

The Academic Preparation and Education Program (APEP) Committee
Minutes (Approved/Final)
Wednesday, November 2, 2016
Office of the Chancellor – Room 410

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

Present: Denise Fleming, Chair (East Bay), David Barsky, Vice Chair (San Marcos), Otto Benavides (Fresno), Sandra Chong (Northridge), Sue Holl (Sacramento), Barry Pasternack (Retired Faculty), Ann Schulte (Chico), Ann Strahm (Stanislaus), Mark Van Selst (San Jose)

Liaisons and Guests:

- Eric Forbes, Associate Vice Chancellor for Student Academic Support
- Marquita Grenot-Scheyer, Assistant Vice Chancellor for Teacher Education and Public School Programs
- Chris Miller, Substitute Executive Committee Liaison

1. Approval of Agenda. (Pasternack/Benavides) Approved by general consent.
2. Approval of October 2016 Meeting Minutes. Motion to defer until the December meeting. (Barsky/Chong) M/S/P
3. Chair's Report.

Extended Executive Committee has been discussing a pair of pressing issues with Assistant Vice Chancellors Mallon and Van Cleve:

- The process by which community college General Education courses are accepted by the CSU relies heavily on staff articulation coordinators in both the CSU and the CCC. The Chair asked for the committee's sense of whether faculty should be included in this process (with compensation).
 - Some of the committee comments were:
 - C-ID is having difficulty recruiting faculty at the compensation rate of \$10/course reviewed.
 - This could be a waste of faculty time since there's no guarantee that the actual instructors will teach what is on the course descriptor/outline of record.
 - It is fine to continue to have staff review course proposals, where faculty would be called upon to participate only as needed.
 - Chair Fleming asked Senator Van Selst to relay the committee's comments back to Academic Affairs Committee Chair Ullman.
- Quantitative Reasoning
 - The committee discussed the CSU Quantitative Reasoning Initiative Implementation memo from AVC Mallon (October 30) and its

accompanying Quantitative Reasoning Initiative Collaborative Work Structure org chart.

- In particular, APEP discussed the advantages/opportunities and disadvantages/drawbacks of different locations for the Center for the Advancement of Mathematics.

4. Discussion Items.

- Quantitative Reasoning Initiative
 - The question was raised of whether requiring a 4th year of high school mathematics/quantitative reasoning would mean having to turn away community college transfers who had not met this requirement in high school. In much the same way that upper-division transfers must meet the B4 requirement before entering the CSU regardless of what mathematics courses they took in high school, community college students who demonstrate at the community college that they have college-level mathematics/quantitative reasoning competency (by passing a “B4” course) will still be admitted to the CSU.

5. Liaison Report (Assistant Vice Chancellor Eric Forbes; time certain for 1:30). AVC Forbes engaged with APEP members on a wide range of issues:

- Quantitative Reasoning
 - The Chancellor’s Office is ready to proceed with this initiative.
 - The Math Council has now endorsed the report and recommendations of the Quantitative reasoning Task Force.
 - The Math Council is also looking at ALEKS PPL as a placement tool for mathematics courses.
 - There are many different components to this initiative and the Chancellor’s office is aware that the Senate has not yet endorsed all of the recommendations in the report.
 - There will be a 4-5 year lag between the time of the announcement of the decision that the CSU will require and the application of this requirement. The first high school graduating class subject to the fourth year of high school mathematics/quantitative reasoning requirement will be in 8th grade when the decision to proceed with this requirement is announced. That gives a considerable window for the CSU to work with schools to help them with this transition and also to begin preparing and updating CSU processes and systems such as ELM and Early Start.
 - C-ID seems to be moving ahead with its prerequisite change to the descriptor for MATH 110 (from “intermediate algebra” to “intermediate algebra or those meeting requirements of CSU GE”), and this has implications for a number of majors. Is there anything that can be done?
 - AVC Forbes suggested that APEP contact AVC Mallon as any action on this matter would need to come out of her office.
- Graduation Initiative

- The Graduation Initiative is consuming a lot of time on the part of Chancellor's Office staff.
- It should increase access to the CSU over the long-term as students begin graduating more quickly and freeing up space for incoming students, but in the short-term it might actually result in an (together with requirements for the Glazer Bill and SB 1440/AD-Ts) increased demand for seats/SCUs/FTES, which might lead to a reduction in admissions of first-year students.
- Glazer Bill (California Promise; 4-year and 2-year pledge programs)
 - Ten campuses are participating. The 4-year pledge programs for those campuses apply only to those degree programs that are capable of being completed in four years.
 - Students will have to fulfill various requirements in order to participate in the program, and those students will get priority registration.
 - The Chancellor's office will be collecting data to see if this really does reduce time-to-graduation.
 - One of the results might be a widening of the achievement gap.
 - APEP members voiced concern that this leaves out the students who need the most help and gives a carrot to students who need the least help. AVC Forbes answered that this bill is now the law, but that it will be up to the individual campuses to determine exactly how the priority registration will work.
 - Senator Holl cited the example of how Sacramento State had opened additional sections (usually small) as part of its efforts to increase graduation rates. A well-conceived campaign was launched to point out to students that, in order to graduate in four years, they need to be taking 15 units per semester. In studying the effects of these efforts, they see a uniform rise in Average Unit Loads (AULs), i.e., no achievement gap.
 - Other campuses also have launched efforts to educate students about the difference between taking 12 units and 15 units per semester.
 - Taking summer and/or intersession classes can be an alternative to taking 15 units each semester.
 - An APEP member wondered how the pledge program works for students who can't get into impacted programs.
 - An APEP member expressed a concern about whether the pledge programs were grounded in research.
- Technology support
 - Oracle has announced that it will cease supporting PeopleSoft in December 2027.
 - Our current software is much better than the systems that we had at the time we implemented CMS, but this software is dated. Future systems should have features such as built-in metrics/dashboard indicators, etc.
 - Part of the problem is that "back then," users were trying to dominate the data; this gave rise to the notion of 'data warehouses.'

- The current thinking is that institutions should create ‘data lakes,’ and then use sophisticated tools to pull data out of that lake.
 - Is it possible to have a single system-wide transcript for students who are admitted to “the CSU?”
 - The system is looking into how to modify Degree Audit to facilitate the transfer of credit from one campus to another.
 - Asked specifically about whether GE completion could be inserted into transcripts (which would be helpful for CSU-to-CSU transfers), AVC suggested that it might be possible to do this by running a ‘GE report’ as an alternative to a transcript designation.
 - Is it possible to have CalStateOnline courses show up for students who are looking for classes using their own campus class schedule search tools?
 - Yes! All but two CSU campuses are using College Scheduler. We want to add a button to the interface that will pull up these courses ; it hasn’t been done yet but it’s on the “project list,” and the vendor is very eager to do this.
 - Moving from CSUMentor to calstate.edu/apply.
 - This is a major development.
 - There will be cost savings, the technology is newer/better, and the branding is cleaner.
 - Not much is being said about it right now to avoid causing confusion for students who need to use CSUMentor by the November 30 deadline in order to apply for Fall 2017.
- Enrollment caps in teacher preparation programs.
 - FTES for these programs are competing against FTES being generated by rising AULs and FTES required for AD-T and Glazer Bill commitments. Is it possible that enrollment caps be lifted in these programs (either legislatively or by the Chancellor’s Office).
 - AVC Forbes suggested a different approach: making it possible for students to complete more credential work while still working their way to the baccalaureate degree.
 - Senator Chong pointed out that not all campuses have Integrated Credential Programs, and that campuses may receive up to \$270K from the CDE to develop integrated teacher prep programs .
- C vs. C- in Golden Four Courses
 - AVC Forbes shared his comments on the AA/APEP resolution that had its first reading in September.
 - He asked for the addition of a fourth clause:
 - “protects all students from the repeat requirement if they are admitted with grade of C- in any of these courses”
 - APEP continued discussing this issue after AVC Forbes left the meeting.
 - It seems that the document that AVC was seeking to amend was not the resolution itself, but rather a synopsis of the resolution.

- Senator Van Selst was asked to send the suggested language that APEP received from AVC Forbes to the Academic Affairs Committee.
- Senator Van Selst later informed APEP that Academic affairs had reviewed the proposed additional clause and found it to be unnecessary.

5. Liaison Report (Assistant Vice Chancellor Marquita Grenot-Scheyer; time certain for 2:30).

In welcoming AVC Grenot-Scheyer, Chair Fleming announced to APEP that Elementary Subject Preparation Programs had been approved last Thursday by the Commission on Teacher Credentialing (CCC).

- AVC Grenot-Scheyer told APEP about a recent webinar that had great coverage of the teacher shortage. The webinar was produced by NTEP (Network for Transforming Educator Preparation), a network that brings together consortia across states that are working to transform teacher preparation.
 - The slides in the webinar contain some very good data and are quite compelling.
 - AVC Grenot-Scheyer will send a link to the webinar and also some slides on what the CSU is doing about the teacher shortage to Chair Fleming for distribution.
- The Learning Policy Institute has released a report with compelling data about why it's important that we address this shortage now.
- CTC has released data showing a 10% uptick in the number of students enrolled in teacher preparation programs.
 - The data is for the entire state of California, not just the entire CSU.
 - There was considerable discussion about why this may be occurring. Possible/partial answers include
 - The recession is over and school districts have stopped handing out pink slips
 - Many teachers who have postponed their retirement are finally retiring;
 - Public perception of teachers is changing and the profession is commanding more respect;
 - Intentional recruitment efforts that begin earlier in the lives of future candidates are paying off
 - The K-12 population is increasing
- Related to that last hypothesis, APEP members noted that shortages vary from region to region, and that although the state as a whole is aging, some regions, like the Central Valley, are actually getting younger. Is it possible to get the Legislature to recognize this?
 - AVC Grenot-Scheyer responded that the new funding formula adopted by the state about 3 or 4 years ago does indeed recognize differences in regions.
- Chronic teacher shortages persist in three areas: Mathematics, Science and Special Education.

- There was a discussion of whether we could do more to put out positive stories about the teaching profession. In particular, perhaps the CSU has been too timid in making its positions known and should be defending the teaching profession more assertively.
 - AVC Grenot-Scheyer explained that the CSU Media and Government Relations Office is doing a very good job of getting out the good news about all of the transformative work that the CSU is doing, and that the CSU is cited frequently by Ed Source.
- Report on developments at CTC:
 - Elementary Subject Preparation Programs were approved.
 - The CalTPA pilot is going strong.
 - Relay Graduate School of Education, a private teacher preparation institution, requested Initial Institutional Approval for its programs in California.
 - CTC had three options: Approve; Deny; or Request More Information
 - CFA and CTEA argued strongly that the request be denied.
 - CTC denied Relay's request.
- Center for Mathematics:
 - APEP provided some perspective about the reaction to the CSU Quantitative Reasoning Initiative Implementation memo and the Quantitative Reasoning Initiative Collaborative Work Structure org chart.
 - APEP members are pleased that the Chancellor's Office is moving forward and are hopeful that APEP will have an opportunity to provide input before decisions are finalized.
 - APEP noted that the "CSU Center for Mathematics" appeared on the org chart underneath AVC Grenot-Scheyer. APEP would like the center to be located on a campus, and not housed physically inside the Chancellor's Office.
 - AVC Grenot-Scheyer explained that no decisions had yet been made about where the center would be physically located, only that it would organizationally be under her leadership.
 - Because it would be under her leadership, AVC Grenot-Scheyer doesn't want it to be too far geographically from the Chancellor's Office.
 - AVC plans to model the center after the Center for the Advancement for Reading, with two co-directors.
- Federal Regulation Concerns:
 - AVC Grenot-Scheyer will send Chair Fleming a copy of her most recent Report to the Education Deans that addresses these in greater detail. To be forwarded to the committee. In particular, AVC Grenot-Scheyer encourages APEP member to look at the summary links in this document.
 - Title II regulations are expected to be published soon, and these will take effect July 2017.

- The regulations will require two new components: “State report cards” and “report cards” at the program-level (as opposed to at the campus-level).
 - There will be three ratings: Ineffective, At Risk, and Effective.
 - Preparation programs will be rated on the basis of
 - i. Student Learning Outcomes (of students taught by the graduates of the program)
 - ii. Employment outcomes
 - iii. Survey outcomes of graduates and employers
 - iv. Characteristics of teacher preparation programs
 - Program ratings will be linked to eligibility to participate in TeachGrant programs.
 - It is not entirely clear which agency in California will have the authority/responsibility to develop the rating criteria.
6. Liaison report (Executive Committee): ASCSU Chair Chris Miller in place of Kevin Baaske (time certain: 3:30).
- Chair Miller emailed her Chair’s report to the ASCSU earlier in the day.
 - Executive Committee has been discussing several issues with AVC Mallon:
 - Quantitative Reasoning Initiative Implementation and the Center for the Advancement of Mathematics
 - GE Surveys
 - AVC Mallon is looking for someone to review the survey data.
 - One of the goals was to make General Education clearer. It is hoped that the surveys will yield some exemplars of how GE is represented that might provide guidance for other campuses.
 - It is important that campus requirements for and communications around GE be clear, since the Legislature may intervene and dictate GE requirements.
 - APEP shared with Chair Miller that, related to the issue of GE transfer, APEP had spoken with Eric Forbes about flagging the completion of GE requirements in student records.
 - APEP informed Chair Miller that the committee was still bringing its second reading resolution to the plenary, but would not be bringing any new resolutions.
7. Work on Resolutions.
- APEP worked on the resolution, Endorsement of the Quantitative Reasoning Task Force Recommendations, which was scheduled for its second reading at the November plenary.
8. Other Business.
- Senator Benavides provided a brief Zoom tutorial for APEP members.
 - Planning for the January Social (to be hosted by APEP) also took place.

9. Adjournment.
APEP adjourned at 4:48pm.

Respectfully submitted by
David Barsky, Vice Chair, APEP

Minutes Approved: December 2, 2016