

Transfer and Articulation Committee\*\*

NOTES

September 11, 2014

11:00a.m. to 4:00 p.m.

Irvine Valley College

Room A-100 President’s Conference Room

Members Present: Cynthia Rico, Eric Naverson, Michael Wyly, David Morse, Tiffany Tran, Yvonne Valenzuela, Dr. Shuntay Taylor, Wheeler North (note taker)

I. Meeting call to order – *1100*

II. **Welcome and Introductions**

*Members introduced themselves. Rico provided a brief history of the committee and recent activities. THANKS TO IRVINE VALLEY FOR HOSTING MEETING and the warm welcome from Senate President, VPSS and VPI from IVC.*

III. **Brief ASCCC, Initiatives and State update**

*David gave a brief update on the history of the SSTF and how programs currently in play have evolved out of that effort. These include educational planning, common assessment, online education and support services, student equity planning and a few other efforts that are partly funded. He also gave some of the background on C-ID and ADTs. David requested assistance in developing a proposal to present to ICAS to address Senate Resolution, 15.01 (Spring, 2014) IGETC for High Unit Majors, which would allow exceptions in IGETC and CSU GE in certain areas that would be similar to IGETC for STEM. This would only be ADTs. The idea of fulfilling parts of IGETC after transfer allows students to transfer short some GE classes where they then meet those in upper division. This would allow the CSU to exercise the high unit allowance… except their system has adopted a policy disallowing this. The issue here is some non-STEM majors are also high unit majors and they are not being addressed by the current solutions. There are several pending issues that first need to be addressed prior to a proposal being able to be carried forward to ICAS.*

III. **Discussion and Action Items**

1. **Review assigned resolutions to committee**

**15.01 Fall 2013 Explore Potential Impacts in Endorsing LEAP General Education Outcomes**

*We reviewed the existing resolutions on the committee’s plate to address.*

*Explore LEAP outcomes for potential endorsement – This shifted into a conversation about an issue right now, which is the PCAH and Curriculum Inventory does not allow for degrees that lead to transfer, that are not ADTs. As soon as a degree is submitted for transfer then they are saying that the GE must be CSUGE or IGETC. But local GE patterns may exist that serve legitimate goals which are not either CSUGE or IGETC, for which the local pattern is a better fit.*

*The problem with endorsing the LEAP outcomes is CSUs do not currently practice requiring their own GE patterns at their local universities. There needs to be an effort for CSU to align its GE patterns across their system and make them consistent with the CSU GE Transfer Breadth pattern. Until such time as this is done it would not make a lot of sense to endorse this, or really anything since local colleges must do whatever they can to ensure their students are prepared per these local deviations. The committee could write this suggestion into a resolution in response to this resolution.*

**8.01 Fall 2011 Update Senate Paper Role of Counseling Faculty in the California Community Colleges**

*The Senate counseling paper has been updated and adopted by the body in the spring of 2012. This paper also assisted in completing several resolutions assigned to this Committee.*

**8.02 Fall 2011 Faculty Advisors**

*There was a survey to the field regarding 8.02 - Faculty Advisors.  The conclusions were that no one is really doing this in a coordinated way with their counseling department in the loop.   There was also a break out topic on this issue at a plenary session in Fall 2012. Additionally in Senate paper on the Role of Counseling Faculty, there is a section addressing suggested practices if a college does want to propose using faculty advisors. Given, the survey, the breakout at Plenary and the additions made to the Role paper, the committee felt that this resolution has been completed.*

**8.01 Spring 2012 Use of Paraprofessionals**

*The committee felt that this was completed by some ways by the updated counseling paper but we still need to more – such as a breakout at the academy focusing on how to best make use of paraprofessionals in colleges.*

*One extreme outcome of this is advisors are now being moved into full time positions ahead of counselors. Another extreme outcome, with respect to the huge push provide SEPs for all, is students are being misadvised and pushed through with wrong advice, particularly with respect to end goals, such as being clear about terminal versus transfer goals. The crux of the use of paraprofessionals is ability to define clearly duties and roles that DO NOT cross over the duties, roles, training Master Degree Counselors have held. Simplistically academic advising is the discussion of what are the academic courses needed and sequence to reach educational goals, as Counseling Advising considers a more holistic approach of students motivations, values, perspectives, challenges and strengths to the approach of career, academic and personal counseling.*

*Part of this conversation is an MQ issue and may be strategically better to create MQs for paraprofessionals such that they clearly are not qualified to approve education plans. Additionally the requirements for EOP&S counselors are more rigorous in that they must be certificated counselors. This should also be the MQ for counselors because there are advisors who do possess various Master’s degrees but are not qualified, nonetheless*

**13.12 Fall 2011 CCC Honors Program completion Recognition on CSU Transfer Application**

*This resolution was referred to the Academic Senate President (2014-2015) by the Senate Exec committee at its August meeting.*

**6.01 Fall 2010 Evaluation and Revision of Financial Aid Systems**

*This resolution was deemed infeasible by a past committee, reasons for this result still needs to be researched.*

**13.04 Spring 2008 Effective Practices for Online Tutoring**

*Effective practices for online tutoring resolution might need to pull in folks from several committees including from the Curriculum committee and maybe even the OEI. It was suggested to talk to the OEI workgroup on online tutoring.*

**8.01 Spring 2008 Support for Online Counseling Services**

*Support for online counseling resolution has been in part completed via the paper. But there is room to do a best practices breakout at the Academy.*

**4.03 Fall 2001 Student Athletes and 8.05 Spring 2001 Student Athletes**

*The two resolutions on student athletes have been assigned to Physical Education Taskforce.*

**8.01 Fall 1999 Web Advising**

*The one on web advising has been completed via the paper.*

1. **“Guidelines for the Development and Implementation of Associate Degrees for Transfer” (Assist with a section of this paper)**

*Rico handed out the one section in this draft that applies to ADT advising and messaging to students.*

*A question came up about how students are being redirected to another CSU when they meet the ADT but do not get into the CSU of their choice. It isn’t clear if they are being made to reapply at another CSU. The conversation included how are instructional faculty advising their students with respect to ADTs and how accurate that is? It might be a Rostrum article and it also might be a conversation for breakouts and other professional development. Rico has updates for this document to strengthen it to ensure students receive accurate information.*

1. **Possible fall 2014 plenary breakout session**

*Rico asked if we want to offer some breakouts. We currently have a holder for one on C-ID/ADTs and messaging. Another possible topic would be the use of paraprofessionals. It was decided for the meantime the committee with present on the ADT’s and the messaging to students.*

1. **Academic Academy- Focus on SSSP and Student Equity (Our committee is co-coordinating this event) March 12-14, 2015 at Westin South Coast Plaza**

*The primary focus will be implementation of local plans and how to close the loops such that outcomes are measured and met across the two plans and other local college planning.*

*Several ideas presented were the following:*

*General panel on what is student equity.*

*Bringing to scale the ability to provide SEPs*

*Use of paraprofessionals*

*Strategies for intervention (students or faculty) and identification of need for intervention*

*Implementing activities to address disproportionate result found from equity and other planning.*

*Rico suggested the idea of reviewing all submitted SSSP plans to see if there are common themes to be addressed or proposals that would be good to showcase. Rico will follow-up with the Chancellor’s Office to see if it is possible to peruse the submitted SSSP and Equity Plans.*

*Presentation on Tech initiatives particularly the common assessment*

*What determines completion particularly in areas like basic skills and ESL?*

*Pathways for noncredit/adult education into credit and providing service to these unique students.*

*Inputting and understanding data – using these tools effectively for decision-making*

*Common core and its impact on our incoming students and how we serve them academically and support*

*Theme – Recruitment to Completion.*

1. **Any possible resolutions from our committee to be proposed for fall 2014 plenary**

*1) Establishing MQs for paraprofessional advisors that also clearly defines what they are qualified to do, and not do.*

*2) GE consistency in the CSU.*

*3) Develop a system plan for better serving fully disenfranchised students - homeless, ex-convicts, disable veterans, those who live in a constant state of threat – wrap-around services for those most in need.*

*David brought a concern raised by new BOG member, who made the point that we can’t rehabilitate someone who doesn’t feel safe and secure. But how does this play out with our students who come to us where life situations don’t allow them to benefit from our instruction. Dealing with this is called wrap-around services. The system does not acknowledge or effectively address support services at this level, at least institutionally. By example there are only six CCC’s with dorms. Many students are homeless and we can’t even identify them, much less provide help.*

1. **Articulation from non-credit to credit and Career Development Courses from high school to CCC—Wheeler**

*The question here is with the changes to committees and the loss of Tech Prep/Transitions Coordinator funding it is not clear if this committee should be addressing counseling and articulation as it relates to inbound students from K12 and noncredit. This would be specific to students seeking terminal certificates or degrees. The committee felt that this was outside their scope.*

1. **Basic skills –AB86, SSTF recommendations—Wheeler**

*It isn’t clear what the Committee’s role will be here since inbound basic skills (credit or noncredit) do need coherent pathways to transfer. Certainly Adult Ed and Noncredit students need counseling but this may or may not be foci for this committee.*

e**. Other topics related to transfer, articulation, student services, and student support**

 (51% Rule and Local GE Issue---Tiffany)

*The CO is now monitoring to assure that local transfer degree proposals actually do transfer. To justify the need for a transfer program, the program must have at least 51% of the units articulated to at least one CSU but these local degrees are often where the students take some amount of units from a list that is bigger and so the requirement is the college must show articulation with one CSU for 51% of all of the list versus the minimum that students must take.*

*One question is does allowing this lead to degrees conferred that may not include any articulation. E.g. 50 units are on the list but only 20 are articulated thus a student could take enough courses that only fulfill the general transferability allowances.*

*Because of the PCAH and CI submission issues regarding ADTs it is now clear what we do with local transfer degrees we have that now we have no place to submit them for approval?*

*New BOG member made the point that we can’t rehabilitate someone who doesn’t feel safe and secure. But how does this play out with our students who come to us where life situations don’t allow them to benefit from our instruction. Dealing with this is called wrap-around services. The system does not acknowledge or effectively address support services at this level, at least institutionally. By example there are only six CCC’s with dorms. Many students are homeless and we can’t even identify them, much less provide help.*

**IV. \*\* Discuss and approve committee name change**

 *Transfer, Articulation and Student Services Committee (TASSC)*

**V. Next Steps-Future meetings**

*Sep 23rd, Oct 14th, Feb 12th F2F*

**VI. ASCCC Future Events**

*We discussed the upcoming sessions and institute.*

Adjourned 4:00PM