The Academic Preparation and Education Programs (APEP) Committee
Minutes
Teleconference
Friday, April 19, 2013
10:00 AM – 1:00 PM

Members Present: Bob Buckley (Sacramento), John Tarjan, (Bakersfield), Sandra Chong (Northridge), Kathleen Kaiser (Chico), Kimberly King (Los Angeles), J. Ken Nishita (Monterey Bay), Steven Stepanek, (Northridge),

Visitors: AVC Eric Forbes (CO), Dir. Ken O’Donnell (CO), Zee Cline (CO), Glen Brodowsky (Executive Committee)

1. Chair Buckley welcomed the committee at 10:00. Several members encountered new problems with the Elluminate application that were overcome.

2. The agenda was approved with the addition of potential commendations related to Smarter Balanced and the NGSS Bechel Task Force.

3. The minutes of the March meeting are pending additional editing.

4. Extended Executive Committee Report
   a. John Tarjan will not return to the Senate next year.
   b. Are searching for a part-time Senate office worker to replace Sharon.
   c. MOOCs Task Force
      i. Remedial courses do not seem effective at all in this modality
      ii. Eudacity did not provide a very convincing presentation
      iii. President Quayomi of SJSU did not feel the work to date with faculty was as productive as it could be.
      iv. The Executive Committee is considering inviting Pres. Quayomi and the President of Eudacity to speak at our next plenary.
   d. Discussed lobby day.
      i. It is ineffective for us not to coordinate with other CSU groups more closely.
      ii. Lobby Day and other legislative activities would be more effective if we had more information about members and pending legislation.
      iii. Members and staff were very interested in whether we had positions on particular bills. Unfortunately we did not.

5. Eric Forbes Report
   a. ASSIST
      i. The lack of a board/meetings of the steering committee raises an issue of adequate faculty/other constituent involvement in decision-making.
      ii. ASSIST will become more important as more on-line, etc. courses are being used to fulfill CSU requirements.
   b. Chancellor’s memo on student success, course redesign.
      i. All campuses will be eligible to participate in the RFP process for $10M; only campuses not receiving additional enrollment allocation will be eligible for $7.5M
      ii. There is concern about support for student success (automated scheduling,
There are many “bolt-on” programs that work with PeopleSoft to offer these services. Unfortunately, many campuses have had to cut back on advising.

iii. The faculty expressed concern about the push to reduce quality to increase student pass rates and decrease time to graduation.

c. We have denied access to 25,000 eligible students for each of the past two years. We are attempting to increase capacity through faster progress to degree.

d. The Presidents will be reviewing all enrollment policies over the next year including impaction, incentives tied to enrollment, etc. Intercampus enrollments, etc. all need to be looked at.

e. Enrollment issues are politically charged in all venues, including on the Board.

f. On May 17th we will unveil our new ERWC curriculum that is closely aligned with the Common Core.

g. Many districts are already doing professional development around the Common Core. We are working on EAP scores.

h. We are struggling with defining “college readiness.” This is a major focus. We want to get good information into the schools about this. The CSU is in a unique position to do this.

v. It will be difficult to get a nationwide agreement on “cut scores.”

vi. There is concern about the performance of English learners on the exams since they are so weighted towards English fluency and usage.

vii. There is concern about the “high stakes” impact of this testing.

viii. A major focus of this movement is college/career readiness. There is hope that it will result in a much lower rate of needed remediation.

6. There was a discussion of better working relationships between the CO/administration and faculty across the system.

   a. Discussed

8. Zee Cline Report
   a. Smarted Balanced /Common Core
      i. Will be testing students on a trial basis in May.
      ii. There will be more testing next year.
      iii. We are working on EAP scores.
      iv. We are struggling with defining “college readiness.” This is a major focus. We want to get good information into the schools about this. The CSU is in a unique position to do this.
      v. It will be difficult to get a nationwide agreement on “cut scores.”
      vi. There is concern about the performance of English learners on the exams since they are so weighted towards English fluency and usage.
      vii. There is concern about the “high stakes” impact of this testing.
      viii. A major focus of this movement is college/career readiness. There is hope that it will result in a much lower rate of needed remediation.
   b. Next year’s agenda
      i. EPT/ELM
      ii. Early Start
      iii. Preparation of new teachers to deliver Common Core
      iv. Setting cut-off scores/interpreting scores

9. NGSS/Bechtel Grant
   a. John Tarjan gave an overview of this effort to bring science and education faculty together to develop both K-12 and science education curricula and train teachers to incorporate the more integrated Next Generation Science Standards for K-6 and K-12 teachers.
   b. He will draft a resolution with Jim Postma commending and supporting this effort.

10. Glen Brodowskly—Executive Committee Liaison
a. The committee was concerned about the lack of emphasis on quality the recent White memorandum and other initiatives see to have.
b. We could increase “throughput” and decrease failures and still not serve our students well by decreasing quality and preparation for career and life success.

11. Chancellor White’s “Reduction Bottlenecks and Improving Student Success” Memorandum
a. Seems to imply that if students are not doing well in courses, it is the curriculum or pedagogy that is at fault. Do we have evidence that this is true?
b. We have cut student services including tutoring. We admit underprepared students. Our students work many hours and take many units. Are these factors? More research is needed.

12. Santa Barbara City College Experiment
a. GEAC approved a 3 year experiment where SBCC transfers could fulfill the lower-division GE curriculum in 35 units by infusing oral communication and the Area E integrated approach throughout the curriculum.
b. We may see increasing pressure to focus more on demonstrated outcomes rather than unit completion.

13. Recommendations for next year’s APEP committee—Bob and the committee will work on this.

14. The meeting was adjourned at