

The Academic Preparation and Education Program (APEP) Committee  
Minutes (Approved/Final)  
Friday, April 21, 2017  
Virtual Meeting Conducted via Zoom

Chair Fleming called the meeting to order at 10:03am.

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

Liaisons and Guests:

- Marquita Grenot-Scheyer, Assistant Vice Chancellor for Teacher Education and Public School Programs
- Kevin Baaske, Executive Committee Liaison

1. Approval of Agenda. (Pasternack/Barsky) Approved as amended (addition of 'LDTP changes to Title V' items under New Business, and deletion of Liaison Meeting with AVC Forbes) by general consent.
2. Approval of March 2017 Meeting Minutes. (Pasternack/Holl) Senator Pasternack has sent corrections to Vice Chair Barsky. Additional corrections will be accepted through next Friday. Motion to approve minutes as corrected approved by general consent.
3. Chair's Report.
  - Chair Fleming thanked the committee members for their support.
  - Report from Extended Executive Committee.
    - Chair Miller was funded by the Chancellor's Office to participate in CSU's "Day on the Hill" lobbying effort.
    - Reminders about the last plenary of the year:
      - Commendations for Senators who are leaving the Senate, including current APEP members Otto Benavides and Ann Schulte, and recent APEP member Ken Nishita.
      - Any new May resolutions must include a request for a waiver of the first reading.
    - EC is discussing the Intellectual Property policy, which is currently out to campus senates for review
      - SJSU has formulated a very clear and thoughtful response to this proposed policy.

- Senator Pasternack informed APEP that CSU ERFA unanimously approved a resolution in opposition to the draft policy ad supporting the SJSU position.
- Chair Fleming reported having had a very good conversation with AVC Grenot-Scheyer about how APEP draws a distinction between being consulted and being briefed.
  - In advance of today's meeting, AVC Grenot-Scheyer has sent APEP an outline of the issues that she would like to discuss with APEP today.
- Chair Fleming has received the Academic Preparation FAQs via ASCSU Chair Miller. This document reflects changes on which APEP has not been consulted.
  - Vice Chair Barsky asked if anyone had heard news of the ELM exam and the EPT being discontinued. If so, this seems strange because they are one of the 'multiple measures' by which students can demonstrate proficiency, and – as the March report to the BoT indicates – this is a viable 'measure of last resort' though which students can avoid having to participate in Early Start.
  - Since AVC Forbes is unable to meet today with APEP (he is attending the Spring meeting of the Math Council), APEP does not know whether these exams are going to be discontinued.
  - APEP will ask AVC Forbes about this issue in May and may develop a resolution on this matter.

#### 4. Continuing Business

##### a. GEAC and QRTF Updates

- Senator van Selst reported that he, together with QRTF Co-Chairs Steven Filling and Kate Stevenson, was looking at Executive Order 1100 in order propose changes as called for in the QRTF recommendations.
- Senator van Selst reported that an Intermediate Algebra requirement to the requirements for all of the Associate Degrees for Transfer (ADTs) that previously had an Intermediate Algebra requirement. Individual Discipline Councils can decide to remove this requirement from their ADT, but in the absence of any action the default condition is that proficiency in Intermediate Algebra will continue to be required.
- Senator Holl reported that at an SISS meeting, AVC Forbes had stated that all learning skills (i.e., developmental) courses are going to become college-credit bearing.
  - APEP members express concern at the possibilities that students might earn graduation credit, and even fulfill General Education requirement (A2 and B4) through such courses.
  - APEP recognizes that students should receive workload credit in recognition of the effort required by such courses and that this should be included in determining student load for financial aid and similar purposes, but courses which are not college-level should not be counted toward the 120-unit graduation requirement.

- APEP noted that the memo from EVC Blanchard seems to contain several contradictory themes:
  - Earl Start will be going away.
  - Students in Early Start should be taking 3-unit courses (and not 1-unit courses)
  - There is movement toward stretch courses with Early Start perhaps being the first part of the “stretch”
- Senator Holl relayed that AVC Forbes asked, “Is APEP on top of this?” in reference to the EPT and ELM exam being discontinued.
  - The consensus at APEP is no member of the committee has a good sense of exactly what is happening. Members are aware of some elements of the changing landscape, but these generally are ‘discoveries’ that occur outside of the official Senate channels, and even though members are aware of several of these, they don’t have a good sense of what else is going on, and APEP has not really been involved in discussions on these matters before they seem to have become decisions.
  - APEP is worried that more decisions may be made before the committee has an opportunity to discuss this with EVC Forbes at the May meeting.
    - Given the scope of the changes and the speed with which they seem to be happening, APEP would like to receive information from AVC Forbes about the status of these changes in advance of the May meeting. This would allow the committee to discuss these issues with AVC Forbes instead of simply being briefed by him.
    - APEP really would like to see some sort of chart/diagram/table/etc. that shows all of the elements that are in play.
  - APEP members recall having seen a graphic that indicated the various ways in which students could meet the proficiency requirements.
    - Chair Fleming will try to find this and then the committee can use this as a point of reference in discussions in MAY with AVC Forbes.
  - APEP members again express surprise that the ELM exam and EPT might be discontinued, as the presentation to the BoT seems to indicate their value. The committee speculates that perhaps the reason is that these names carry “baggage.”
  - Whatever changes may be occurring, APEP wants to be certain that they are going to benefit the students.
- Senator van Selst brought to the attention of APEP another issue that is arriving at GEAC: the confluence of CI-D, GE and AD-T.
  - There are separate review and approval processes for C-ID and GE certifications, but some articulation coordinators have asked whether GE credit could be given for courses that are not approved for General Education but which have been accepted as meeting a C-ID descriptor for which other courses are approved for GE.

- This issue gets even messier since some of the TMCs that guide the ADTs, and which only refer to courses through their C-ID descriptors, explicitly state that courses meet particular GE requirements. Additionally, one of the underlying assumptions of the TMCs is that when students earn these, they are completing both Lower-Division General Education and Preparation for the Major.
- b. GE Task Force Updates
  - Chair Fleming and Senator van Selst both serve on this task force.
  - So far, it has only established core principles.
- c. State and Federal Policy Updates
  - Senator Pasternack had expressed a willingness to be a liaison between APEP and FGA. APEP Chair Fleming broached this with FGA Chair Soni, who may have thought that this was in connection with a particular issue as past practice has been to use liaisons like this on an ad-hoc basis for specific issues.
  - APEP does not think that the need for communication between the committees is limited to a single issue.
    - There seems to be a difference in whether the two committees are looking at state versus federal levels. FGA seems to be mostly focused on state legislation, while APEP (looking more narrowly at academic preparation and teacher education) is also looking at federal legislation and regulations.
      - For instance, Title II, Part A (the Supporting Effective Instruction grant program) is currently on the chopping block in Washington D.C.
    - APEP discussed several possible ways to facilitate regular communication between the two committees on the committee meetings day before the plenaries:
      - Discussion between the chairs at Extended Executive Committee;
      - Asking for an FGA member to regularly brief APEP. Disadvantages that were noted for this proposal include:
        - APEP generally spends a lot of committee time meeting with liaisons, and adding what would effectively be another such report will further reduce the time that the committee has for conducting business (developing resolutions, etc.).
        - There is also the matter of when. If we got the briefing early in the day, it would be before FGA had discussed anything, so it's not clear that we'd be learning anything. If it came late in the day, then that wouldn't give APEP time to act upon what it had just learned.
      - Perhaps there could be an informal but regular contact between specified committee members during the lunch hour.
    - APEP Chair Fleming will reach out to FGA Chair Soni to explore this further.

- In the meantime, APEP members are asked to forward state/federal policy/legislation matters germane to the charge of APEP to APEP Chair Fleming so that she can organize these and send them on to FGA Chair Soni.

## 5. New Business

### a. Teacher Performance Expectation (TPE) Changes and Implications

- Senator Schulte brought to the attention of APEP that CTC was increasing the number of required observations from four per semester to six per semester.
  - At Chico, most observations are performed by part-time faculty, some of whom need to observe 20-30 students.
  - Possible solutions (and reasons for not using these approaches) include:
    - Asking the cooperating teachers to do the additional observations, but coordinating teachers aren't paid and so this becomes a labor/workload issue; and
    - Using technology (streaming and/or video recording) to conduct the observations remotely; but there are concerns any additional observations done in this way will lack integrity and not add any value to the degree; additionally, while this may save time in terms of traveling to a school site, the additional observations will still take more time.
- An APEP member described the situation at another campus that had moved from 6 visits each semester to 4 visits in order to get the workload to work out to the "correct" number of WTUs. At that campus there are more informal observations than the official four formal visits.
- There was some surprise that this was now a requirement. Senator Schulte sent an email to APEP members with a link to a CTC alert (<http://www.ctc.ca.gov/educator-prep/PS-alerts/2015/PSA-15-07.pdf>) on the new standards and read the following passage to the committee:
 

*The program provides initial orientation for preparation program supervisors and district- employed supervisors of clinical practice experiences to ensure all supervisors understand their role and expectations. The minimal amount of program supervision involving formal evaluation of each candidate must be 4 times per quarter or 6 times per semester. The minimum amount of district- employed supervisors' support and guidance must be 5 hours per week.*
- It also appears from this CTC document that campuses must be in compliance with the new requirements by the coming Fall.
- APEP is concerned about the very significant budget/resource implications that this will have on campuses that are currently only doing four observations per semester.

- Although the standards were adopted in December 2015, APEP members believe that this is the first time that APEP is hearing about this change. APEP will ask AVC Grenot-Scheyer about the change later today.
- b. SB 1440 Seven years later: How Is It Working?
- Senator Pasternack shared data ([http://www.calstate.edu/as/stat\\_reports/2016-2017/apps\\_f2016\\_02.htm](http://www.calstate.edu/as/stat_reports/2016-2017/apps_f2016_02.htm)) on students who entered the CSU with an AD-T in Fall 2013.
    - Almost 50% graduated within two years, and 80% graduated within 3 years.
    - Another 8% were still enrolled after 3 years.
  - This data doesn't answer a question that APEP has: Has SB 1440 led to the state paying less for students to complete their degrees? APEP would like to see data that addresses this question, and also an analysis of the cost of SB 1440.
    - This data might already be in a report that the CSU was required to undertake in connection with SB 1440.
    - APEP considered proposing a task force to look into this, but decided instead to discuss this matter with AVC Sullivan in May, and to brainstorm with him the right questions to ask about the efficacy of SB 1440. This would give Analytic Studies the summer to try to get the data that APEP could review in the fall.
- c. Statistics Pathways and Dr. Blanchard's 4/12/17 Memo
- Our resolution from the last plenary asked that completion of the B4 requirement no longer be accepted as de facto "proof" that students had completed intermediate algebra.
  - This resolution presumably gave EVC Blanchard some leverage in discussions with the community colleges that led to the requirement that transfer students with ADTs that require intermediate algebra proficiency will have to demonstrate this competency directly if they are meeting the B4 requirement through a course following the C-ID MATH 110 (Introduction to Statistics) course descriptor.
- d. LDTP Changes to Title V
- The BoT is expected to delete the passages in Title V pertaining to the Lower Division Transfer Patterns (LDTP). The question was raised as to why this has not been looked at by APEP.
  - Vice Chair Barsky explained that he was filling in for Chair Fleming at Extended Executive Committee in January when AVC Mallon made a presentation that included these changes. The APEP connection didn't occur to him, in part because it was described as "Title V cleanup," but also because the issue that provoked much discussion between AVC Mallon and Extended EC was the removal of the requirement of at least 40 upper-division units as a graduation requirement for all Bachelor of Arts degrees. Executive Committee sent the entire set of Title V changes to the Academic Affairs committee.

- One APEP member expressed regret at the removal of the LDTP language, feeling that this was a plan that would've worked better than the TMCs and ADTs. Another APEP member pointed out that it doesn't really matter, because SB 1440 is the law.

6. Liaison report (Executive Committee): Senator Kevin Baaske.

a. Report from Executive Committee.

- The ASCSU has been invited to the State University House (Chancellor's Residence) for the social on Thursday for the May Plenary.
- ASCSU has submitted its budget request for next year, which includes a request for an augmentation to cover increased lodging and travel costs.
- Intellectual Property Policy
  - ASCSU Chair Miller discussed this when she met with campus Senate Chairs yesterday. There does not seem to be major campus-to-campus difference in reactions to the draft policy, but there seem to be differences across colleges.
  - Executive Committee has suggested that FA add a Resolved clause that would charge the new Executive Committee with monitoring developments over the summer, but – other than that – the ASCSU reaction to the draft is currently in the hands of FA
- Both Chancellor White and EVC Blanchard will be at the May Plenary, as will be Trustee Adam Day.
- Senator Swartz sent the entire ASCSU a summary of the Advocacy Day efforts this week in Sacramento.
- Tracy Butler is currently staffing the Academic Senate office by herself, and senators were enjoined NOT to contact her for background information to be used in writing commendations for colleagues who are leaving the Senate
- Update on the GE Task Force:
  - Senators van Selst and Baaske are the two At-Large members of this task force
  - The first meeting was productive.
  - Trustee Eisen is very engaged and likes the LEAP outcomes.
  - The task force will meet at least once over the summer; a meeting is scheduled for June 16.

b. The issue that APEP would like to share with the Executive Committee:

- APEP is very concerned about academic preparation decisions being made and APEP only learning about these after the fact, and indirectly.

7. Agenda-setting for the May Meeting. The following should be part of the May meeting:

a. Meetings with Chancellor's Office liaisons, especially:

- Discussion with James Minor on changes in Academic Preparation
- Discussion with Eric Forbes on the current pathways to proficiency

- Discussion with Ed Sullivan on SB 1440 (both the numbers of students served, and the associated costs)
    - We might need also to meet with whoever has general oversight of SB 1440 in the Chancellor's Office
  - b. Work on APEP's Second Reading item on Quantitative Reasoning on Executive Order 1100
  - c. A possible new resolution in support of multiple measures in general, and preserving the ELM exam and the EPT as 'measures of last resort'
  - d. Placement in Mathematics courses
    - As context for this item, Vice Chair Barsky shared that he has been monitoring some emails coming out of the Math Council which is meeting simultaneously with APEP, and it appears that the Math Council has endorsed the use of ALEKS as a placement tool for certain mathematics courses.
    - Senator Pasternack added that ALEKS is headquartered in Irvine, and it might be possible to arrange a lunchtime presentation
  - e. Changes in CTC standards and how campuses are responding
    - And the implications that these changes have for building capacity
  - f. NGEI (New Generation of Education Initiative) Update
8. Liaison Report: Assistant Vice Chancellor Marquita Grenot-Scheyer. In advance of the meeting, AVC Grenot-Scheyer sent a written "Update" document to APEP outlining five points of discussion
- a. Academic Preparation
    - The Chancellor's Office is making changes in policies concerning academic preparation, especially in four areas: developmental education, placement and assessment, Early Start and high school quantitative reasoning requirements
    - Today's discussion is one of several first points of consultation with faculty (Eric Forbes is meeting similarly with the Math Council, and Nancy Brynson is meeting with the English Council)
    - At this point the only thing that has been "set in stone" is that the Chancellor's Office is going to move forward with the recommendations of the QRTF.
      - APEP members shared a concern that others in the Chancellor's Office are speaking as if other decisions have already been made. AVC Grenot-Scheyer pointed out that, although it is trying, it is difficult for an organization as large as the Chancellor's office to speak with one voice, but it is trying to do so and the message that further decisions are still matters to be discussed.
      - Speaking specifically of the ELM exam and the EPT, AVC Grenot-Scheyer said that the Chancellor's Office want to investigate retiring these test instruments, in part because there is a question of their validity.



- APEP members asked that the exams be fixed rather than entirely eliminated as a possible means by which students could demonstrate their readiness.
    - AVC Grenot-Scheyer informed APEP that the Chancellor's Office was consulting with experts at WestEd to develop a set of measures that could be used as predictors of success.
      - AVC Grenot-Scheyer will get these research studies from Neil Finkelstein, Co-Director of Innovation Studies at WestEd, and share these with APEP.
    - At least one APEP member recalls that there was validity data on the EPT. AVC Grenot-Scheyer knows that there is data for the ERWC, but is not certain about the EPT and will look into this.
  - APEP asked about the graphic that members remembered from past years. If AVC Grenot-Scheyer can locate it, APEP would like to see this again; if not, APEP would like to help recreate it. AVC Grenot-Scheyer will check with AVC Forbes to see if he has it.
  - AVC Grenot-Scheyer replied affirmatively to a question about whether it would be correct to interpret EVC Blanchard's March 27 memo on Academic Preparation as calling for campuses to develop stretch experiences that begin in the summer.
    - A follow-up question asked what this would look like for the so-called "service students" who are taking the summer Early Start courses at a campus other than the one that they will be attending in the fall; unless there is a standard CSU Early Start curriculum (as opposed to 23 separate CSU campus curricula) it is hard to see how the stretched summer/fall course would work. AVC Grenot-Scheyer asked that this question be reflected in the committee minutes so that she could research it.
  - Another question concerned implications for AD-T degrees if significant numbers of CSU "native" students were to begin earning units that counted toward graduation through co-requisite and stretch courses. Might there then be a call (or a need) for students who begin attending a community college to similarly count these units as part of their ADT degree requirements? AVC Grenot-Scheyer asked that this question also be sent to her in writing so that she could research it.
  - APEP also asked about the apparent backing off on implementation of the fourth year of high school mathematics/quantitative reasoning. This requirement was supposed to be an important component of ensuring that students would meet competency expectations. AVC Grenot-Scheyer responded that the fourth year requirement remains a goal, but it cannot be done right now.
- b. Update on the Director of Teacher Education & Public School Programs position

- AVC Grenot-Scheyer has developed the position description, and it is currently under review. It is expected that it will be approved and posted within the next two week. It will also be circulated to APEP and to the Education Deans.
- c. Update of the Co-Director Position for the Center for the Advancement of Instruction in Quantitative Reasoning
  - Applications have been received and are being reviewed by the committee (Marquita Grenot-Scheyer, Nancy Brynelson, David Barsky, and Zee Cline). It is anticipated that face to face interview will occur sometime in the first week of May.
- d. CTC Update
  - APEP summarized its earlier discussion concerning the increased observation requirements.
  - APEP is interested in understanding across the system the extent to which this is an additional as opposed to something that the programs are already doing. AVC Grenot-Scheyer does not have data at hand, but believes that the majority of CSU campuses are already meeting the new standard.
    - In response to a follow-up question about the resources needed by some campuses for a 50% increase in observations (from four per semester to six per semester), AVC Grenot-Scheyer responded that supervision units vary across the system.
  - APEP asked about the impact on the community partners. AVC Grenot-Scheyer responded that this is an important concern, and that the work of the NGEI has emphasized the importance of supporting mentor teachers.
- e. Update on Title V HSI grants
  - Eighteen CSU campuses are submitting applications for these awards, and Chancellor's Office staff have been assisting them.
- f. May meeting
  - AVC Grenot-Scheyer will be in Washington D.C. when APEP next meets, and will be represented by Director Bissel

9. Adjournment.

APEP adjourned at 2:05pm.

Respectfully submitted by  
David Barsky, Vice Chair, APEP

Minutes Approved: May 17, 2017