%	43%	46%	38%	39%	42%	38%
■ ELWR Satisfied	47%	48%	51%	53%	48%	53%	57%	54%	62%	61%	58%	62%

■ ELWR Held ■ ELWR Satisfied



	Total F1 students	Placed in ELWR	ELWR Satisfied	% of F1 ELWR satisfied	In Progress	Lapsed/dismissed
AY 2014	113	91	67	74%	0	24
AY 2015	72	62	50	81%	1	11
AY 2016	103	90	32	36%	51	7