The Academic Preparation and Education Programs (APEP) Committee
Minutes
Wednesday, November 7th 2012
Chancellor’s Office, Room 510
11:00 AM – 4:30 PM
Thursday, November 8th 2012
8:30-10:00

Members Present: Bob Buckley (Sacramento), John Tarjan, (Bakersfield), Jacinta Amaral, (Fresno), Sandra Chong (Northridge), Andreas Gebauer (Bakersfield), 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), Carolina Cardenas (CO), Zee Cline (CO)

1. Chair Buckley welcomed the group and convened the meeting at 11:10am.

2. The agenda was approved.

3. Extended Executive Committee Report
   a. Committee response to request for issues and ways to work with our new Chancellor.
      1) We need to explain the structure of our Senate.
      2) There are many reasons to emulate shared governance in the UC.
      3) As a Senate, we need to be more involved in offering solutions, not just reacting to potential solutions.
      4) Intellectual property issues are often very different.
      5) We need to find a way to share information before decisions are taken.
      6) The system has 23 campuses with different needs and perspectives. “One size fits all” policies are often not optimally effective.
      7) We are the most diverse system with the most Pell grants.
      8) We should be positive in attitude moving forward.
      9) We ARE very successful regarding underserved students. Let’s avoid policies that do not support that success.
   b. There are a number of continuing concerns about Cal State online.
      1) Governance
      2) Interface with Extended Universities
      3) There may be “scope creep” (including 1st two years coursework, etc.)
      4) Uncertainty about planning and the lack of buy-in by all campuses

4. The October 13 meeting minutes were approved with an addition to the attendance list.
5. Early Start was discussed.
   a. Campuses are moving towards “stretch” programs in English. There is campus based interest in requesting discontinuance of Early Start English remediation for campuses with stretch courses.
   b. GEAC had a report, with assessment data, on STATWAY. There has been some very promising results in terms of persistence, attitudes, and performance for these students. This approach involves a type of a “stretch” course in math. Some algebra topics may be deleted.
      1) APEP would like to invite speakers to our next meeting to address the role of algebra in student preparation and as a prerequisite for B4 GE courses.
6. Potential Committee Recommendations
   a. Support for SciGETC Pathway in CSU GE Breadth and IGETC—John Tarjan will draft a resolution for first reading to be co-sponsored by AA.
   b. Importance of Considering the Unique Characteristics of the CSU Student Body in Making Policy Decisions (Kimberly and Bob)
      1) There are concerns that recent CO initiated policy proposals aimed at changing student behavior have been made without data/evidence that represent the variety of circumstances and conditions that determine students behavior as well as the differences in student populations within campuses and between campuses.
      2) When we look at proposed motivator of student success, we (the CSU) need to pay attention to the economic/social circumstances of our students.
   c. Initiatives to encourage the development of STEM pathways to specific CSU Campuses
      1) The intent of the effort was discussed at length. Folks working on SB 1440 worry that such a pathway (that would not carry SB 1440 guarantees) would be counterproductive.
      2) The committee will discuss this item with Jim Postma at a future meeting.
   d. Establishment of a Uniform Set of Academic Standards for the Inclusion of High School Career Technical Courses (CTE) in Area g of the CSU a-g Admissions Standards (John and Andreas will draft a first reading resolution)
      1) ASCSU will need faculty involved in developing the CTE criteria.
      2) Efforts by the Ca. Department of Education are not a substitute for the legislative mandate give to ASCSU.
      3) Copies of the resolution will be sent to BOT, BOARS, AAC, State Superintendent
   e. Assessment of Early Start Programs—carried over.
      1) Bob will draft a letter to the CO staff containing suggestions for the type of data that would be useful in assessing the effectiveness of Early Start.
   f. Support for the State’s Adoption of the “Common Core” Curriculum
      1) Bob will draft a letter encouraging further meetings of the math faculty to discuss preparation of teachers to implement the Common Core.
      2) No resolution will be developed at this time.

7. Zee Cline (representing Beverly Young) Report
   a. Zee gave an overview of efforts to improve STEM education across the state.
   b. Common Core and Smarter Balance Assessment Plan (there was extensive conversation of the state’s adoption of the Common Core for K-12)
      1) In association with CSU Ed schools/colleges and UC and private colleagues there was a discussion about the curricular changes needed to implement common core.
      2) Teachers are used to getting the same information on every student. Smarter Balance tailors the test to individual students. Teachers will need help in teaching students with this curriculum and utilizing the test scores. The tests are interactive, moving students either to harder or easier questions to more accurately gauge mastery of skills and concepts.
      3) Taking tests electronically may pose issues in and of itself.
      4) The math problems in K-12 often require much less time to complete than those posed in college, leading students to be ill-prepared for problem solving in college.
      5) Several groups are attempting to get education faculty together to decide how best to prepare teachers to implement the Common Core curriculum.
      6) There is concern from some that a very good Common Core curriculum will be resisted because of ineffective planning from CDE for implementation.
      7) There is also concern that premature assessment of the Common Core will lead us to reject it before it has had a chance to show positive results.
      8) We hope to have math faculty work with us to find ways to interpret Smarter Balance scores to
judge college readiness.
9) There is a need to convene CSU faculty to discuss ways to prepare our students to implement the Common Core curriculum.
10) The state may need significant in-service training to assist current teachers in implementing the Common Core. Some districts may not have the resources to effectively provide this type of training.
11) ICAS Competency Standards
   a) They are used for professional development.
   b) They contain the collective wisdom of skills/knowledge expected of entering students.
   c) ICAS would like to have the statements updated.

   a. Graduation Initiative discussion points
      1) Are we trying to push out some underserved students to make room for other underserved students who may have similar issues?
      2) We are seeking outside funding to provide better degree audit and courses scheduling on the campuses to help facilitate student success.
      3) The Northridge system (MAPS) has degree audit, degree roadmap, and suggested current term course schedule functions. It is considered exemplary.
      4) Originally, the Chancellor and Presidents committed to ambitious goals. We are now including the campuses, faculty, etc. to explore ways to support student success. We have visited the campuses and sent campus teams to workshops to garner ideas to support student success.
      5) Course availability is a large barrier to timely graduation.
      6) The federal methodology for determining student success (graduating in 6 years) does not seem very appropriate for the CSU.
      7) Several of our campuses have such low grad rates that their eligibility for Cal Grants, and probably even accreditation are jeopardized.
   b. Compass
      1) There will be a Compass Project conference in March where campuses will present their cooperative (with CCC) projects.
      2) We are often constrained by the credit unit structure. It makes it more difficult to focus on, and give credit for, learning.
      3) There may be ways to link courses thematically and focus on outcomes while at the same time allowing students to fulfill “extra” GE or other learning outcomes.
   c. STEM Majors
      1) Student preparation is the biggest factor in student success.
      2) We lose many highly qualified students to other states/universities because of budgetary problems leading to insufficient course offerings.
   d. 1440/STAR Act
      1) More campuses are approving degrees as “similar.” There are more AA degrees being approved that dovetail with CSU majors.
      2) There are 2 oversight committees with overlapping functions. It may be advisable to merge these groups.
      3) Impaction has affected the success of the project. Further assessment of these impacts are necessary.
      4) The current guarantee: Students are only guaranteed admissions to a similar program somewhere in the CSU.
   a. Early Start
      1) An extensive report on participation and outcomes of the program from summer 2012 was shared.
      2) The program was mandatory for all students needed remediation in math and for students scoring in the bottom quartile in English proficiency.
      3) Significant numbers of students were successfully remediated in math courses having either 0, 1, 2, 3, or 4 units earned.
      4) Anecdotal feedback: some of the math faculty seemed to feel Early Start was successful and reported enjoying the early contact with students during the summer.
      5) There is a feeling that the emphasis should not be on “starting” remediation during the summer but rather on moving towards completion.
      6) It appears that the math courses with more units were more effective for the students.
      7) Credit will only be given to students who make progress in the courses in the future.
      8) High school counselors seem very positive about Early Start—it gives them ammunition to convince students to take math and composition in HS.
   b. CTE
      1) Title 5 has been amended to allow CSU-only CTE courses in area g.
      2) CDE (CA Department of Education) has discussed standards in a variety of CTE areas with faculty from Sacramento, Pomona, Fresno, Chico, and SDSU. The UC is working on some HS standards and looking for some CSU faculty to be involved. There seems to be a disconnect between the Senate and the appointment/involvement of faculty.
      3) We are hopeful that the CSU will be able to review HS courses that have been rejected by the UC to see if they would be appropriate for the CSU “g” list. The UC works with HSs to see if courses can be amended to meet their criteria.
      4) The UC will maintain an a-g list that has a subsection of g CTE courses that will only apply for CSU admissions.
   c. New Fee Structure
      1) There is concern about the new fees proposals. They may assume causes of student behavior that are based upon incorrect assumptions and anecdotal explanations.
      2) The CO/Board views these fees as addressing issues of access. Students taking “excessive” units or attempting “extra” courses are taking spaces/opportunities away from other students. Again, it was noted that there has been no evidence presented that would inform decisions about how best to advise and work with these students.
      3) We need to do a better job of tracking and advising students, offering courses they need to progress, etc.

10. Committee Liaison Reports:
    a. Admissions Advisory Council
       1) There will be a meeting in January at CSU, Fullerton.
       2) There will be a joint meeting in May with BOARS to address CTE in a-g.
    b. California Academic Partnership Program (CAPP)
       1) There were meetings in July and November
       2) The MDTP is being used.
          a) Grants are being given to schools to implement.
          b) There will be approximately $1m in grant money available to schools (low-performing).
          c) The effectiveness of existing grant funding to schools is being examined.
          d) The MDTP will continue to be funding this academic year.
          e) The Director resigned.

11. The meeting was adjourned at 9:45 on Thursday