

Tri-Valley Educational Collaborative

GENERAL MEETING MINUTES

December 13, 2012 - 8:00 am – 10:00 am

LVJUSD Board Room

685 E. Jack London Blvd., Livermore

In Attendance:

Warren Jensen, Tony Dennis, Glen Sparks, Debbie Harvey, Vicki Shipman, Amy Robbins, Wendy Johnson, Shay Galletti, Jorja Ivie, Kelly Zummo, Tim McCarty, Janice Noble, Ginny McGaha, Cathy Wolfe, Joe McNealy, Mistee Guzman, Steve Martin, Don Danner, Anne White, Carrie Bennett, Gabe Castro, Jen Roush, Todd Halverson, Karen Friesen, Don Murphy, Lisa Pong, Vicki Schellenberger, Tom Curl, Pam Williams, Paula-Ann Cabading, Scott Miner, Sean Kenny, Deborah Walker, Karen McMahan, Bill Branca, Julie Duncan, Darrel Avilla, Gloria DaSilva, Robin Galehza, Stephanie Maimoni, Valerie Arkin, John Dwyer, Holly Gallaway, Liz Buckley, Nichole Steward, Barbara Morrissey, Julie Duncan, Bryce Custodio, and Donna Geier

I. Welcome and Introductions

Julie Duncan introduced herself as the Interim Director of the Tri-Valley Regional Occupational Program. Bryce Custodio introduced Mr. Tim McCarty, Assistant Superintendent for Dublin Unified School District and Ms. Wendy Johnson, Art Department. Vicki Shipman introduced Scott Miner, Las Positas Welding Instructor. Glen Sparks later introduced John Dwyer, Foothill High School Principal.

Glen Sparks moved, Vicki Shipman seconded, and motion passed to approve the October 10, 2012, General Meeting minutes.

II. High School Articulation with Las Positas

Vicki Shipman asked everyone to login to the Internet so members could follow along on the Las Positas web site for articulation instructions for students and teachers. She stated she has worked on it the past couple of weeks in the hopes of streamlining it and making it easier to use. This is a work in progress, feedback is appreciated.

She asked everyone to go to the Las Positas home page, search articulation, and bookmark it for future use. Students are most important, and she encouraged teachers to make it an assignment in class to get their W number, the student's identifier, with Las Positas. This number is necessary in order to get credit for their transcript. They will no longer use paper applications or social security numbers for getting credit. You must

have your students obtain a W number. If they don't want to get a W number online, they will need to print the paper application, go to the campus with their ID and obtain a W number. This is step 1 for the student. Teachers don't need to know this number, and they are not required to use it for anything. It is simply the student's ID number. It takes about 72 hours to be assigned the W (ID) number, and Vicki recommended they get it right away once enrolled in an articulated class. The question was asked what if the student doesn't have a social security number. This will be referred to admissions and records, there is a way around this.

Much discussion ensued regarding the timeframe to enter on the application for articulation, i.e. what term do students use in the system for a year-long TVROCP course? It was stated these units do not get added to the transcript until the student enrolls at Las Positas, and in order to do so, they need to first get a W number. A student does not need to be enrolled in a class to obtain a W number. In response to the comment that students have been confused with which application to choose, i.e. credit-by-exam, articulation, etc., Vicki said she cannot change the enrollment process at the college.

A FAQ document will be uploaded to the web site for students and parents.

A student who took and completed a class will now need to complete their articulation approval form. The student or the parent will have to print this form and complete it. This is the form that the student completes at the end of taking a class, and they have all the information required, including their W number.

There was a time when students could get non-credit for a class, and it may or may not have gone on the transcript; now, the only way they can get credit is passing the exam. Suppose they took a class and got a D, this documentation isn't needed. All courses that are articulated will now use the articulation approval form. The student must sign it and should, if they wish along with the instructor, list the date of completion, the class title, what the grade was, and then have the instructor sign. If the student needs to find out exactly what the course is called, they can go online to "current articulated courses" and pull up their course. The instructor signs it, then it goes to principal/superintendent/director/designee, then it is scanned and emailed to Vicki Shipman at Las Positas. This is a legal document, and electronic signatures are not acceptable as of now, so it must be turned into a jpg, tif, or pdf and sent by email.

When the articulation form is received at Las Positas, it goes to the Dean of Discipline (Articulation) for approval, then to admissions and records, and this is the document that is used to enter into the students' transcript the credit-by-examination.

The student's school administration will then forward your application to Las Positas by June of that year. All of these will be collected and on July 1, Vicki will work with Jeff

Laws who has until the end of October to get them transcribed. A suggestion was made this information be included on the last day of school checkout list. Vicki commented she will make this form a fillable pdf for the student, and they can print it for signatures. It was also mentioned by an audience member that unless students have help with this form by the instructor, it will be challenging to meet deadlines.

Once transcribed, calls from students begin. Normally students would receive a letter; however, if they have a W number, they can also log into Classweb and look it up, or they can go to the admissions office transcript request web page, or physically go to the college to make the request.

Transcripts may not go with students on the first day of school, but they will get submitted later. Official transcripts aren't usually needed to enroll into college. Two transcripts are free; there will be a cost for additional transcripts.

Vicki moved onto instructions for the high school ROP teacher. She reminded everyone that Title V of the Education Code puts college faculty (statewide), including director's and final approver's, in authority of approving course articulation. If they say no for the agreement, she reiterated the answer is no. She encouraged teachers and staff to work with the faculty and develop a relationship since they have the final say; collaboration and establishing relationships are crucial.

All new articulation agreements need to be to the Las Positas campus by March of each year. A schedule will begin, and random agreements will not be welcomed. Schools may have to revise their curriculum to meet the Las Positas deadline. Any renewal articulation agreements will be treated as new. The reason that Las Positas is having the renewals be treated as new is because they are now using the statewide template.

The first thing staff would want to do is talk internally to high school ROP colleagues to learn if a course will fit. Ask yourselves are their valid reasons? Las Positas has also provided course outlines as a resource online. Another online resource is a list of Las Positas College faculty, "who do I need to talk to?"

Once an agreement from faculty is approved, you would then send an email to the high school articulation bank and copy the faculty. As long as you and the faculty member have had a discussion and are reviewing the course outline, you are ready to move forward with the formal documentation. Fill out the template which will soon be a fillable pdf that follows the statewide pathways project: High School ROP name, contact information, course title, course description, college course title and college course description, number of units, competencies, skills obtained, measurement methods, textbooks, support materials. The Non-credit checkbox was removed, since it is all now credit-by-exam. The required attachments to the agreement will be your course outline, the final examination and the college course outline.

Print this form, get the appropriate signatures, and send to Las Positas. She referred to terms and conditions from previous agreements regarding how long the agreement will be valid for, and she found different terms; however, from this point forward three years will be the established term. Matriculation requirements must be met and consultation needs to occur between high school teacher and faculty. Agreements need to be signed, scanned and emailed to LPC high school articulation for college faculty administration endorsement. Once the college level approvals are done, this information will be sent to admissions/records for transcribing, will be posted on the web site for articulated agreements, and an electronic copy will be available for email to you.

The critical part for Las Positas faculty is that ROP has assembled more than a few people together for review of the agreements. Las Positas is decentralized in their advisory meetings. Everyone should have a list of the departments and their advisory meetings. If you need this information, email Vicki indicating your discipline and she will connect you.

III. Update on Community College Transfer Model

Julie thanked Vicki for her presentation and the work she had done in the last two weeks to help make it easier for our schools and staff.

Dr. Noble commented she is representing the faculty- at-large and reiterated that the faculty, by law, is the body that approves all the articulation agreements. She can't emphasize enough to build a relationship with the discipline you need to work with. She suggested building the relationship before you need it. Vicki alluded to some of the things you will need when submitting an articulation, i.e. course outline, but you may also consider not only the final exam but possibly the exams that will be given throughout the year which will help enforce that you have the rigor required for a college course. Textbooks, tests, support materials are all helpful in building the relationship. It is critical to attend advisory meetings as faculty receives a lot of information from those in the field. Employers are the best resource for their expectations.

Secondly there are some things happening at the state level with community colleges as well as with high schools, such as the common core standards. This is a way for colleges and high schools to come together and meet so as to not create a gap. Community Colleges are also feeling the impact of student test score legislation. She asked how many had heard of the transfer degree. The state has worked with faculty across the state to develop transfer model curriculum and what this curriculum is to look like at the community college. Anthropology was used as an example. There is now a transfer model for this curriculum which basically tells the community college that if you want to

transfer to a CSU, you must complete this to be accepted; although you are guaranteed to get into a CSU, it may not necessarily be a first or second choice but you will have a slot. Las Positas will be doing transfer model curriculum for somewhere between 12 to 14 of the degrees already offered. Las Positas is making efforts to remodel their curriculum so students will have access by the fall of 2014 to some of the 27 transfer models that are available throughout the state. In addition to aligning degrees, Las Positas is being asked to align classes with CID, course identifiers, so that when a student takes a class at Las Positas, it is the same class at another community college across the state. Staff is reviewing courses and making sure they are aligned with the course identifiers and descriptors. Once this is done, they can then become part of the transfer model curriculum. UC is not included in this yet; although they know about it, they have a bit of a different philosophy. UC colleges have indicated they look at more than just the courses, they look at the whole student and their portfolio, not just grades. There are lots of changes in the curriculum right now which may influence some of the articulation. If you have an interest as a group, she would be more than happy to invite Barbara Morrissey and her team to talk about this at a future date.

Does this allow students to be able to take classes at different community colleges? Yes, eventually it should. There is also the issue of repeatability; a student will no longer be able to take a course, pull out and take again next semester. If they have to take it, they will have to find a different school. This encourages students to be serious about what they are taking. Students will enroll in a course, and if not doing well, drop it, and can do this 2 -4 times which in turn keeps serious students on a mission from enrolling or completing the course. There is a lot of legislation at the colleges right now mean to get students in, into classes, and onto to their next level. There has even been "Proposed" legislation that if you deviate from your education plan that you registered for, that may not count and you may have to pay full fare. Legislators are serious; they want students in, get their courses, be successful and move to the 4-year school.

Discussion took place regarding the AA-T (Associate of Arts Transfer) or AS-T (Associate of Science Transfer) Degrees which are designed to make the transfer to the California State University system smoother while aligning coursework at the community college with courses offered at the CSU. As of now, Las Positas only offers math and sociology in terms of these degrees. For more information, visit the web site www.degreewithaguarantee.com.

In response to Ms. Duncan, counselors commented this was the first time they had heard many of these items.

IV. Announcements and Closing

Barbara Morrissey announced that the annual (20 years now) high school senior parent night that is normally in November will now be held on February 6 in the evening. Fliers

are being prepared and will be sent to all districts. Application days are February 1 through March 1 which is a bit earlier than in the past.

Paula-Ann Cabading and Ginny McGaha, Career Counselors, shared information about the GETSET (Girls Exploring Technology, Science, Engineering Together) program kick-off across all five high schools with 215 members in the Tri-Valley. A chemistry workshop called Silver Bells was held as well as their first field trip to Travis Air force Base.

Fallon Middle School will be hosting the CIF/CSF Regional Conference on March 23. Attendees were encouraged to share with their schools, since there will be a ton of “techy” things for \$25.00 per person. This year’s theme is Believe, Relieve, and Achieve...Mind, Body and School which will focus on mindfulness.

Ms. Duncan wished everyone a restful break. The next General TEC meeting will be March 14, 2013, 8:00 a.m., in the Livermore School District Board Room, 685 E. Jack London Blvd., Livermore, CA 94550.

V. District Team Meetings

TEC members broke into their district team meetings to meet for the last hour.

Future Meeting Dates: *March 14th in the Board Room at the LVJUSD*
May 3rd - Year End Celebration at Las Positas
College

Visit Our Website at <http://www.laspositascollege.edu/tec/>