

## Minutes, Curriculum Alignment and Articulation Work Group, 2/8/19

Felisa Vilaubi – AB705 counselor  
Craig Norman – Full-time DA fac  
Donna Miranda –Dual enrollment coordinator

Foothill to get new position – to articulate with Adult Schools  
(great for articulation goal)

John M. Cower – outreach person (student svcs)  
Foothill counselor – in the works  
Magali Molina – new Dual Enrollment Coordinator (DAC)

Big News! Craig Norman  
DAC has been wary to start a non-credit program.  
Finally realized that enrollments were dropping quickly. F/T Faculty finally voted to begin N/C course to begin Fall 2019 (assuming curriculum committee cooperates)

1. Mirrored Enhanced ESL
  - a. ESL 200 (high Beg)
  - b. Will introduce through to high advanced

2. First 3 levels similar to Foothill's (10 hours/week -120 hours)  
(will enroll all s's)

As we get to higher levels (seat count for non-credit students approx. 20% of total population or 5 students per class) – more for faculty learning curve.

Felisa and Magali will help get started (will need some assistance to transition from credit-only) Randy (auto-tech will also lend his knowledge) Peggy will help interface.

Smart Goals-

Foothill Reports: No 1320 budget to offer college courses at Adult School without moving in-tact course from Los Altos or Sunnyvale. Otherwise, Foothill on board.

Co-located courses (adult ed classes in community college) Mt. View Adult School would love to hold adult ed classes on college campuses (great bridge)

Governor offering increase in funds (maybe we can put them to use)

Wed 9:00 am (DA AEP Leadership meeting)

See Smart Goal Handout

### Smart Goal #3

Multi-pronged approach to transition from all programs to all programs  
Explore possibility to articulate transition from Adult Ed to next level in community college (without need to take placement test or wait for placement essay to be read.)  
DAC willing to work out process for students transitioning in.

Application workshops to ease students through  
Admissions and Records at CC will not permit entrance without application

Student Support should be present in these conversations  
Transitioning includes ESL, ACE and CTE

ESL (CASAS)

ACE (GED scores)

CTE

### Goal #4

Students earn college credit because the courses have been articulated.  
Courses that are co-located, co-taught, or bridge...  
State's expectation – we need to look at the processes from different programs and re-define them.

Produce product: how to conceptualize, design, review and execute

(Goal 3 and 4 both under umbrella of execution of transition)

Maybe instead of consortium groups, we might consider smart goal groups  
(student support goals overlap with articulation & alignment goals)

Should we have co-chairs from all work groups should meet and identify goals together and bring back to groups to expand upon

Every 3 years probably should have all workers from entire consortium meet and/or public work group for whomever would like to attend.

Explore possible need of reshuffling members. We should avoid duplicating efforts.  
(which in fact is opposite of what consortium is supposed to do)

If student services tool and brings it to articulation and alignment  
It can be tool for A&A to utilize for creating classes and/or identifying point of transition

We need to look at where curriculums overlap..

Proposed Solution: fold goal 1 into 2; and fold 3 into 4  
Create 2 groups to parcel out work and make sure it's not redundant

Have Zoom Call after leadership leaders with all co-chairs to look into need for creating some structure: task forces

Next meeting March 1<sup>st</sup>

MVLA  
333 Moffett

2 other student support goals

1. familiarize students with college campuses (offer visitations/figure out how and when to do application and financial aid workshops)
2. research actions, behaviors, attitudes of what "successful student" looks like.

Data Work Group:

About to do a hard-copy document

Pulling data from AS and CC - Looking at who came to college from adult ed, what classes they took and how they performed.

Currently disproportionate # of SS are going to FH because they offer non-credit classes.

Some student transition to CC but don't stay. Some may be changing programs, 90% getting As and Bs.

Some FH students are simultaneously enrolled in both credit and n/c classes.

What does that mean?

FH has a summer "Bridge to College" course that helps student learn tech skills, navigating website and college terminology; offering some ESL and some almost counseling. Not all students need ESL classes.

Combined Adult Schools last year sent 1300 (out of 30000) students to college.

CC peers.

Auto Tech;

Fall of next year: every single introductory and evening class will be offered non-credit.

What additional data is needed?

- a. gender patterns
- b. job statistics
- c. see what these students are doing next to figure out whether we might be able to customize our n/c classes (and/or long-term goals)

DAC has tool that enables us to track students' course paths and success rates.

- d. see who is moving from non-credit to credit and/or where they are going
- e. consider who is CC referring to AE

Finally, Peggy has been creating a website:

[NSCAdultEd.com](http://NSCAdultEd.com)

North Santa Clara County Consortium (new name)