Student Fee Advisory Committee

October 24, 2012

Meeting Minutes

Present: Clara Skaug, Philip Baker, Charlsie Chang, Lucerito Carrillo, Ceril Fangon, Helen Shapiro, Anthony Tsujisaka, Noora Almajid, Free Moini, Fiona Weigant, Joey Judson, Liat Zavodivker

Absent: Meg Gudgeirsson, Alma Sifuentes, Denise Onitsuka, Max Hufft

Guests: Holly Cordova, Director of Learning Support Services

1) Approval of Agenda and Minutes
   a) Lucy C. makes a motion to approve the agenda and minutes. Ceril seconds the motion. The motion carries by consensus.

2) Announcements/Updates
   a) Introductions – Clara asks everyone to introduce themselves and share what they will be for Halloween
   b) There are no SUA/GSA/College announcements
   c) Clara shares that SCOC is meeting tonight and there is more than one application for the Kresge representative; they will probably make an appointment tonight.

3) Learning Support Services
   a) Clara explains that Director Holly Cordova is here today to meet with SFAC and brainstorm. Holly sent an email to Clara and Lucy a few weeks ago, explaining there was a shortfall in tutoring for core courses.
   b) Holly explains that she asked to have a general discussion for feedback, but she hasn’t prepared any data for today, but she can provide it.
   c) Holly explains that years ago, students could receive tutoring for the Core Course. EOP funded tutoring for EOP students and the writing program provided the funding for tutors for other students. Holly explains that UC has always accepted the fact that even admitted students may need extra assistance in bringing students’ writing level up to college standard. This funding ended years ago.
   d) About four years ago, EOP was still funding tutors for core course, and other students were being charged $69 for the service.
   e) Holly explains that when she started at UCSC, learning support services was only providing services to EOP students. Students, faculty and staff asked her to make services available to all students; EOP students should not be the only students who are labeled as needy students. Last year, 39% of students receiving tutoring were not EOP.
   f) Learning Support Services does not have funding to provide the service. When Measure 30 was passed in 2007, it was written to exclude core course. Then VPDUE Ladusaw came to LSS and asked to provide group tutoring for core course.
   g) Holly provides some data related the number of students who satisfied ELWR in the fall quarter. Holly explains that she has done a large study following the 2008 student cohort; students who do satisfy ELWR before they arrive here, or during fall quarter, do better in other courses that require writing and reading.
h) We have a serious problem at UCSC with students needing more writing assistance. Holly says that she cannot prove or disprove that writing tutoring improves students skills.

i) Today, writing tutoring is almost nonexistence. The writing program has some funding and about three hours per quarter is provided to as many students as they can, beginning with students who have the lowest scores. Holly suggests contacting Sarah Hope Parmenter for more information; students used to receive 9 hours per week. Some students are receiving group (partner) tutoring and some individual.

j) Holly explains that when she wrote to Clara, she anticipated being overwhelmed with EOP students ask for writing tutoring. It actually has been that many students, but the tutoring has not been advertised. Students are coming in as referrals from EOP, and Holly says that it doesn’t seem right to turn students away.

k) Holly is interested in questions, opinions. Should we provide this service to students? Holly is not asking for funding, but is interested in SFAC partnership. Comments:

i) Philip suggests that peer tutoring would be a good idea, or tutoring with graduate students. Philip says that having tutoring for writing is extremely useful. Philip says that it may be difficult to get graduate students involved, having a higher level academic available for tutoring is helpful.

ii) Clara asks Holly to confirm where the funding came from previously; was it VPDUE? Holly says that Learning Support Services would front the expense, about $58,000, then VPDUE’s office would reimburse LSS. 2009-2010 academic year was the last year that the funding was provided. VPDUE Ladusaw gave notice in advance that the funding would be terminated.

iii) Joey asks if there has been a discussion with the current VPDUE to initiate the request? Holly explains that she does meet with VPDUE Hughey on a regular basis, but she has not bridged the request yet. Holly has discussed the core and writing programs with VPDUE.

iv) Helen explains that this is an issue that the Provosts have been really involved with. Over the years, the various departments mentioned have also been cut. There is funding in various silos across campus, that may not necessarily be communicating with one another. The cuts to core tutoring have been extensive and devastating. There is some funding that is going to students with the lowest writing scores, primarily at Oakes, College 9 and College 10. There are some pilot programs going on to help determine where best to invest very limited resources.

v) Helen explains that each of the colleges is different and has different needs. For example, Colleges 9 and 10 supplement the tutoring funding. Each college has a different model; for example, Oakes has an on-site graduate student who is a tutor. We are getting more and more students who need these services.

vi) Holly explains that she partners with Provosts when she can. Measure 30 can be used for writing courses such as Writing 20 and 21. When LSS is offered through the Colleges, there is an effective method to dispense tutoring services; it’s more challenging to offer tutoring without involvement of College. Holly agrees with Helen that there has to be a more cooperative way for the departments to work together.

vii) Holly reiterates that the foundation laid in the core course, carries over into other courses.

viii) Clara asks about the logistics for tutoring? Do students come to LSS or does the tutoring happen in the Colleges? Response is primarily in the College.
ix) Charlsie asks whether writing tutors could be offered academic credit through independent study? Helen says that this is a possible model, there is something similar...

x) Holly asks whether tutoring could be set up as a volunteer opportunity to meet the experiential learning requirement?

xi) Lucy asks if Holly can provide some background on Measure 30; why was core excluded? Holly explains that Learning Support Services was in a budgetary deficit at the time and services were very limited. A group of students who were very tied to LSS, wrote the referendum. Core was exempted because the promise of Measure 30 was that every student could have any type of tutoring at any time. Because the Core course cost $58,000, the core course was exempted; this would have required a large part of the budget.

xii) Clara asks what happened last year? Helen confirms that most of the funding for core course tutoring comes from the writing program. Helen explains that some studies show that the pass rates for ELWR are the same in years where there was more tutoring.

xiii) Clara asks about the analytical writing exam. The highest score is 12, lowest score is 2. A score less than 8 is ELWR not-satisfied. Helen estimates that about 40% of the incoming class is ELWR not-satisfied, and it is spread unevenly across the colleges.

xiv) Holly explains that 52% of the income class is from low-income backgrounds, and 22% are from low performing high schools.

xv) Philip asks Holly to clarify what is meant by educational equity. Holly responds that there are many people doing research in this area; basic question – does the university have a responsibility to assist students who come here to increase their competence so they are more competitive with students who are from more privileged backgrounds. Philip asks a follow up question regarding the notion of equity is carried across the departments? Holly says that when she looks at this issue, she looks at student overall GPA and GPA in their selected major.

xvi) Helen says that there used to be supplemental funding for writing assistance with the major. For instance, LALS provides a writing course for LALS majors. Departments are also thinking about how to step in and give students extra help. Holly explains that LSS partners with many academic departments.

4) Funding Proposal Process
   a) Completion of metrics exercise
      i) Tabled to next meeting
   b) Timeline and discussion of next steps
      i) Timeline – group decides to do two proposals per week.
      ii) Lucy asks whether the system should allow people to change their answers? Discussion takes place. Track score before and after the discussion.
      iii) Question about working ahead? Clara responds that she thinks the group should stay together because it could create bias. Lucy C. agrees. Liat suggests that we be explicit about our processes. Anthony motions to go step by step, Lucy C. seconds. Ceril explains that there may be times when it’s appropriate to work ahead. There is brief discussion. Motion carries by consensus.

5) Photographs for Website

6) Adjournment
   a) Philip motions to adjourn the meeting. Tony seconds the motion. Motion carries by consensus.