

Citrus College Adult Education Consortium
 AEBG Planning Committee Meeting
 Minutes – February 5, 2016

Time: 11:30am – 1:00pm
 Locale: Azusa Adult School Multi-Purpose Room

Present

Program Director: John Russell
 Member Reps: Felipe Delvasto, Flint Fertig, Mary Ketz, Jim Lancaster, Kevin Morris, Rebecca Summers
 Proxies: Ron LeTourneau, Daniel Soriano, Debbie Vanschoelandt,
 Secretary: Margarita Alejandro, Monrovia

Absent

None

Agenda Items

<u>Item</u>	<u>Description</u>	<u>Notes</u>
1.0 1.1 1.2	Call to order: Roll Review and approve proposed agenda	Meeting called to order at 11:33 and all present. Discussion to move Odysseyware resulted in Becky giving a brief update on Glendora moving forward with Odysseyware but staff is still needing to learning to incorporate into its instruction.
2.0	Faculty Advisory Committee formation	Becky read the objectives on the annual plan and said that according to the plan we were on time in creating the FACs. Conversation began around CTE FACs. Jim shared that we needed to allow employers to engage in conversations so that we learn what changes were necessary to better prepare students for the workforce. Flint said that 1) the majority of the CTE was at Monrovia and 2) each industry has such specific requirements that it did not make much sense to have CTE-wide FACS. However a CNA FAC did make sense because CNA is common with Monrovia, Azusa, and Citrus. Jim advised Citrus has Health Coordinators, same as CNA Board. Jim said that the CCAEC should use the same model as Home Health alignment. Jim said everyone should be aligned for a valued credential. Jim will put John in touch with Chari from Rio Hondo. He will email her and copy John on the email. John will contact individual K-12 members to form ABE FAC. For ASE, Jim advised that Citrus credit faculty would have to serve on the ASE/ABE FACs. Reps and proxies agreed that expert selection of faculty would be the choice instead of volunteers.

		<p>For ESL, John was going to discuss with faculty at the alignment meeting as to who would be available.</p>
<p>3.0 3.1</p>	<p>Survey and enrollment data Update on state data focus group findings Discuss desire for survey and review existing</p>	<p>John advised that Neil Kelly is still compiling information for a document from the data collection focus groups. Neil said the draft would be distributed in a few days. John will follow-up and distribute the draft to members at next meeting.</p> <p>John shared that one major conversation of the focus group was enrollment demographic data. Reps agreed there needs to be uniformity on the survey at intake. John asked the feasibility of a common Google survey being filled out at intake. The problem for Citrus is that their IT will not allow Google Forms. Jim advised would try to "build in" agreed upon elements from the CCAEC survey at intake. He doesn't know how creative they can get on changing the application. Survey Monkey is allowed at Citrus, but Jim prefers to embed the vital questions of the survey as optional.</p> <p>John asked reps and stakeholders to look at the survey questions and be prepared to edit and complete a final draft at the next Planning Committee meeting.</p> <p>The need for a "Satisfaction Survey" or an "Exit Survey" for all programs was discussed as important. Monrovia already does this on a limited basis, but is going to expand it. It will use that data in its WASC accreditation as well. So there is a need for an Entrance Survey and an Exit Survey.</p>
<p>4.0</p>	<p>Online TABE utilization</p>	<p>Discussions started by reps agreeing that K-12 members should have uniform enrollment assessment consortium-wide. The TABE is seen as the adult education standard. Claremont used it about 15 years ago and Azusa is currently using it. John advised that he was looking into consortium pricing. Daniel advised Azusa uses level 9.0 for students to begin high school work and feels that is the level the consortium should use. Felipe and Flint thought 9.0 was too high. Daniel advised unprepared students become discouraged and tend to leave.</p> <p>It was discussed that one of the AEBG objectives was acceleration. The principle of institutional autonomy was invoked and reps said they would use TABE, but each institution would determine the threshold to start ASE.</p> <p>As part of the discussion, Jim noted that 70% of Citrus students fail to get in either a college-level Math or</p>

		English course. Seniors should qualify for 101 level courses but are not.
5.0 5.1	Odysseyware utilization Pricing update How do members envision the program being used	Was addressed to a satisfactory level at beginning of meeting.
6.0	ESL alignment meeting and process	<p>John acknowledged that Felipe has his course outlines in. John handed out the first pass of reading and writing competency alignment. He advised that for the most part, strands carry a skill from Level 1 to Level 6.</p> <p>Units and assessment in standards - Syllabus. We need alignment across for Citrus and other districts.</p> <p>Jim voiced concern about a lack of criteria in the competencies. He asked: how do we know what teachers are measuring? Jim wants to see criteria for ESL. Discussion around what that looked like were not resolved and would be addressed in later meetings.</p>