

## ***The Academic Preparation and Education Programs Committee***

### ***Minutes***

Wed Nov 2<sup>nd</sup>, 2011  
10:30 AM – 5:00 PM

Thurs Nov 3<sup>rd</sup>, 2011  
8:00 AM – 9:00 AM

#### **MEMBERS:**

Mark Van Selst, Chair  
Sandra Chong, Vice Chair  
Jacinta Amaral  
Bob Buckley  
Karen Davis  
Harold Goldwhite  
Antony Hasson-Snell  
Kathleen Kaiser  
Carole Kennedy  
Steven Stepanek (Thursday only)

San José  
Northridge  
Fresno  
Sacramento  
Monterey Bay  
Professor Emeritus, Long Beach  
Maritime  
Chico  
San Diego  
Northridge (campus activities Wed.)

Chancellor's Office Liaison

Beverly Young, Assistant Vice Chancellor: Teacher  
Education and Public School Programs

Executive Committee Liaison

Christine Miller, Member at large, ASCSU (Sacramento)

Other Guests

Marsha Hirano-Nakanishi, Assistant Vice Chancellor,  
Academic Research

Gerry Handley, Senior Director, Academic Technology

#### **TIMES CERTAIN:**

10:45: report on ALEKS accessibility: Gerry Handley

11:15: report on Early Start Assessment: Marsha Hirano-Nakanishi

1:00 – 2:00PM: Liaison from ASCSU Executive: Chris Miller

#### **1. Approval of Agenda (approved as modified)**

#### **2. Chair's Report**

- a. Note taker (Thank you to Sandra Chong)
- b. Noted list of times-certain
- c. Noted Early-Start Assessment report
- d. Noted discussion of action on CTE

#### **3. Approval of minutes from Sept & October 2011**

- a. approved: <http://www.calstate.edu/AcadSen/Committees/apep/meetings.shtml>

#### 4. Campus updates

- a. NORTHRIDGE: president selection process has started on campus. No reported difficulties in the adoption of ALEKS; visually impaired students are not required to use ALEKS. WASC approval was received. There is a unilateral 11% cut imposed on FTES (via course enrollments) for Spring 2012.
- b. FRESNO: Budget committee on campus bypassed, instead used ad hoc budget task force (constituted largely of non-tenured appointees). Any major with fewer than 160 students and graduate programs with fewer than 50 students are being evaluated for discontinuation. Actions around academic reorganization continue to be controversial.
- c. SACRAMENTO: ALEKS used as their version on an Early Start pilot. Results were not promising (online only implementation). About one third of students did not complete the final assessment. The overall pass rate was exceptionally low. Increasing graduation rates remain a focus of activity out of the office of the provost (e.g., reducing GE requirements and lowering required units of higher unit majors). Addressing under-represented minority achievement gaps remains a priority. It was noted that ASCSU senator Tom Krabacher received the Livingston Lecture Award.
- d. MONTEREY: Musical endeavors were shared.
- e. LOS ANGELES: some administrative retirements were noted.
- f. MARITIME: There was a recent announcement that president is intending to retire at the end of 2011/12.
- g. CHICO: The campus has had a lively discussion of Benchmarking. WASC is being pressured to come up with a simpler approach to define those institutions that are yielding appropriate program outcomes at graduation. The Chico "pathways" approach to GE was well received at the ITL GE conference. Academic reorganization continues to be controversial.
- h. SAN DIEGO: New presidential salary remains a concern/flashpoint as a news bite. The semi-annual rumor of increased parking fees is in circulation.
- i. SAN JOSE: Academic reorganization continues to be controversial. Subverting normal processes is increasingly frequent across a variety of domains.

#### 5. Review/Updates of Prior Senate Action

- a. FIRST READING: [http://calstate.edu/AcadSen/documents/09-2011\\_first\\_reading\\_item\\_packet.pdf](http://calstate.edu/AcadSen/documents/09-2011_first_reading_item_packet.pdf)
- b. AS-3037-11/AA *Support for the Establishment of a CSU Professional Doctorate Advisory Committee*
  - i. From prior *minutes* "There was continued support for collapsing EdD advisory functions into one committee. This will require investigating the legal requirements set up when the EdD was authorized as well as existing ASCSU guidance on the issue (previous advice may need to be explicitly modified). Chong and Buckley will investigate and report back (potentially in resolution format)".
- c. AS-3042-11/FGA *Maintenance of Public Access to the California Postsecondary Education Commission (CPEC) Data*
  - i. APEP wants to co-sponsor

- d. Final Resolutions from September: <http://calstate.edu/AcadSen/>  
No committee action.

## 6. Committee Liaison updates from committee members

- a. Admissions Advisory Council (Kaiser, Stepanek) – Next meeting is at 12/16 at Fullerton. From prior minutes “*Agenda items include: Early Start, Impaction, SB 1440, Application Fees, and verification of transfer degree (post-registration) [potential action item for APEP].*”
- b. California Academic Partnership Program (Amaral [Chong as backup])
  - i. Reporting out on grant selection (Amaral). CAPP awarded four Algebra Formative Assessment Grants to school districts in CA. Public Policy Institute of California Press Release delineated big math gains (moving from a 50<sup>th</sup> percentile in math to the 57<sup>th</sup> percentile a year later) as a result of mandatory implementation of the Mathematics Diagnostic Testing Project in the San Diego USD. The program afforded teachers timely, detailed feedback on individual students and the entire class; teachers used results to make appropriate level placement and determination for participation in summer school programs. The next CAPP meeting will be held in April 2012.
- c. California Commission on Teacher Credentialing (Chong) **Mary Sandy**, the new Executive Director, indicated that Credential Counselors and Analysts of California (CCAC) annual conference on credentialing policy and regulations and etc. was held and over 600 participated. She also announced that nominations are now open for the Chair and Vice Chair and the election will take place at the December meeting.
  - i. **Beverly Young** announced the newly appointed ASCSU Liaison to CCTC, **Sandra Chong**. She also noted that Mary Sandy is scheduled to meet with the CSU Education Deans next week.
  - ii. The **Professional Practices Committee** is addressing the recommendations from the April 7, 2011 Bureau of State Audit of the Division of Professional Practices (DPP) and of the Office of Human Resources. DPP is working with Department of Justice (DOJ) on fingerprinting to set up an automated process to discover those candidates who are no longer in teaching so as to decrease workload (approximately 340,000 cases); however, with limited tech staff, this will take some time.

A Stakeholders Meeting was held on October 28, 2011, and the goals of this meeting are to protect the safety of the students and the rights of the applicants and licensees by the effective admission and fair handling of cases in a timely manner. 13 suggestions were made during the brainstorming portion of the meeting, which are posted on the Educator Discipline portion of the CCTC Website. Next mtg will be held in November, 2011. **Commissioner Beverly Young noted that three of the IHEs—UCs, CSUs, and the privates--were left out in the Stakeholders groups, and requested IHE be represented on the Stakeholder groups.**

- iii. **Credentialing and Certificated Assignments Committee**, convened by Commissioner Young, reported on the proposed amendments and additions to Title 5 of the California Code of Regulations pertaining to Teacher Librarian Services Credential and Special Class Authorizations, to align with the adopted program standards and to update the sections of regulations to align with the recent changes in statute. The primary changes and additions to the regulations include a) change of name from *Library and Media Teacher* to *Teacher Librarian*, b) addition of National Board Certification as an option to earn Teacher Librarian Credential, and an c) addition of an option of earning a Special Day Classes Authorization on Teacher Librarian Services Credential that authorizes teaching departmentalized classes,

information literacy, digital literacy, and digital citizenship. These regulations will return as an action item at a future meeting.

- iv. The Commission staff met with the Department of Finance (DOF) in Sept 2011 to discuss the fiscal status of the Commission. DOF expressed its concern about its ability to support the expenditures of the agency, and asked the Commission to identify its budget priorities to rebalance its expenditures and revenues for 2012-2013 by the end of the month. If none received by the end of the month, DOF will make 2012-2013 budgetary decisions without the Commission's input.
- v. Annual report on Teacher Development Programs:
  - Paraprofessional Teacher Training Program (PTTP) is in its 16<sup>th</sup> year of operation and has graduated 2,723 to date and continues to serve diverse populations. Due to changes in funding flexibility, the number of programs is now down to 23 statewide, serving 31% fewer participants this year than last year.
  - Alternative Pathway to Certification (Intern) Program needs have been decreasing with the decrease in teacher demand in the State. Program graduates survey results reflect a wide variability in terms of program implementation and its quality; questions were raised as to how the survey data will be used and whether it will be used in program improvement. No specific plans around this were apparent.
- vi. Professional Services Committee reported on its recommendations from the Administrative Services Credential Advisory Panel, which include the following: a) maintain 3 years of experience requirement for preliminary credential, b) inclusion of induction experience to provide individualized support, training, and counseling to be available to new administrators, and to c) maintain the examination route to preliminary credentialing.
- d. California Postsecondary Education Committee – (Ornitowski)
  - i. ends in Dec
  - ii. From prior minutes *“Kaiser will summarize APEP concerns in a resolution for distribution prior to the November meeting.”*
  - iii. Some of these concerns were included in the cosponsored resolution with FGA on CPEC.
- e. Chancellor's Doctoral Incentive Policy Advisory and Applicant Selection Advisory Committees (Guerin, Klink)
- f. CSU Doctorate in Education Advisory Committee (held/no report)
- g. Early Assessment Program Advisory Committee (Davis, Gubernat) (held/no report)
- h. General Education Advisory Committee (Van Selst, etc.) (held / no report)
  - i. Meeting Nov. 1
- i. Institute for Teaching and Learning Board (Goldwhite) (held / no report)
- j. Give Students a COMPASS (steering committee) [Van Selst] (held / no report)
  - i. Meeting Nov. 1
- k. C-ID meeting (October 14 (south) or 28 (north), 2011) [Van Selst] (held / no report)
- l. SB 1440 implementation committee [ Postma? ]
  - i. see agenda item
- m. Early Start [ Postma? ]
  - i. see agenda item

## 7. ALEKS (Gerry Hanley)

ALEKS is online system for mathematics remediation. It may be used either online only or in a hybrid format. ALEKS does not work for blind or those who cannot use a

keyboard.

Q: What is process for accommodation for these groups?

A: Section 508 of the rehabilitation act does not require campuses to purchase a product or service that is more accessible but that does not meet the educational requirements. Instructional requirements have priority over accessibility requirements (i.e., options must be used where they are available – with a goal of achieving equally effective alternative access: e.g., text to sound software or other assistive technologies). There are times where there are no work-around solutions or products. Working with DRC/DSS office should allow individualized plans such that the learning objectives will obtain. The instructor is required to anticipate DRC/DSS needs for accommodation.

Regarding ALEKS, a math instruction technology product, Hanley indicated that ALEKS is not accessible for the BLIND or for those who cannot use keyboard, but will work for those students who are hard of hearing or are color blind. He stated that the Section 508 of Rehabilitation Act can be met through one of the three options: a) by having accessible product/plan, b) equally effective alternative access plan, a work around solution, and c) an individualized instructional plan for the student to enable him/her to be successful. CO is putting together a memo delineating the steps to make products accessible and Hanley further noted that ALEKS is eager to make their product maximally accessible.

Q: It is the case that the system that meets accessibility requirements is the one that gets selected?

A: yes, if they both meet instructor-defined objectives. The instructor needs to have a strong assessment / rationale for why the tool used was used rather than another.

Q: How to get DSS status ahead of time?

A: if faculty selects content early enough, DSS offices can figure out what accessibility tools are available to meet the student learning needs.

Q: If a student does not want to change their major if accommodations were not (or could not) be made (Student and DSS office were unable to achieve accommodation), what is the process. Or, more generally, what is the general procedure for accommodation?

A. Anticipate the need for accommodation.

Q. what happens if product does not meet accommodation?

A. if it is an otherwise “best” product, the CSU CO is developing procedures for determining when lack of accommodation within the product is ok (i.e., alternative individualized education plan).

Q. what happens with (1) early start? – what are the accessibility needs? And (2), more generally, what is the role of accommodation ability within the online initiative?

A. Early Start: campus based – CSU CO is hoping to create community of Early Start in Math faculty members to share ideas and solutions. The committee on Students with Disabilities met yesterday and ALEKS was discussed regarding its use in Early Start (as well as other discussion on online initiatives around accessibility).

Q. will procurement allow for campus purchase of ALEKS?

A. There is a “voluntary product accessibility template” (VPAT): if procurement person does not have a VPAT for the product, then the campus will endeavor to supply one.

Q. A student has a relationship with the local campus; early start is statewide (and required by all campuses)... thus is there a clear accessibility plan for early start as an initiative (statewide) as opposed to relying on their individual campus?

A. There is a statewide memo (or voluntary product accessibility template VPAT) to campuses by this Friday asking about accessibility plans around product decisions and describing the ability to adopt ALEKS.

## 8. Chancellor’s Office Liaison Report (Beverly Young)

### Item #1: “Courtesy Credentials”

COURTESY RECOMMENDATIONS: BARD COLLEGE in Bakersfield, a private college, is facing trouble with CCTC. BARD, without an approved program, offered stipends to their “credential program” candidates (English and Social Studies) through Federal and Resnick foundation funding and graduated 17, all of whom are currently employed in school districts in Bakersfield. These 17 BARD college program completers have the option to complete: a) an intern program to expedite the credential completion process or b) an early completer option with TPA passage on the first try. Young spoke with Mary Sandy—re: what to do with these students. Emergency permits are still available in state.

As background, it was mentioned that, in general, the institutional program approval process by CCTC includes two step process -- first a pre-conditional approval that the program meets the preconditions & general standards and then an approval of the institutional program response to these standards by the committee on accreditation. The credential is both subject matter and professional experience. Surprisingly, a “courtesy evaluation” can apply to the full certification rather than only a portion of the certification.

**APEP ACTION: The CSU should ?strongly advise? campuses not execute full credential “courtesy credential” recommendations (without CO sign-off?) nor should it do subject matter “courtesy evaluations” (possibly with the caveat “for students who have graduated within 5 years” for this later element).**

< **Chong, Davis, & Young** >: CHONG WILL DRAFT RESOLUTION on this FOR JANUARY or MARCH MTG; Young is scheduled to meet with the CSU College Deans next week and she will provide results of the meeting to Chong.

### Item #2: Charter Schools

Discussion about the differential needs that charter and public schools need to meet (as compared to their differential funding models). Ed Nelson—head of Social Science Research at CSU--is examining at charter schools funding

### Item #3: EAP

Smarter Balance assessment consortium (A K-12 directed project on computer-adaptive assessment systems; managed by WestEd, with the CSU as a managing partner). With current requirement we add 15 items to Math and English (45 questions each) for the EAP. The CSU (smarter balance coalition) is working to ensure that our (CA) standards are in the college readiness standards. The “extra” fifteen items address items that were not included in the normal assessment. We (CSU) pay extra to ETS to grade these extra

questions – the hope is to incorporate our standards into the nominal test thus will no longer need to push out the “extra” questions. It is envisioned that we (CSU) may be able to incorporate these standards into the assessment. In Math we (CSU) added algebra; in English we (CSU) focused on expository writing and academic text to add into the EAP. This could eliminate this role for ETS.

Note that the CSU assessment is largely aligned with K-12 standards. The Common Core standards are better aligned with CSU expectations; The alignment in English is better than alignment in Math. The assessment is in place for 2014 but the standards will not be available until 2016.

#### Item #4: ERWC

ERWC “conditional” status (LA unified) – conditional status will go statewide next year. We granted conditional status to those with proficient or above on the CST. Next week ERWC teachers and course-developers will meet to discuss where it would be appropriate to have the criterion for conditional status. The English Council is working with this group and is supportive of the work.

ERWC is being tested at Long Beach; worked with ETS to determine what the appropriate score is and will discuss with Long Beach folks as to what level of proficiency students need to demonstrate to bypass remedial writing. English Council and Math Council—wants “B” or better but all other courses are “C or better”.

#### Item #5: ERWC-like Math Course

A task force has been convened. Issues include the low math-taking rate in high school. High school seniors don't want to and do not take 12<sup>th</sup> grade math. This is generally problem with Algebra II. In math, the issue is not that there is “new” content (as it is in English); rather it is that the Algebra 2 content was not sufficiently achieved. The goal is not to repeat Algebra 2 but rather to find an alternative that leads to proficiency in math. Finite math and/or Statway type model for course. A Finite Math course was developed by Long Beach District—CSU folks will be examining the text and pilot it possibly next year. Senate nominated faculty reps for EAP Advisory Comm & EPT math task force. Van Selst reminded that APEP's resolution on EAP Advisory (chaired by Jim Rosser) asking the committee to meet.

## 8. ASCSU Executive Committee Liaison Reports (Christine Miller)

- a. Within-district lobbying is a likely future direction for ASCSU lobbying efforts.
- b. Nominations to EAP advisory and EPT committees were solicited.
- c. SB 1440 implementation – Jim Postma will discuss in chair report. CSU is up at 90% approval for TMCs (low of 60%). Communications has begun to try to move campuses from “no” to “yes” on SB1440 implementation (or to be very clear as to why the “no” status exists). There are temptations to go to local CCC & CSUs. Some CCCs and some CSUs are less receptive to collaboration than ideal. The discussion has moved to the discussion of what compliance means – seems to be that so long as one concentration/focus within the major qualifies, the TMC can be deemed valid as transfer for that degree (i.e., at least one option for transfer is tenable).
- d. AI: unlikely to come up as a major issue for the SB 1440 committee now that it has been firmly placed at the campus level.

- e. One unit as Early Start (start) for tracking is not supposed to indicate full remediation; rather that remedial work has started. There is a range of offerings provided; quality may be varied.
- f. Online: implication seems to be that online programs can provide support for smaller degree programs to be offered where they might not otherwise be possible (i.e., with some off-campus offerings). In the issue of Online Education, where there is not faculty buy-in, the implementation and success tends to be impoverished or of lower than ideal quality. Union and workload issues seem to be confounded with various proposals for online education. There are inconsistent messages from different individuals at the same and different levels of governance.

## 9. EAP

- a. From prior minutes *“Davis has been asked to draft a one-page summary/request asking ASCSU executive to request that the EAP Committee meet (requesting info including who is involved, what the charge is for the committee; Davis will consult with Kaiser so as to include appropriate background information shared with APEP at this meeting). The request will ultimately be to Eric Forbes to convene a meeting and to report back to APEP. Agendize for November APEP. [ACTION]”*
- b. At the *Intersegmental Coordinating Council (ICC)* the attachment *“Reporting out on the Progress on the Early Assessment Program (EAP)”* was presented (attachment 1 to these minutes)
- c. There was no APEP action on these items at the November meeting.

## 10. ELM/EPT Testing

### 11. Early Reading and Writing Course (ERWC) and “math-type” ERWC

- a. From prior minutes *“Action item [Van Selst]: ask Gubernat if can English competency (i.e., out of conditional status) can be met with a non-AP, non-IB, non-ERWC course (i.e., a one-off course and/or non-CSU trained instructor).”*
- b. See 8 “ITEM #3”, “ITEM #4”

### 12. Early Start

- a. From prior minutes *“For Marsha Hirano-Nakamishi’s informational presentation in November, APEP would like to know which campus use (entirely or partially) online Early Start approaches and which showed more and less successful evidence across various modalities and approaches? As context, it was presented to APEP that online success rates appear to be fairly low. [Action: Van Selst (to the attention of Marsha)]”*
- b. **Marsha Hirano-Nakanishi. Assistant Vice Chancellor, Academic Research presentation on Assessment (11:15 time certain)**

Note that there was a DRAFT document (distributed to committee, available from Marsha) – DRAFT plans for monitoring tracking and assessing early start – presented to committee for referral during the discussion which is not included in these minutes.

There is a concurrent request for campus data-sets/projects that examine effectiveness/timeliness of remediation; The intention is to get early indicators in English and Math. We want to see golden four completed before transfer (and SB1440 students with all of GE). It would seem reasonable to expect the same timeliness milestones for our own students.

Tracking early start effectiveness is hard in that currently only the start of early start is being tracked – the actual remediation status may not be clear.

- i. Early Start baseline info available at <http://www.asd.calstate.edu/performance/proficiency.shtml>
- ii. **Buckley** reiterated the importance of collecting and analyzing data on the impact (benefits) of Early Start. Suggestions about collecting the comparison data to ascertain whether students graduate faster as a result of participation in the Early Start?
- iii. **Hirano-Nakanishi** mentioned that the last time CSU offered summer bridge programs was in the 80s; she will look at summer program data. She's created a template campuses can use to provide data on who participated in Early Start and etc. She also indicated that STATWAY will also be included as one of the many strands in this template.
- iv. **Kaiser**—raised issues of scalability; will CCC (California Community College) transfer students do some remediation at their CCC?
- v. CPEC issue in data handling: **Hirano-Nakanishi** mentioned that the government has decided that CPEC data can be given to K-12; however, K-12 runs their data using TEAL and outsource everything. CSU is requesting CPEC to give CSU student data back to the CSU; CSU will host it at another site (Corporation for Education Network Initiative in California CENIC). CSU looking at ways of maintaining CPEC data and examining ways to simplify maintaining and exchanging data with simpler and more efficient protocols.
- vi. State Student identifiers (SSIDs): no school districts are mandated to provide SSIDs to IHEs; SB 1440 students at CCCs enter their own data; (see handout)
- vii. Under Complete College of America (CCA), -- CSU is collecting first 2 years (fall 2008 and fall 2009) of first-time freshman cohort data to examine a) retention to 2<sup>nd</sup> term; b) 1<sup>st</sup> year retention; c) 2<sup>nd</sup> year retention; d) completion of devel Engl/math; e) completion of GE engl/GE math; f) BA credits earned 1<sup>st</sup> year; g) BA credits earned 2<sup>nd</sup> year; h) graduation at 4 yr, 5yr, 6yrs; and i) still enrolled at 6 years.

Q: Early start goals are: (1) remediate earlier (2) free up seats such that other courses (university level work) can be taught. Are we assessing whether we are meeting these goals? Note that there is a difference between assessment of REMEDIATION (efforts as a whole) and assessment of the additional work and the goals of EARLY START per se.

A: The system is trying to address multiple concerns. EAP (e.g., conditional status) is trying to work on remediation well before students are in the system. Early start is to try to push remediation early. Remediation efforts as a whole also need to be assessed – noting the challenges (breadth, competencies, differences in expectations for output capabilities, etc.). An example of assessment beyond Early Start includes examination of the impact of STATWAY.

Q: Historically, we've looked at assessing remediation as whether remediation opportunities were offered, but not on the consequences.

A: the system is trying to do outcomes assessment (now). There are challenges.

Q: What data would be useful? Overall surface level (global across the system) may be too diffuse. Idiosyncratic approaches may not reveal sufficient data to provide useful advice.

MHN: Parallel letters from each of the educational systems in CA were provided to CPEC to ask that existing CPEC data be moved in its entirety to a neutral secure site (CENIC). This has happened. The CSU (and others) are working on cleaning up the comparability of the datasets for the future (and thus serve both the needs of the educational institutions and government).

### **C. ERIC FORBES**

There is an early start “smart page” (the tool that all students will use to track their early start requirement) that was discussed in a handout from Eric (not included in these minutes). A prototype of the specifications will be distributed in early January. The idea is to hold students from enrollment in the local campus if they do not meet “early start” requirement and/or the student has not been approved on the campus for the exemption committee (some are statewide exemptions – e.g. international student, late admit, etc.). There are concerns that legal entitlements for “fully admissible” students may be violated for students who are denied entry for lack of early start (it is envisioned that the opportunity to appeal status will suffice to meet this additional requirement).

There will be a meta-list of all early start classes published such that students can search for all offerings across the state.

Campus Early Start web-pages are beginning to emerge.

Social media (e.g., facebook) use is being considered as a means to advertise the options and timelines around Early Start.

Q: We discussed (with Marsha) the need for assessment of both early start and remediation as a whole. What is the plan to use such assessments – the reason for early start was to (a) reduce time for remediation (b) open up seats otherwise occupied by teaching courses to bring students to proficiency.

Q: At least for developmental math, disability status will lead to exemption for early start requirements.

Q: We can point to excellent examples in online education, what are we doing to ensure that our offerings will meet these high quality standards.

- d. From prior minutes “APEP would like to have an APEP representative on Early Start Committee (per APEP charge) [Action: Van Selst (to ASCSU executive)”
  - i. This was brought to the attention of the executive committee
- e. We need disability status to be defined and accommodated at Early Start; The underlying critical issue is that the instructional mechanisms needs to be compliant BEFORE the need is identified for particular students.

### **13. Career Technical Education**

- a. From prior minutes “Action [Van Selst]: Follow up with Eric Forbes.”
- b. No APEP action at the NOV meeting.

### **14. Teacher Credentialing**

- a. From prior minutes “Action [Van Selst]: Request APEP representative to teacher credentialing (completed and appointed)” – resolution is that Sandra Chong will track CCTC for APEP.

## 15. SB1440

- a. No reporter was available during the October interim meeting (Neither Jim Postma nor Eric Forbes was available in October)
- b. From prior minutes: “Concerns were mentioned about the inclusion of Social work as a SB 1440 discipline were presented (not a transferable degree program), it was suggested that individual participating CSU faculty be contacted and made aware of these concerns [Action: Kaiser to follow up with relevant CSU / FDRG faculty]”
- d. From prior minutes “APEP would like to have an APEP representative on SB 1440 Committee (per APEP charge) [Action: Van Selst (to ASCSU executive)]”
- e. **ERIC FORBES**

BoT updates to “similarhood;” -- 90% acceptance overall (low of 60%). Current CSU status is to ask the campuses to re-examine the CSU “no” responses.

Admission issues: (five page detail memo) management of SB 1440 special admissions. CCC do not track students in a manner analogous to the CSU. Both swirl and student loan requirements can lead to “extra” units.

High unit majors are not yet “on the table” – these groups may be able to find commonality.

## 16. Ed.D. Programs

- a. Executive Committee referred consideration of a global doctoral oversight group to AA, consideration of inclusion of Ed.D. to be considered by APEP;
- b. Ed.D.: There are 3 committees related to Ed.D.; one includes stakeholders outside of CSUs; one is all internal to the CSUs; and one is for faculty reviewers for program proposals. APEP’s position is that there is no further need for a standing faculty review committee and that the external and internal group should meet as one. APEP should hold a role in Ed.D.s separate from the role of AA for the DNP and DPT. These perspectives were endorsed by Young.
- c. Note resolution for NOVEMBER 2011 Plenary (AA/APEP) on *advice and guidance for CSU doctoral programs*

## 17. ASCSU Proactive Strategic Planning Actions (re: A2E)

## 18. Board of Trustee Agendas & Actions

## 19. Adjournment

## **Attachment (#1) to APEP minutes for November 2011.**

### **Reporting out on the Early Assessment Program (EAP) as reported to the Intersegmental Coordinating Council (courtesy of Chris Miller for the communication and Carolina Cardenas for the presentation)**

Carolina Cardenas of the CSU gave a progress report to those assembled. The elements of the report included: the history of EAP was summarized; principles of program development were outlined; purposes of EAP were outlined; delineation of pathways based on test results were presented; the ways in which CSU supports high schools and students in achieving proficiency were mentioned; the relationship between EAP and Early Start was articulated; web resources were highlighted; ERWC was explained, and student performance results were presented; EAP participation rates were noted, and college readiness rates were identified; future directions for EAP were outlined (e.g., pilot programs to establish an EAP English Conditional designation, a middle school ERWC course, and a math course).

A backward mapping study linking EAP results to performance on the California Standards Test in 4th grade was done; results indicate that students had to score "advanced" on the 4th grade test in order to achieve EAP success. A link to the study will be provided to the ICC Executive Director.

#### **Further (from Carolina Cardenas via Christine Miller):**

Thank you for inviting me to provide a progress report to the ICC on EAP. Attached is the ppt. presentation I used and below is the link I referenced in the backward mapping to 4th grade. Hope it is useful.

[http://edresults.org/ccag/eap/EAP\\_CST\\_Backward\\_Mapping\\_09.pdf](http://edresults.org/ccag/eap/EAP_CST_Backward_Mapping_09.pdf)

This other link is not something I mentioned but the same group (Educational Partnership) did a study on best practices of EAP in case anyone is interested. The Educational Partnership has also developed a robust website for schools to look up their results on compare them with CST information. I also included that link below.

[http://edresults.org/ccag/eap/EAP\\_Best\\_Practice\\_Study\\_ERP.pdf](http://edresults.org/ccag/eap/EAP_Best_Practice_Study_ERP.pdf)

<http://edresults.org/ccag/eap/> (This site allows the user to look up EAP results of schools within each CSU or CCC region.)

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