Called to Order at 11:00 am on Wednesday, September 2 by Chair Denise Fleming

Present: Denise Fleming, Chair (East Bay), David Barsky, Vice Chair (San Marcos), Mary Ann Creadon (Humboldt), Steven Frye (Bakersfield), Sue Holl (Sacramento), J. Ken Nishita (Monterey Bay), Ann Schulte (Chico), Mark Van Selst (Psychology), Sean Walker (Fullerton)

Liaisons:
- Jose Aguerrebere, Interim Assistant Vice Chancellor: Teacher Education and Public School Programs
- Eric Forbes, Associate Vice Chancellor for Student Academic Support
- Ed Sullivan, Assistant Vice Chancellor, Academic Research & Resources
- Chris Miller, Executive Committee Liaison

1. Approval of Agenda. (Holl/Walker) Approved by general consent. Vice Chair Barsky was asked to check with the Senate office to make certain that the September and October minutes are correctly posted.


3. Chair’s Report.
   a. Report from Extended Executive Committee Report:
      - There are continued concerns about shared governance at both statewide level and at the level of individual campuses.
      - Campuses can apply for $50K grants to increase use of open educational resources (per AB 798).
      - The Financial Stability Model Task Force has been revised.
      - Chair Filling has attended CSU Advocacy Training
      - The temporary Proposition 30 sales tax increase is expiring (in 2016).
      - The CCC is “on the move.” Chancellor Bryce wants to change their accreditor from the WASC Junior Commission to the WASC Senior Commission.
      - Chair Filling reported on a visit to San Luis Obispo where students are especially concerned about the rising cost of textbooks.
4. **Liaison Report from Interim Assistant Vice Chancellor Jose Aguerrebere**

- AVC Aguerrebere has been interim in this position since July 1, but has not given up his prior portfolio. He characterized the past four months as “a never-ending listening tour” where his next stop will be attending a Deans of Education meeting tomorrow in Monterey Bay.

- He mentioned that he had attended a meeting yesterday on Early Childhood Education sponsored by the Simms-Mann Institute in Los Angeles. Eight CSU faculty have been named Simms-Mann Faculty Fellows, which exceeds the six that were originally planned. Chancellor’s Office coordinated the application process and 44 applications were received.
  - APC was curious about how the CSU decided to work with this institute (AVC Aguerrebere said that it was seen as a source of new knowledge).
  - APC suggested that it would be helpful, in the future, to bring such opportunities to the attention of APEP sooner because the committee might be able to help with making connections with CSU faculty expertise, and APEP might be able to provide a ‘heads-up’ on some of the issues associated with external organizations. It was shared that there are concerns in ASCSU about the motives of certain “philanthropic” organizations, and that shared governance calls for the Senate to be involved as early in the process as possible.

- One of the key items on the agenda of tomorrow’s Dean’s meeting has to do with reports of teacher shortages. AVC Aguerrebere wants to get a sense of whether there really is a shortage: Given that K-12 enrollments are declining statewide, can retirements really account for demand for teachers?
  - There is not good data on this issue currently available at the Chancellor’s Office. Joan Bissell has been working with Analytic Studies to resolve data discrepancies, and it appears that at least some of this can be traced back to coding issues at the campuses. Chair Fleming suggested that since campuses are required to submit data to CTC, that CTC could supply the desired data and metrics.
  - APC wondered about the extent to which teachers leave education all together or move into other fields (e.g., administration). It would be useful to know what is happening to teachers, disaggregated by the specific type of credential held.
  - Perhaps we should take a “National Clearinghouse” approach and see what happens to those applicants to CSU credential programs that we deny – do they go elsewhere for a credential, and if so, where?
  - Another important factor to keep in mind when assessing the need for teachers are various requirements such as maximum student-
to-faculty ratios allowed by law.

- AVC Aguerreberre shared his concern that, in haste to reduce class size, California school districts may have put too many teachers in the classroom who were not fully qualified. This led to a vigorous discussion of this issue.

5. **Liaison Report from Associate Vice Chancellor Forbes**

AVC Forbes was accompanied by Meredith Kelly (title unknown).

The main item of discussion was Early Start:

- AVC Forbes characterized Early Start as stable, but evolving. He anticipates some changes occurring in light of the Smarter Balanced assessment replacing the Early Assessment Program, and – even though Smarter Balanced scores are being processed, it will probably take a few years to understand fully exactly how this has changed determination of proficiency. EVC Forbes was asked if the CSU had access to the Smarter Balanced “library,” and replied that he would have to check with Carolina Cardenas.

- Early Start was originally focused on students with the greatest academic needs, but now more attention is being paid to those students who might not need as much assistance.

- In response to a question about data for campuses using Directed Self Placement (in English), EVC Forbes expressed confidence that – as long as the courses were coded correctly back at the campuses – everything was fine.

- EVC Forbes was asked about the status of a successor Executive Order to EO 1038 (and 665), and responded that he had a draft, but that it was not ready for “primetime.” One specific failing cited by EVC Forbes in the current arrangement is that, although the EOs, together, bring students to a level of proficiency early in their academic careers, there is nothing that currently compels students to then take English and mathematics courses while they are still prepared to take them.

- In answer to the question of how he would define “success” in Early Start, EVC Forbes responded that it takes many forms:
  - Completion of remediation;
  - Shortening remediation from a two-term requirement to a one-term requirement;
  - Getting students acclimated to a college campus (figuring out where “stuff” is);
  - Reducing the percentage of students who take their remediation at their destination campuses (if they are not local to that campus); and
  - Not having “walk-aways.”

- In a follow-up question about how Directed Self Placement factored into using ‘completing or reducing remediation’ as a success indicator, EVC Forbes suggested that perhaps the English Council needed to revisit how the English Placement Test (EPT) is being used since the “needs remediation”
designations are driven (in English) by EPT scores. An APEP member
responded that the English Council had actually been discussing whether the
system could stop using the EPT.

- APEP was directed to redirect several data questions to AVC Sullivan. For
  example:
  - How are students following Directed Self Placement recorded following
    Early Start?
  - Is there data specifically on how service students do in Early Start?
  - Can we look beyond success in the first course after early Start and look
    further downstream?

APEP also asked for an update on Degree Audit and other similar processes, the
connection to APEP being that if transfer coursework can be viewed more
quickly, it can get ‘counted’ and students won’t end up having to retake courses.

AVC Forbes informed APEP that:
- The Chancellor’s Office provided funding to some campuses that were
  improving advising processes.
- Degree Audit is now operational on 11 campuses that weren’t previously
  using it.
- Campuses have a need for planning software for students (like Smart
  Planner).
- Campus ‘readiness checks’ are now being conducted before the software is
  implemented on those campuses.
- College Scheduler is now running on all CSU campuses except for San Diego
  and San Luis Obispo (which are running their own software).
- The next upgrade for ASSIST has been delayed.

Related to the question of whether students who complete the Quantitative
Reasoning requirement could meet the Entry Level Mathematics standard, AVC
Forbes was asked whether it might be possible for ELM exam to become a
graduation requirement. AVC Forbes responded that the integrated math
curriculum in high school now raises serious concerns about whether the ELM
can even still be constructed. This led to discussion at APEP of the possibility of
hosting a larger meeting (perhaps in January, following the GEAC meeting) that
would discuss the connections (in terms of Quantitative Reasoning) from high
schools to admissions to the college curriculum (not just the “B4 course,” but all
of the way through the senior-level WASC Quantitative Reasoning Core
Competency assessment. AVC Forbes proposed that perhaps the CSU might wish
to consider its own departure (like the UC) from the common a-g requirements
and require students to either complete four years of mathematics in high school
or present a sufficiently high Smarter Balanced mathematics score. Then the CSU
could develop an ERWC-like mathematics course that it would share with the
high schools for use as the “4th year” course. APEP recognized that this proposal,
which dovetails with one of the key goals for 2015-16 identified by APEP at its
May 2015 meeting (Exploring the possibility and implications of a state high
school graduation requirement of three years of mathematics) might serve as the focus of a productive special meeting of ASCSU senators and key Chancellor’s Office staff.

6. Liaison Report from Assistant Vice Chancellor Ed Sullivan

AVC Sullivan announced that he has made some good hires who are making the transition from the mechanics of data analysis to beginning to look at the “why” questions:

- In one such study, they have been looking at entry characteristics such as ELM exam score as a predictor of future GPA. These analyses were not ‘mature,’ because they didn’t include students who failed to return after the end of the first semester.
- A question under investigation is whether students would do better in stretch courses that run Summer/Fall instead of Fall/Spring.

APEP discussed the possibility of administering the ELM exam as a graduation requirement. AVC Sullivan urged caution because one might end up really just testing test-taking ability, and the exam scores will be influenced by test anxiety and “decay” in skill levels if students have not been using mathematics for several years. One APEP member pointed out that, at most campuses, there is something like this in English, namely a Writing Proficiency Exam (WPE); the key difference between English and mathematics might be the degree to which these skills are reinforced throughout a student’s academic career. Another APEP member asked: If Quantitative Reasoning is so important, why do we generally only require that students take it in their first two years, unless it is used in a major-specific way in upper-division courses? This led back to the idea of an extended conversation about the mathematics ‘arc’ from K-12 through college graduation looking at how all of the pieces fit together (integrated K-12 mathematics, Smarter Balanced assessment, the mathematics/quantitative reasoning General Education requirement, and mathematics as a core competency) and the possibility of requiring a fourth year of high school mathematics for students who are not yet college-ready in mathematics. AVC Sullivan indicated a willingness to participate in such a conversation and also suggested that Carolina Cardenas be invited.

The discussion turned to Directed Self Placement:

- AVC Sullivan shared that he was concerned about the notion of using DSP in mathematics, and that he was expecting to hear more about this next week at the LearningWorks meeting in Oakland.
- He was asked if he had any data on stretch courses in English, and how Early Start students were doing in these. AVC Sullivan said that he did not because his office has no way of identifying these courses. An APEP member volunteered that these courses are tacked by the English Council on its website.
APEP members who were more knowledgeable about DSP explained to other member how DSP differed from “blind” placement (in which students would make choices with minimal or no guidance).

ACC Sullivan gave a brief overview of admission statistics:
- “Eligible denied” are relatively level, but that is only after the required AB 1440 redirections.
- The CSU is facing both one of the largest-ever incoming classes of first-year students, and also one of the largest-ever incoming classes of transfer students.
- 42% of the graduating 2014 high school students in CA were “a-g eligible.” The eligibility index cut-off (involving high school GPA and ACT/SAT scores) corresponds to about the top 30% of the graduating class in California being CSU eligible. The Department of Finance has been tasked with doing an eligibility study by December 2016.

7. Liaison Report from ASCSU Vice Chair Chris Miller.

Vice Chair Miller visited APEP twice, immediately following lunch and also at the end of the day.

In the first of these meetings, the discussion centered on the Chancellor’s Office response to the September resolutions, particularly the response to the APEP/AA calling for a Task Force of B4 Prerequisites. Vice Chair Miller said that the Executive Committee had been discussing this, and the passage which mentioned a ‘discussion’ involving ‘other groups’ to which the Task Force would be contributing could be read either:
- Charitably, interpreting the intent of the language as being inclusive, or
- Warily, interpreting the language as creating a space for others in what should be a faculty decision

There seem to be mixed signals coming from Chancellor’s office staff as to what was really intended.

Especially in light of concerns about what might be discussed at the Education Deans’ meeting, APEP asked if Executive Committee could get access to the agendas for various systemwide deans meetings.

At the Vice Chair Miller’s second visit, APEP asked Vice Chair Miller to carry back to Executive Committee requests for:
- Funding for a January meeting to discuss the “Math Arc”
- Access to campus proposal for Student Success funding

Vice Chair Miller asked that Chair Fleming put these requests in writing so that Executive Committee could understand the context in which they were being made.
Vice Chair Miller reported the following to APEP:

- The Academic Senate will be putting out a call to seat the B4 Task Force within a week.
- Executive Committee has discussing with State University Dean van Cleve the Senate's need for more timely responses to Senate resolutions.
- Executive Committee has discussing with State University Dean van Cleve the need for approval of the Academic Conference scheduled for October 9 and 10 at Maritime.
- Executive Committee is working on a resolution on Open Presidential Searches that should be coming to the plenary with a request for a waiver of the first reading.
- Executive Committee is also working on a resolution on anti-bullying. APEP members wondered why this had not been referred to Faculty Affairs.
- Executive Committee is compiling 'best practices' examples for shared governance.

The final topic of discussion was the relation between 'civility' and 'academic freedom,' and a concern expressed by some APEP members that the former was being used to shut down the latter on some campuses.

8. Adjournment. APEP adjourned at 4:40pm on Wednesday, November 4.