

# Curriculum Alignment and Articulation Minutes, November 15, 2019

1:00-1:10 – Introduction of any new faces if needed

**Present:** Peggy Raun-Linde, Dave Capitolo, Sabrina Irvin, Carvette McCalib, Robert Borregard, Craig Norman, Vins Chako, Bob Lanz, Simone W., Amy Sarver, Sarah K., Julie Vo

1:10-1:30 – Review of minutes and any updates regarding them

**Updates from Peggy:** Because the ESL Dept at De Anza are building non-credit and it will be a lot of work, De Anza Dean has requested that we follow the protocol of taking ideas back to the department before moving forward with them. There is some confusion about the writing placement pilot discussed at the last meeting. If we can conduct writing placement test at AE sites, CC will need to find \$ for it. Craig mentioned that his department chair came to him and told him the money was there for the placement pilot. **UPDATE:** In the breakout group, it was decided that we will invite the Department Chair and Dean Thomas Ray to the next WG meeting to discuss the process and our plans for moving forward. **Peggy will send the invitation.** The goal is to be sure we are all moving in the same direction and that things are clear and supported. Peggy also shared the WestEd data from the BACC meeting, and **Peggy will send this data link** out to everyone as it may assist with mapping. WestEd data about HS CTE enrollment distribution that shows a disconnect between HS and CC in terms of distribution across the two institutions and the subject areas most chosen by students. Labor market information across sectors show that the demand does not correlate to CC enrollment OR to HS enrollment. They appear disconnected in most pathways. Mapping tool must have a visual product that represents the pathways. Lucidchart.com offers a free charting software, recommended by the Career Ladders Project. Sample projected.

1:30-2:30 – Breakout into 2 groups to work on the following tasks:

- Curriculum and Mapping – Start the work of filling out the mapping tool, and seeing which CC pathways are relevant.

**Math Alignment matrix (Carvette M):** What are we teaching at the AE schools, and how does it correlate to CCR's, CASAS and mathematical concepts, and how CC Math classes cover the same subjects? For example with Automotive, the math advisory is Math 212/114. As it is only an advisory, there is not a close scrutiny of what the student has completed. In 6 weeks we will have good data if the model of having a co-enrolled class is working (e.g. auto).

Carvette will revisit this matrix and include these math classes, and denote whether they are credit on non-credit at the CC. For Foothill Pre-calculus (48 A, B, and C) are first credit transferable classes, depending on your major. The group also discussed aligning the English portion of the HSD/GED competencies with the English classes at the CC. This would help

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align the CTE pathways with the required/advisory English/Math levels for the relevant CTE pathways. Suggestion to check in with Felisa Vilaubi about who the right person would be to engage for this work. Thought is that we will need a CC English dept person to review the classes and alignment. Next steps being considered.

Leadership has info from GED to help breakdown competencies held within the tests and relate them to CC standards and competencies. Amy S to help recruit meeting attendees from Counseling and dept specific Dean's to help with identifying the min reqs for each of the pathways.

Magali will get some course outlines that will help get these AE classes aligned with the right pathways. Google spreadsheet which begins mapping: Currently being worked on by Julie at MVLA AE. FUHSD AE entered. Palo Alto and community college input still needed. Peggy will reach out to folks at PA and FH to ask who best to invite to the google sheet. Mapping on three pathways in the annual plan has begun. More between now and January's meeting. Good progress.

- ESL group will revisit the alignment matrix created in previous work. Review strategy for this group and see where additional tasks can be accomplished.

The group took a look at the strategy they are responsible for this year. Here is the summary of the plans:

### **Actions Part A to achieve the strategy**

1. Find out: Will adult schools students test into the three levels that will begin at De Anza non-credit? We would like to "test" at least one class per adult school (advanced level) on the De Anza writing prompt to analyze placement data. As a next step, Peggy will invite the De Anza ESL Department Chair and Dean to the next meeting in January to discuss this possibility.
2. Analyze historically what does the data dashboard show in terms of ESL transition and student success after their transition. As a next step, Peggy will invite David to the next meeting in January to lead us through exploring this data and to find out answers.
3. Create a document that outlines the various "pathways" for ESL transition? At a future meeting (probably February) we will identify (based on what we learn in the data) where students might transition (both community college, private and community based organizations.)

### **Actions: Part B to be addressed after Part A complete**

- A. Is our curriculum still aligned? Given the change in ELPs and EFLs, check the curriculum. Update the previous matrix. Address any new elements that come forward

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from the anticipated “new” ESL CASAS test. In addition, we will need to check in with Foothill about their changes in curriculum due to merging of classes and the creation of new classes.

- B. Map the ESL pathway in full. In part A, we begin to look at the possible pathways. This next step would be to flesh out all of the details. This would also include updating the DeAnza-Foothill ESL Cross-Walk which **Amy Sarver will share with us.**
- C. **We also made a note for the future:** In 2021, the WG will need to check in regarding the merging of writing and reading in the community college curriculum and how it aligns to the adult school curriculum. This is pending it is not already part of the above work.

Dashboard and ans

2:30-2:50 – Reconvene the larger group and share out progress/hurdles/opportunities

Listed above.

2:50 – 3:00 – Outline next steps, set additional meeting dates in the new year.

Jan 24th, Feb 28th, at MVLAAE, 1-3pm

Mar 20th, Apr 24th, at Foothill Sunnyvale, 1-3pm

May 22nd, Jun19th, TBD

Consortium Website: <https://nscadulthood.com/>