



ACADEMIC SENATE CSU

Academic Preparation and Education Programs (APEP) Committee

Barsky Rule – When the consulted party is not aware at the time of the consultation that they are being consulted, then no consultation is occurring.

Minutes

Wednesday, September 5, 2018
11:00am-5:00pm
Chancellor's Office
Long Beach

Present: Barsky, Ford, Holl, Shahi, Tarjan, Van Selst, Waltz,
Guests: Aloisio, Cardenas, Grenot-Sheyer, Minor, Simpson-Alisca,
Sullivan, Woods

1. The meeting was called to order at 11:03 a.m.
2. The Agenda was approved as presented with no objection.
3. The minutes of the May 2018 meeting were approved. (Holl/Van Selst – MSP)
4. Welcome and Introductions
All members and guests present described their personal background and how their interest in APEP matters. Senator Fleming was introduced by Chair Barsky.
5. Chair Barsky's Report -
APEP's purview is everything associated with what students need to complete to be admitted to the University and items associated with Education Programs (generally thought of as "teacher prep"). There was general discussion about the required preparation for admission to the various systems– CSU, UC, CC – and the prep from the CC to the University (ADTs)
From Extended Exec:
 - a. ASCSU budget is essentially flat. Our April meeting in Sacto was not funded (we will have a regular Friday Zoom meeting on April 19, 2019). The proposed Academic Conference was not funded, but there will be representatives from all campuses at the Graduation Initiative 2025 Symposium in San Diego (Oct. 17-19).
 - b. Chancellor's Office responses to our March and May plenary resolutions – the March ones were significantly delayed.

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- c. APEP is responsible for January social
 - d. There may be a joint “Unconscious Bias” workshop with CFA
6. New Business: Discussion and Possible Resolution Items
- a. A commendation for AVC Eric Forbes to recognize his long and valued service was prepared for the ASCSU meeting.
 - b. The Admission Advisory Council meets on Sept. 12 immediately after the Board of Trustees. Senators Ford and Holl from APEP are members. Senators Strahm and Pasternack are also members.
 - c. Review of Chancellor’s Office August responses to APEP resolutions from Spring 2018:
 - i. AS-3320-18/APEP: Participation in Peaceful Protest
 - ii. AS-3324-18/APEP (Rev): Equity and Responsibility in Admissions to the Distinctive Universities and Campuses of the California State University
 - iii. AS-3330-18/AA-APEP (Rev): Funding the English Council Professional Development Plan to Implement Executive Order (EO) 1110
 - iv. AS-332-18/APEP: Assessing Outcomes Stemming From Changes in Academic Preparation Driven by Executive Order 1110 (August 2017)
 - d. APEP involvement with WestEd Implementation Studies Project (ISP) – weekly meeting with a subset of APEP was discussed
 - e. Possible use of Smarter Balanced in admissions – this will be discussed at the Admission Advisory Council also
 - f. 5-year Review process for C-ID descriptors and TMCs – we need many more faculty to participate in these evaluations
 - g. Experience (so far...) with Multiple Measures Placement Process – this will be a continued discussion item
7. APEP Members’ External Committee Assignments
- a. Report on September 4, 2018 GEAC meeting
 - i. SB 1071 Policy to award course credit for prior military education, training, and service
 - ii. AB 701 Student Success Act
 - iii. EO 1036 Systemwide Admission Eligibility and/or Baccalaureate Credit Awarded for External Examinations, Experiential Learning, and Instruction in Non-Collegiate Settings
8. Chancellor’s Office Liaison Meetings
- a. AVC Marquita Grenot-Scheyer
 - i. Looking into the time-frame for review of Educational Programs.
 - ii. There is a new director for Cal State Teach (on-line teacher certification) – Dr. Ernest Black
 - iii. The calendar for professional development opportunities was presented. These opportunities to assist implementation of EO 1110. The professional development modules are aimed at helping faculty develop appropriate pedagogy to develop the curricula to capture all learners



ACADEMIC SENATE CSU

- iv. Campus teams will be sent by the Provosts.
- v. The prepared report (see attached) was discussed. Topics include:
 - 1. Recruiting Teachers of Color
 - 2. CTC Program Standards and Teaching Performance Expectations for Education Specialist teachers
 - 3. MTSS
 - 4. The proposal for a 4th year of math/QR requirement
 There was a general discussion of this proposal and how it aligns with APEP. Since we are concerned with prospective student preparation and with ensuring that teachers are prepared to educate those students this proposal fits in both “preparation” and “education programs”. The CSU works with all levels to ensure appropriate teacher preparation and ability to engage all students. The UC is moving to require a 3rd year of science for admission. This may well align with the 4th year math/QR proposed by the CSU. All CSU and UC faculty are concerned about the impact of these requirements on lower income students and traditionally under-represented students.

b. AVC Ed Sullivan

- i. Evaluation of academic preparation and placement of all first-year students was completed by May 24th. All students had the proper placement but the goal is to have that completed earlier for those entering in 2019.
- ii. There were various implementation of EO 1110 across campuses. It looks like about 25% of first year students will be in supported math this fall, and 11% in English. We are still gathering data on the success of the summer courses to address EO1110.
- iii. There were about 68000 entering freshman students in Fall 2018 – about the same as last year. There were about 55000 transfers in Fall 2018 which is a little more than last year (53600).
- iv. APEP is interested to know about the trends for ADTs. In Fall 2019 there were about 9000 out of about 52000 transfers from the CCs. There were another about 3000 who have an ADT but not in the discipline they want to study.
- v. We are anticipating some gain in graduation rates when all the data from summer 2018 is in.
- vi. There is continued work on augmenting the electronic transfer of info from CCs to CSU and from one CSU campus to another.

9. Other Chancellor’s Office Visits

a. AVC James Minor and Asst. Dir. Chenoa Woods

- i. WestEd Implementation Studies Project (ISP) update
 - 1. Dr. Woods is liaison between CO and WestEd. APEP will make a working group to meet with Dr. Woods and the WestEd team



ACADEMIC SENATE CSU

monthly.

2. The WestEd team is making visits to various campuses that represent the variation of activities in the system. The focus is on implementation of EO 1110 – directed self-placement, stretch, etc., and how well the instructors are prepared for these new courses. Additionally, the instructors will be asked how they feel about their preparation. The WestEd team will observe classes and talk to faculty. Already this summer East Bay, Monterey Bay, Fullerton, and San Marcos were visited. During the year Sacramento, San Francisco, Northridge, Dominguez Hills, Fresno, San Bernardino, Humboldt, and Long Beach will be visited.
 3. APEP would like to focus on WestEd findings.
 4. Outcomes: preview – early results from Fullerton, Stanislaus, and Los Angeles summer B4 GE courses offered to the least prepared students (Cat IV) who in prior years would have been in pre-bac courses. There was a reported > 80% pass rate at Stanislaus – 84% passed the first part of math stretch and over 90% of English takers passed their course. At Los Angeles there was a 74% pass rate for the pre-calculus course offered.
 5. This program is offered using one-time funding for continuous improvement. The CO will continue to support efforts for EO 1110 for at least 3 years. Each campus got funds for new course models, continuous professional development, coordination of credit-bearing and support components, and administrative coordination. Evaluation of how students do in follow-on courses is part of the study
 6. We have a “bubble” of course sections needed this year (or for maybe the next 2 years). For Fall 2018, 100% of the freshmen need math seats, and then other sophomore, junior and senior students who have not yet taken their B4 course need seats. The CO has provided funding to the campuses but the particulars of campus implementation are not dictated by the CO.
 7. Some campuses got additional funding. These were at the campuses with the most students needing support in both English and math.
 8. Additional funds are available for further course re-design for those courses with high DFW rates.
 9. Attention is now turning to advising students from the time they are admitted until they graduate.
- b. Director Carolina Cardenas
- i. The possible use of Smarter Balanced accountability testing administered to all 11th graders for CSU admissions was discussed. This has been discussed at the Admission Advisory Council. The CSU has been using results from these tests for placement but not for admission.
 - ii. The College Board (SAT) is trying to make their product usable by school districts as an assessment tool. Long Beach Unified has proposed a bill to allow other tests than Smarter Balanced (like SAT) to be used for assessment instead of Smarter Balanced. This is being discussed at the Governor’s office.



ACADEMIC SENATE CSU

- iii. There was general discussion of the Smarter Balanced instrument (tied to the Common Core) but with no “second chance” option and the SAT which has a fee associated with it but students know why they are taking it (although some students are steered away from it by HS counselors).
 - iv. Discussion included comments about the nature of the various tests. It is not clear if there will be one instrument that can be accessible, evaluate potential for academic success, and inform the 11th grade students what they should be doing in their senior year to become better prepared for a university education.
 - v. The CSU is committed to providing authentic access to the students of California.
 - c. Asst. Dir. Karen Simpson-Alisca
 - i. 5-year Review process for C-ID descriptors and TMCs
SB 1440 required CCs to set up Associate Degree for Transfer (ADTs) and model curricula (TMCs). The TMCs are 60-unit packages for various majors which students take expecting to transfer to the university with that major and have only 60 units required to complete their degree. These curricula and the courses are reviewed on a 5-year cycle.
 - ii. The CCs are now incentivizing TMCs/ADTs for students so we anticipate seeing a larger fraction of transfer students completing these programs. Some students are earning multiple ADTs and some are earning an ADT in one subject and enrolling in the university to study something else.
 - iii. There are 44 TMCs which each require a Faculty Development Review Group (FDRG). The FDRGs have been mostly populated with CC faculty and more CSU participation is encouraged. Some TMCs have mid-cycle reviews CSU participation has increased
 - iv. There was general discussion of which CSU faculty are appropriate for service on an FDRG.
 - v. If a campus wants to remove a program from a TMC agreement the justification has to be sent to the CO. It is important for students and potential students to know exactly what the status of each program is so the system has to keep track of all of the programs, the TMCs and the ADTS.
 - vi. Discussion of EO 1036 was postponed
10. Executive Committee Liaison report: Simone Aloisio
- a. Some items had already been discussed (annual budget, conference, response time to resolutions).
 - b. There will be a discussion of the “Tenets of Shared Governance” document developed last year.
 - c. An “Unconscious Bias” workshop is being planned for the Spring.
 - d. There was discussion of the CO representation at all the plenary meetings. The Chancellor of the CC attends all their Senate meetings, as does the President of the UC.
11. The meeting was adjourned at 5:00 p.m.



ACADEMIC SENATE CSU

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Update with AVC Marquita Grenot-Scheyer, 9/5/18

Fall 2018 Webinars: The webinars will be held on the first Friday of the month from 10 to 11:30.

- October 5: Developing and Implementing a Residency
- November 2: Recruiting and Supporting Diverse Candidates
- December 7: Preparation to Teach Hispanic Students and English Learners

Research brief regarding recruiting teachers of color. Ken Futernick, Joan Bissell, Fred Uy, and I have collaborated on this brief and we hope you will find it useful in your campus recruitment efforts. As you may recall, a major goal of the Department of Educator Preparation & Public School Programs is to: Recruit, prepare, and maintain a diverse, high-quality pool of education professionals, and we think the brief will help us to meet this goal. We are interested in your comments and additional activities to help further the work (see attached).

Update related to the CTC Program Standards and Teaching Performance Expectations for Education Specialist teachers. At the August Commission meeting, several of the items that were contained in the June agenda were presented again, and the Commission approved the following three actions during its' meeting on 8/2/18:

1. The Commission adopted titles for the Education Specialist teaching credentials, specifically, Education Specialist: Mild to Moderate Support Needs and Education Specialist: Extensive Support Needs.
2. The Commission adopted the program standards for Education Specialist teacher preparation programs.
3. The Commission adopted the TPEs for the Moderate Support Needs and Extensive Support Needs educator preparation programs.

The authorization component was removed and will be taken up again sometime this fall. If you have a few minutes, I would encourage you to view the meeting and hear the discussion. Go to <https://www.ctc.ca.gov/commission/agendas/2018-08/august-2018-commission-meeting> and click on the link, Watch Meeting; this item begins at about 2:27. Some highlights include a presentation by Meghan Gross, a Sacramento State graduate and California Teacher of the Year, who spoke eloquently about ensuring that all students receive education in inclusive environments, regardless of the label they are assigned.

From my perspective, the work moving forward is all about developing a continuum of support needs within an Multi-Tiered Systems of Support (MTSS) framework that serves the needs of all students and all educators. I encourage you to talk with your district partners who are successfully implementing MTSS models and ask that they share their stories with the Commission.



ACADEMIC SENATE CSU

Proposal for a 4th year math/QR requirement. The CSU will be proposing a 4th year mathematics/quantitative reasoning course be added to the A-G requirements as part of the eligibility requirements for admission to the CSU for students entering as freshmen, effective fall 2023. The CSU has been in the forefront of addressing academic preparation of incoming students, and completion of a 4th year of mathematics/quantitative reasoning (post Algebra II) will provide students with the preparation necessary to successfully complete their college degrees in a timely manner. As we look to developing innovative and equitable ways of retaining and successfully graduating students, especially underrepresented minority students (URM), adding a 4th year of mathematics/quantitative reasoning will help to support this effort. This proposal is included in the recommendations of the Academic Senate Quantitative Reasoning Task Force (QRTF)

(<https://www.calstate.edu/AcadSen/Records/Reports/documents/QRTF.FinalReport.KSSF.pdf>)

This proposal will be presented to the Board of Trustees this year.

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