Called to Order at 11:00 am by Chair Denise Fleming

Present: Denise Fleming, Chair (East Bay), David Barsky, Vice Chair (San Marcos), Kevin Baaske (Los Angeles), Glen Brodowsky (San Marcos), Sandra Chong (Northridge), J. Ken Nishita (Monterey Bay)

Liaisons: Julie Chisholm (Maritime Academy), Executive Committee Liaison Eric Forbes, Associate Vice Chancellor for Student Academic Support

1. Agenda. Motion to approve with the addition of a time certain liaison report from Eric Forbes. (Brodowsky/Barsky). Approved by general consent.

2. Minutes of November 4, 2014. Kathy Kaiser has requested that two items in her liaison assignment reports be clarified; Vice Chair Barsky will incorporate the suggested language into the minutes. With this understanding, the minutes were approved by general consent. Following past practice, committee members were asked to submit requests for any additional changes within the next week to Chair Fleming and Vice-Chair Barsky by email. [No subsequent requests submitted.]

3. Chair’s Report.
   o ERWC (Expository Reading and Writing Course) issues. Chair Fleming reported that the issue of which grade (B or C) in an ERWC should be used to assign conditional proficient status in English is more complicated than originally thought. There are some members of the English Council who believe that this course is not a valid measure of proficiency.
   o Eric Forbes will be joining us to discuss a proposed change in Early Start.
   o January Social at the Academic Senate Plenary: We are waiting to hear back from the Chair of the Academic Affairs committee about sharing hosting responsibilities.
   o ACT recommendations: APEP received a set of policy recommendations yesterday from ACT via committee Chair Fleming and Senate Chair Filling. APEP members are asked to review these, as they will be on the agenda for the January meeting.

4. Early Start. Vice Chair Barsky provided an overview of the issue before Associate Vice Chancellor Forbes joined the conference call. At the November APEP meeting, we learned the cut-off scores for Achievement Level Descriptors (ALD) on the Smarter Balanced Assessment (SBA). Now that the ALD have been set, the results from an SBA field test conducted last Spring allowed the CSU to predict
the effects on 11th grade proficiency testing. In English, the percentage of 11th graders who are not college ready is expected to remain about the same (approximately 60%), but the balance between proficient and conditionally proficient will change (with the percentage of proficient students dropping by a half, and the percentage of conditionally proficient students doubling). In mathematics, the numbers look even worse, with the number of students who are not college ready increasing from 40-50% to over two-thirds; but this may be explained in part by students in the field test who are not heading to the CSU (as these students are more likely to not be high achieving in mathematics). Especially in English, it appears that there will be many more students headed to the CSU who will enter their senior year in high school as Conditionally Proficient in English.

AVC Forbes joined the call and shared that we are in a transitional period in terms of high school testing and that preliminary results suggest that we should expect more students than in the past who are “conditionally-ready” at the end of 11th grade (and, in the case of mathematics, more students who are “not college-ready”). The CSU wants to get ahead of this and is working with high schools to help them place students in the right courses. The guiding philosophy is that we want to give students multiple routes by which they can demonstrate that they are college-ready. For students who score at the “Conditionally Proficient” level on what was the EAP (being replaced by the Smarter Balanced assessment), there have always been two possibilities:

• Take the right courses in the senior year and pass them, and/or
• Take the EPT and/or the ELM exam and pass them.

A new third option being proposed is:

• Successfully participate in Early Start to fulfill the condition.

Making this third option available now will benefit students who want to show that they are college-ready and who have not yet demonstrated it via the first two routes by the end of their senior years.

AVC answered questions from APEP members about:

• The increased reach of the Smarter Balanced assessment. Every high school student in California will be taking the Smarter Balanced assessment, whereas the old “bolt-on” EAP was not taken by all high school students, or even by all students intending to go to the CSU. This adds considerable uncertainty to the projections because (especially in the mathematics exam) the lower scores on the field-test may be due mostly to students who will not be in the CSU applicant pool.

• Clarification of which exams are/were given when. The CST was last offered to 11th graders in Spring 2013. Even though the CST was not offered in Spring 2014, the CSU was successful in getting over 330,000 11th graders to take the EAP (down from over 380,000 in 2013). A field-test of Smarter Balanced was conducted in 2014; the students taking this test were representative of the entire high school population, which is not
the same as the population of students who would be applying to four-year IHEs. The first real administration of the Smarter Balanced assessment to 11th graders will be in Spring 2015 (to students who will represent the incoming first-year class in Fall 2016).

- Courses that students who are conditionally proficient in English can take to clear the proficiency requirement:
  - Expository Reading and Writing Courses (ERWC)
  - International Baccalaureate (IB) English
  - Advanced Placement (AP) Language and Composition
  - Advanced Placement (AP) Literature and Composition
  - Any extra-weighted Honors English course

Chair Fleming shared APEP concerns regarding the ERWC courses:
- These courses are not available to all students who would benefit from taking them.
- Some high schools may be labeling courses as ERWC without containing all of the ERWC modules. This is a pressing issue as the ERWC curriculum has recently been revised. How much quality control is the CSU doing?
- APEP is especially concerned about the cut-off grade for establishing proficiency having been changed at the Chancellor’s Office from a B to a C. AVC Forbes stared that he would bring the first two issues to the attention of AVC Young, who is responsible for ERWC. In the ensuing discussion about where to establish the cut-off for college-readiness in English, AVC Forbes was asked to provide APEP with data supporting the decision to set the cut-off at a C.

After AVC Forbes left the conference call, discussion continued on two major points:
- APEP wants to see data on how ERWC grades are correlated with student readiness in English. Rather than drafting a resolution and bringing this to the full Senate, APEP suggested that Chair Fleming follow-up with AVC Forbes to express that APEP was serious in its request for this data.
- APEP supported the plan to allow Conditionally Proficient students to clear their proficiency requirements by participating in Early Start in the summer between completing high school and attending the CSU.

5. **Liaison Reports.**
   a. Sandra Chong:
      i. Bechtel. The work group just had a phone conference and webinar regarding the elaborate rubric that will be used to for reviewing the proposals that are due on December 5. The review is scheduled to begin on December 12.
      ii. California Academic Partnership (CAP). An RFP is currently being drafted to go out in early February for approximately $800K.
   b. David Barsky:
i. Early Start Implementation Committee. The committee met yesterday. The most important issue discussed there, and shared by AVC Forbes during his report to APEP today, was that there may be many more conditionally proficient students headed to the CSU and Early Start might present a route for some of those students to move from conditional proficiency to full proficiency. The implementation committee unanimously supported this proposal, and suggested that AVC Forbes make a presentation to APEP at its meeting today.

6. Executive Committee Liaison Report by Senator Julie Chisholm:
   • Executive Committee has been discussing the 120/180 unit issue, and will be querying individual campuses to understand both the impact that this is having on the campuses and the processes that have been used there to either get programs down to 120/180 units or to file petitions asking to remain above that level. This query should go out next week. Executive Committee wants to understand whether there are any trends in how campuses have been addressing this issue.
   • Chair Filling will be checking with Chancellor White about the Presidential Review process and whether there have been any changes in this process.
   • One of the two Chancellor’s Office searches is currently “on hold.”
   • Executive Committee will be visiting the Capital in January.
   • Executive Committee is scheduling a meeting with the Chancellor for January.
   • The Academic Conference Planning Team is meeting to discuss “takeaways” from this conference.
   • The Faculty-to-Faculty newsletter has been finished and is currently being “processed.” It should be on the Academic Senate website within a week.
   • The course modality task force met this week. This task force developed modality definitions that are compatible with the ones in last years Senate resolution on course modalities.

7. Adjournment. APEP adjourned at 12:09 pm, Friday, December 5.

Respectfully submitted,
David Barsky, Vice Chair, APEP