

Minutes: 2/26/2021 Curriculum Alignment and Articulation Work Group

Meeting updates:

1. Director position closes at the end of the month. Thinking about it? Know someone who would be good? See NSCAAdultEd.com front page for posting.
2. Upcoming trainings on data dashboard. Link to sign up and BE SURE TO USE BOTTOM TABS:
https://docs.google.com/spreadsheets/d/1xFCFv2tA7q8hkSphChm_N99FbsKwbm8uTp56Sju8tEA/edit#gid=0
3. MVLA is working on calm and pacing which is realistic and achievable goals between now and June.
4. Foothill: ESL Orientation flyer shared. Also discussed "Owls" who attend and protect meetings from Zoom bombing. Advice from the field: 1) update your zoom app regularly because security updates and zoom is good about that 2) update settings 3) you can kick someone out of an event and report them later...no necessary to do immediately.
5. Palo Alto Adult: Spring quarter starts at the beginning of March. No in-person for spring quarter.
6. FUHSD not present.
7. De Anza: Craig to share changes in ESL classes in the subgroup. Shared with larger group that they are online for spring and probably summer. Not sure about fall.

Question asked: What literacy skills are needed for auto tech? Discussed no pre-reqs just advisory. Also some tutors helping, though Dave wondered how effective that would be on line but in person would be helpful. Peggy will reach out to Helen Pang and Felisa with a copy to Shadya to check in about that. Also announced 4/21 three-school student presentation by De Anza CTE Counselor Helen Pang.

PATHWAY SUBGROUP:

What are the steps we need to take?

- How do we connect websites with hyperlinks?
- Do we want to add graphics? What graphics do we want to add?
- **Goal** is for students to be able to do it on their own successfully.
- Dave added notes onto **CAEP pathway mapping spreadsheet** for pathway identification.
<https://docs.google.com/spreadsheets/d/1fPPBHYO1bFEhdWLuk0Trs1SqrV-xlp1jeEYWtA4O7g/edit?usp=sharing>
- **The first example is Med Terminology.**
 - AS Med Term class
 - Transition Adv./Counselor helps students with career exploration and identifying major at CC
 - Career, LMI, and college links on consortium page for students who do not meet with transition staff.
 - FH DA webpages (CTE for this example) and staff contact- including Guided Pathways and Meta Majors

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- Students choose pathway at FH or DA and continue to get support from CC for Transfer and post-certificate/degree goals.
- Question: are the pathways mapped at the colleges yet?
 - For De Anza, yes. But, they still need to be reviewed and edited.
 - Foothill, behind De Anza but they are in progress.
- Question upon walking through steps with a student lens: How accessible is our consortium website? Are students successfully getting information from the page?
Peggy NOTE: This website has developed into more of a teacher/admin resource and less about students since most information is on the individual agency sites. The idea of having a student focused page has merit and I can build that if you just tell me what you need (e.g. like what Dave was sharing about links to CTE at colleges, wage data, etc.)
- Dave showed a pathway flyer for De Anza's Auto program. Complete with QR code that leads to the DA auto website.
- Should we put together more graphics regarding meta major job opportunities with LMI? Yes.

In the report out, two items clarified more than notes above:

1. Idea to have a separate student page on the website. Could have labor market tool and salary calculator. could have four links: FH CTE site, DA CTE site, FH guided placement, DA guided placement.
2. Graphics: Have one for each AS class/pathway, that could show pathways they could take into the colleges; Janie added a next step is to look at accounting.

ESL SUBGROUP:

Present: Peggy, Sarah K, Anjani, Craig, Robert, Michelle, Shadya, Simone, Amy, Katherine

- 3 people will be working with CalPro on the curriculum alignment pilot (Peggy, Shadya, Sarah K). An update will be brought to the group at the next meeting.
- Positive feelings expressed about the data dashboard training, fascinating, so much information with a lot of detailed data, - challenges- movement from AS to CC- what about back and forth, how to track student progress over time, how to frame a question well is the key to using this data well
- Reviewed the ESL pathway map. Resources and courses listed but need to add in entry/exit skills. Craig Norman share the big news that in the Fall of 2021-2022, all De Anza classes in ESL will be mirrored credit/non-credit. Reading and writing will be combined into one class. Classes will go from high beginning to high advanced for non-credit.
- DeAnza would like to come give a presentation about the ESL changes (Craig and Kanako); outreach (Nubia) is coming to the AS's on March 9th...Craig is not aware of it. Update: on 3/1, kanako and craig joined the transition advisor and counselor monthly meeting and shared the changes. They also learned that March 9th would be more global. We will be setting a different date for the last week of April for all three adult

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schools to participate in this presentation. Janie Garcia has been invited to attend as well in case there are Foothill questions but this is a focused meeting on De Anza changes and informing students.

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- **Goal-** look at something that will allow for discussion of entry and exit skills, What gaps are there? Do we have what we need?
- Looking at **adult school placement-** do we use just reading tests or listening? Adult schools having to check by using multiple measures- reading tests, interview, and writing samples- placement adjusted based on interviews/writing samples etc. Interviews can use questions that get progressively more challenging grammatically (CASAS has an interview that does this) We look at writing for IH and Adv- we have exit goals that we can use to choose the most appropriate placement
- There is also a **"gut feel"** based on teacher experience. We discussed trying to find a way to quantify that "gut feel."
- Community College placement - Foothill officially using **Guided Self-Placement**; students looking at assignments in a class, etc. and they rate their comfort level.. Later in the meeting we discussed exploring this and **Michelle can walk us through it next time**; our goal would be to see if we could identify those entry and exit skills. In non credit, they ask about student experience studying English- somewhat proficient, they are sent to intermediate non-credit, often they follow teachers, promoted after you take a course repeatedly, looking at writing sometimes (grammar, coherence, doing own work or plagiarizing/translating) Amy suggested that there may be descriptors from the **Accuplacer** that might highlight what students know and can do to be placed in a given class. **Amy was going to ask around about whether this exists.**
- Foothill points out, we have multiple entry points. What is the target? Look at ESL 237- basic composition, or is it lower? **What does a student who gets a 236 plus on the CASAS know how to do?** Can we look at the course descriptions? Casas list of skills and standards met? We can see the grammar- would be useful to know the writing requirements, classes that can be taken at the same time. Could they complete the sequence in a year? What are the barriers? What about the study skills needed? What about academic skills? What about attendance?
- **DeAnza- writing prompt for placement** will continue for either credit or noncredit placement, CELSA is not being used right now during the pandemic as it must be done in person. Will they continue online for placement? Preferred probably to go back to face to face in person testing to take the placement writing test perhaps at the AS's when the AS's open in person. The faculty are excited about that idea according to Craig. In addition, **Craig will bring the writing rubric next time for grading the exam** so we can look at that again since it's been a couple of years and see how that informs our research on entry/exit skills.

Next time, folks will bring:

1. **Amy:** Descriptors from Accuplacer in the past if it exists.
2. **Michelle:** Guided Pathways information to help us understand and experience the self-placement process.

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3. Sarah, Simone, Anjani, Shadya, Katharine: ELPS (standards for ESL used by adult schools) writing goals in Palo Alto and MVLA rubrics. Sabrina have any?
4. Bob: SLO's analysis of implicit entry requirement. Peggy NOTE: We should also review what he shared in December via email about SLOs and course outlines.
5. Craig will bring writing rubric for placement in De Anza program.
6. Peggy will bring data about a) what classes are the ESL students taking once they transition? Are they continuing in the same course or moving up? Any other indicators of placement for analysis.