Santa Clarita Valley Learning Consortium Executive Summary: English


Meeting Notes

Updates/Announcements: Catherine discussed the spring symposium that will take place on Friday, February 3, 2012. Jeffrey Duncan–Andrade will be the guest speaker, and the theme is Inspiring with Critical Hope. If any of the high school teachers want to attend, Catherine asked for them to let her know by the end of October because she needs to arrange the subs. College of the Canyons will be paying for them.

Meeting location: We discussed meeting locations and everyone decided that they wanted to keep meeting in the University Center at COC.

Wish List: The next item we discussed was the wish list. This item is for the high school teachers who attend the meeting. The COC faculty cannot receive compensation or gifts for attending the meetings. It was decided that the person who wins the big prize at the end of the semester would get to choose what he/she wanted. People said they might like a class set of books or audio books as the big prize and the smaller monthly items could be flash drives, teacher resource books, or access to the database.

Norming: We did two months of norming at our meetings in the spring. We needed to discuss how these norming sessions could be measured and if we wanted to product documents from these norming sessions. As a result of this, we decided to norm English 101 essays. Jennifer Brezina and Tracey Sherard will bring in essays from their students along with the prompts for the October 18th meeting. We further discussed that we could maybe do a Think Aloud about the evaluation process. Some people mentioned that the group has reviewed several English 101 prompts, but they wanted a prompt that represented consensuses from the department at large. To address if we wanted to produce a document from these norming sessions, this would allow the group to develop a series of prompts from English 081-English 101 so everyone would know what the expectation is at each level. The COC faculty said that their coordinators had just collected writing prompts from instructors from 081-101, so these could be reviewed. It was suggested that we should put these in the curriculum binder, so we have updated prompts to review. While discussing how to measure norming and if we want to product a document from the norming we did, other items were discussed.
**EAP data:** Andrea provided data that she compiled for:

1. West Ranch high School EAP results from 2007-2011
2. EAP English results Hart District schools (West) 2011, all juniors
3. EAP English results Hart District schools (West) 2010, all juniors.
5. CST scores for English Language Arts 2005-2011 for West Ranch for the total population, English learners, students with disabilities, and economically disadvantaged
   a. The reports included West Ranch, Hart, Valencia, and Saugus. The concern was that the EAP results provided were inconsistent with these students’ performance on the COC placement test. The data needs to be analyzed, and it was suggested that Catherine produce a brief to answer a few questions:
      i. Are these students testing higher on the EAP and not on the COC placement test?
      ii. Where are these students going: UC, State, or community college?
      iii. Is there an alignment between state standards and COC standards?

**Other items:** While we were discussing the items on the agenda, several topics arose. The first was that there is this unspoken understanding that COC faculty assign work but do not instruct. It was illustrated that the observation cooperative will help with this belief. Another item discussed was that there is a growing concern that students who place in the developmental classes do not have good progression rates. The data has been done, and the reports were shown to the group. Last, that the group needed to have something concrete, set goals, and data about testing comparisons between high school and Accuplacer so people would want to continue participating in the meetings.

**Next Steps:**

For the next step, we discussed developing an EPT style prompt (these do already exist so maybe there is not a need for this?), prompts from English 081-101 assignments, maybe developing a unit that had an argument/non-fiction prompt, and norming of English 101 papers. There was a request to have progression and placement reports for English 12 from 2008-2010. There was a request to have a brief showing placement from individual schools in the Hart district to COC from 2006-2010. There was a request to generate a report that shows if the expository essay helped with placement scores at Hart. It was requested to have these broken up by school site and placed on the new flash drives. There was a request for data that shows student success data once the student takes a class at COC and that this data be broken up by school site. Once these reports are evaluated, the question that the group wants to answer is if the resources that have been implanted in the high schools, from these meetings, are helping the students succeed.
September 2011 English End of Meeting Reflections:

What is most valuable that you gained from today?
- I’m not sure. I always appreciate the discussion
- Not sure, same discussion
- Establishing an agenda for future meetings
- To get 101 prompts and assignment essays
- Concrete goals-outcomes; What we can focus on in the upcoming months
- Concrete plan for the next few meetings
- Set goals for October and November meetings (norming and observations)
- Information on hybrid class at COC

What did not get covered to your satisfaction today while working in groups?
- A clear direction/purpose for the consortium this year
- Still lacking measurable progress; what is our desired outcome?
- Some more concrete goal setting would’ve been helpful
- I feel like the emphasis has been on complaining
- What type of prompts are wanted and why
- Want more information on placement

What additional information do you need (such as data, resources, tools, etc.)?
- Data-placement information for COC that is current
- Data for student placement 081, 091, 101; 101 success rates per school site
- N/A
- Data for fall 2010 placement per school
- Progression data for placement 2007-2010
- English progression report
- The admission rate at COC and see how GVHS students do

Please rate your level of satisfaction with today’s work
- Very Satisfied- 1 respondents
- Satisfied – 3 respondents
- Neutral – 3
- Dissatisfied - 1
- Comments
  - Progress! I feel like I waste my time discussing the same ideas each meeting.
  - Tables need to be moved to make it more collegial.
  - It might help to at some point review what we’ve accomplished already so we can see what we’ve already done.
Santa Clarita Valley Learning Consortium Executive Summary: English

**Attendees:** John Albert, Diane Ayers, Brandy Beda, Jennifer Brezina, Louise Davies, Andrea Douglas, Victor Limon, Karen Lopez, Christine Marsh, Catherine Parker, Denee Pescarmona, Tracey Sherard.

**Meeting Notes**

**Updates/Announcements:** Catherine discussed the spring symposium that will take place on Friday, February 3, 2012. Jeffrey Duncan-Andrade will be the guest speaker, and the theme is Inspiring with Critical Hope. If any of the high school teachers want to attend, Catherine asked for them to let her know by the end of October because she needs to arrange the subs. College of the Canyons will be paying for them.

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**Next Steps:**
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Santa Clarita Valley Learning Consortium. Executive Summary: English

February 21, 2012: 4:00 – 5:30 p.m., UCEN 315


Updates/Announcements:

1. Mary Petersen introduced herself as the new COC Learning Consortium Co-Chair (replacing Brandy McGrath who is on maternity leave), and Myriam Altounji introduced herself as the new COC Learning Consortium Coordinator (replacing Catherine Parker who is also on maternity leave).

2. Mary distributed a list of COC Instructor Course Schedules along with email addresses. She reminded participants that they should be making contact with the instructors they want to observe and scheduling observations so that we can be prepared to share observation discoveries at our April meeting.

3. Myriam Altounji introduced Daylene Meuschke, COC’s Director of Institutional Research and Barry Gribbons, COC’s Assistant Superintendent/Vice President of Institutional Development, Technology and Online Services. Daylene and Barry had requested that Hart District participants submit data requests prior to today’s meeting so that they could be prepared to address them.

The following requests were submitted:

- Is there a correlation between a student’s Reading Score on the 11th Grade CST and a student’s success at COC? For example, what is the average CST Reading score of students enrolled in English 101, 091, 081, and 071? What percentage of students who are designated as “Proficient” or “Advanced” on the CST place into English 101?

- Is there a correlation between a student’s EAP score and placement into English 101 at COC? For example, if a student received a “college ready” EAP score on the 11th Grade CST (which would automatically place that student in English 101 at a CSU campus), did that same student place into English 101 at COC based on Accuplacer results?

- Do more students who take a course during their senior year of high school that focuses on expository text place into English 101 as opposed to students who do not?

- How many students from EACH high school campus (not district wide) place into English 101 at COC?
• How many students from each type of 12th Grade English course place into English 101 at COC? (For example, Hart only offers an expository text-based English 12 course as opposed to West Ranch and other campuses that offer a variety of electives.)

Meeting Notes:

1. Barry Gribbons shared the submitted data requests with the group and expressed his interest in pursuing them because he believes the results will help “influence action” as opposed to collecting data for “curiosity’s sake.” This lead to a productive discussion of the Hart District/COC “disconnect” and what can be done to help more students place directly into English 101. Barry wanted to know what participants thought contributed to the disconnect – if Accuplacer was the problem or the curriculum focus during a student’s senior year, concerns our group has been discussing for two years.

2. As part of the discussion, we clarified terms to ensure mutual understanding: CST, EAP, EPT. High School teachers explained that all students, 9-11, are required to take the California Standards Test (CST/STAR Test) during spring semester. Eleventh grade students are offered the opportunity to take an additional Early Assessment Preparation (EAP) section that is composed of two parts: an Essay portion offered in March and then an “augmented” portion offered in the form of fifteen additional items as part of the multiple choice Language Arts test taken in April. We noted that the EAP section is identical to the English Placement Test (EPT) that students take after being admitted to the CSU: the essay prompts are identical to the EAP essay prompts, and the fifteen multiple choice items are released questions from the multiple choice portion of the CSU English Placement test. On the actual CSU English Placement Test, students answer forty “reading and composing skill” questions. As a result, students are not just assessed for college readiness by the fifteen additional items: ETS also uses selected items from the regular portion of the CST Language Arts Test. The benefit of students taking the EAP is that they receive an EAP college readiness designation as part of their STAR Test results that are mailed to them in August. The EAP results tell them if they are “college ready” or not. If they are identified as “college ready,” that means that they would be placed automatically into English 101 on a CSU campus. The results serve an additional purpose: if a student is identified as not ready, that gives the student a senior year to acquire additional skills.

3. Barry wanted to know how the essays were scored and by whom. After we explained that they are scored online by teachers who have applied and been approved by ETS. Additionally, teachers’ scores are reviewed by supervisors for accuracy. Barry stated his preference for a placement test that included a writing
component and expressed interest in learning more about the EAP/EPT prompts and rubrics. This lead to a discussion of the writing component that COC used to offer before it became financially prohibitive. Diane Ayres, who used to be in charge of administering and scoring the essay test, remembered it fondly as a more reliable instrument than Accuplacer.

4. Barry was also interested in the course offerings that Hart District high schools feature and how closely they are aligned with the COC English 101 Learning Outcomes. What courses are offered during a student’s senior year? Do students study literature of expository text? Are the literature courses homogenous? How much writing is emphasized in each class? How many essays are assigned? What type of essays are assigned? Are the essays all literary analysis, or do they include argument as well? Even though some classes focus on literature and others on expository text, are the learning outcomes the same for each course? Are they all college preparatory?

5. Participants were very pleased with today’s discussion and eager to help Barry and Daylene acquire the information they need to complete the requested data collection. We were all in agreement that our main purpose for meeting over the past two years was to assist students in being better prepared to be successful as college students. This study should help high school teachers assess the validity of their course curriculum and help COC instructors assess the validity of Accuplacer. Both assessments will benefit students.

Next Steps:

1. Daylene will create a template that high school participants can use to gather information about the courses offered on their campuses.

2. Once the template has been designed, Learning Consortium participants will gather the needed information and send it to Daylene and Barry.

3. Daylene and Barry will meet with Dave LeBarron to enlist his assistance in acquiring the data needed from the Hart District to complete the data requests generated by Learning Consortium participants.

4. Learning Consortium participants will complete their observations of each other prior to the April meeting. Their discoveries will serve as the focus for that meeting.

5. We will meet with Dr. Chelley Maple, COC’s Matriculation Director, on March 12, 2012 to learn more about Accuplacer.
End of Meeting Reflections:

What was most valuable that you gained from today?
- The research discussion was the most valuable.
- Barry and Daylene!
- Progress in collecting data to accurately guide our planning.
- Some limits and focus to the research questions that have been discussed.
- An insight into the institutional research process
- Willingness of Daylene and Barry to gather “Actionable intelligence” in the form of data!!!
- Barry’s observations and data collection. EAP, etc.

What did not get covered to your satisfaction today while working in groups?
- Scheduling for observations. Worked out by the end of meeting.
- Didn’t clearly set up observations. Many absent.
- Maybe a more specific plan for observations.
- The collaborative projects we were working on
- Scheduling should have taken a higher priority
- Nothing
- Template from Daylene to record our course groupings

What additional information do you need (such as data, resources, tools, etc.)?
- Emails for those who will be observing
- I can’t wait to receive the data from COC’s Institutional Research

Please rate your level of satisfaction with today’s work.
- Very Satisfied – 3 respondents
- Satisfied – 1 respondent
- Dissatisfied – 1 respondent
Updates/Announcements:

1. Mary Petersen provided copies of the EAP Proposal that she is scheduled to present at the COC English Department meeting in April. In preparation for writing the proposal, she spent a good deal of time researching her colleagues’ questions regarding the EAP and then addressing those questions in her proposal. A key part of the proposal reads as follows: “We will pilot the program for a fixed two year period and evaluate the results. We are not locked into adopting the assessment indefinitely.” This required enlisting the support of Daylene Meusche and Barry Gribbons from Institutional Research who agreed to conduct the study and the support of Matriculation Director Chelley Maple to coordinate the logistics and implementation of the project. Mary will serve as the department representative working with Chelley and the Hart District. Mary will share voting results with Consortium members at our meeting in May.

2. Participants were supposed to have completed their class observations prior to today’s meeting, but due to CST Testing and pressing end-of-the-year responsibilities, participants found that they were not able to do so. Because everyone is still enthused about this project, they are going to try once again to schedule and complete observations before our May meeting.

3. At the invitation of Mary Petersen, Karen Lopez will be representing our consortium at a two-day CCC EAP Convention in Sacramento, along with Matriculation Director Chelley Maple. She will report back to our group at our May meeting.

Meeting Notes

The focus of today’s meeting was supposed to have been the sharing of observation discoveries. However, it was a good thing that no one had completed their observations because it took the entire meeting to discuss the Course Inventory information requested at our last meeting by Daylene Meuschke, COC’s Director of Institutional Research in response to the following Data Requests submitted by Hart District participants:

Hart District Data Requests

1. Is there a correlation between a student’s reading score on the 11th Grade CST and a student’s success at COC? For example, what is the average CST reading score
of students enrolled in English 101, 091, 081, and 071? What percentage of students who are designated as “Proficient” or “Advanced” on the CST place into English 101?

2. Is there a correlation between a student’s EAP score and placement into English 101 at COC? For example, if a student received a “college ready” EAP score based on the 11th Grade CST (which would automatically place that student in English 101 at a CSU campus), did that same student place into English 101 at COC based on Accuplacer results?

3. Do more students who take a course during their senior year of high school that focuses on expository text place into English 101 as opposed to students who do not?

4. How many students from EACH high school campus (not district wide) place into English 101 at COC?

5. How many students from each type of 12th Grade English course place into English 101 at COC? (For example, Hart only offers an expository text-based English 12 course as opposed to West Ranch and other campuses that offer a variety of electives.)

6. How many high school students from EACH campus leave COC with an occupational certificate? How many enter COC with that intention and how many actually earn one? Is the overall percent higher than for those who either get their AA and/or transfer to a college or university?

After meeting with Dave LeBarron from the Hart District, Dave assured both Daylene and Barry Gribbons that the District would be able to provide much of the data they need. However, they also need each high school to provide the following information in the form of a **Course Inventory**:

- High School Name
- English Course Number (if applicable) and Name
- Year Taken (e.g., 9th, 10th, etc.)
- Alignment with English 101
- Notes regarding the course that faculty want to provide to help Daylene understand any nuances regarding variability across instructors and campuses

While trying to prepare Course Inventories, participants had encountered problems in deciding what constitutes “alignment with English 101” and in providing notes that would help Daylene understand “any nuances regarding variability across instructors and campuses.” As a result, high school teachers had a lengthy, very productive discussion with COC instructors about ways to identify “alignment with English 101.” We agreed to use the following criteria and to write inventories for only 11th and 12th grade courses:
Primary reading focus: Literature or Expository Text?
Number of Essays Assigned
Types of Essays Assigned
Length of Essays Assigned

It was decided that “nuances” can be addressed by identifying “core” essay types that EVERYONE absolutely assigns – and then other essay choices that are available. Number and length can also be listed in variable form,

We agreed to use the following Course Inventory Template:

High School:

English Course Number/Name
Year Taken
Course Description
Alignment with English 101:

  Primary reading focus: Literature or Expository Text? (Circle one)

  Number of Essays Assigned:

  Types of Essays Assigned:

  Length of Essays Assigned:

High school teachers also agreed to submit their Course Inventories as soon as possible in order to assist Daylene in completing the Data Requests.

Next Steps:

1. Mary Petersen will submit her EAP Proposal for a vote at the April COC English Department meeting and will share results at our consortium meeting in May.

2. Hart District participants will email Course Inventories for 11th and 12th grade courses to Daylene Meuschke as soon as possible.

3. Participants will complete class observations prior to our meeting in May.

4. Karen Lopez will attend the CCC EAP Convention and be prepared to share what she learns at our next meeting in May.
End of Meeting Reflections:

What is most valuable that you gained from today?
- Overall Agenda
- EAP Proposal
- Alignment Template
- EAP Proposal Update

What did you get covered to your satisfaction today while working in groups?
- Would have liked to have discussed “Accuwriter” as way of acceptance into 101

What additional information do you need (such as data, resources, tools, etc.)?

Please rate your level of satisfaction with today’s work
- Very Satisfied – 4 respondents

a. If you are not satisfied, what changes can be made?
Santa Clarita Valley Learning Consortium
English Executive Summary

May 15, 2012: 4:00 – 6:00 p.m., UCEN 315

Attendees: Myriam Altounji, Diane Ayres, Jennifer Brezina, Louise Davies, Jodi Guerrero, Karen Lopez, Mary Petersen, Tracey Sherard, Rebecca Kroll, Christine March, Denee Pescarmona, Barry Bribbons, and Daylene Meuschke

Summary:

1. Barry Gribbons and Daylene Meuschke from COC’s Institutional Research met with the committee and provided updates regarding the data that is being gathered from the Hart District. Most schools have submitted the required course inventories. Karen said she would contact those schools that have not.

2. Karen provided a brief overview of the EAP/Common Core Conference that she attended with Chelley Maple. She informed the group that Smarter Balanced, a multi-state consortia, is creating an assessment tool based on the Common Core State Standards. Karen also provided handouts outlining the most recent statewide results about the effects of EAP on students’ need for remediation at the CSU.

3. Mary provided an update about implementation of EAP at COC based on her conversation with Chelley Maple. We will not be able to implement EAP in the fall due to time constraints. There is not enough time for the proposal to move through the college’s academic senate and be approved. Also, there is not currently a means to program EAP scores and their one year expiration dates into Datatel. We also need to identify a process for accepting EAP scores from students who did not mark the “community college” bubble and we need establish a consistent plan that instructs students to mark the community college bubble.

4. The group discussed the future of the SCV Learning Consortium given budget constraints. Denee informed us that the Basic Skills grant money expires next year and encouraged us to create a set of goals for next year and an action plan to justify funding. The group agreed that we want to include more stakeholders in next year’s meetings, especially those at the administrative level. We agreed to extend the classroom observations of colleagues into fall since many were unable to complete the visitations this spring. Tracey suggested that we produce a product to justify funding for the group. The suggestion was made to use Common Core Standards to create an English 101 essay prompt that could be distributed district wide in Hart District Professional Development. This would include a researched article which would be used in conjunction with the essay prompt.

A small subcommittee of the consortium plans to meet this summer to review the data that Barry and Daylene processed from the Hart District. This information can be used to direct the action plan for fall.
May 15th 2012 English End of Meeting Reflections:

What is most valuable that you gained from today?
- Information on EAP/Smarter Balanced from Karen Lopez
- Hearing form Barry about what will be available from the Data
- Hearing from Karen about the CCC conference
- List of additional issues for implementing EAP
- Understanding of COC perspective regarding data
- An understanding of how dire the budget situation is
- EAP update
- Discussion about common core

What did not get covered to your satisfaction today while working in groups?
- Data results. I was really hoping to see data today. I understand why it was not possible though.
- Nothing
- Clear focus for next year
- New direction for group
- Future of the group? (Still in question)

What additional information do you need (such as data, resources, tools, etc.)?
- Data!
- Meeting focus for next year-will the group continue? I hope so.
- I look forward to hearing the data.
- Would like to do observations
- None
- Consider equivalent of EAP; Smarter Balanced

Please rate your level of satisfaction with today’s work
- Very Satisfied- 2 respondents
- Satisfied –1.5 respondents
- Neutral-2.5
- Dissatisfied- respondent

a. If you are not satisfied, what changes can be made?
Santa Clarita Valley Learning Consortium
English Meeting Minutes

February 19, 2012: 4:45 – 6:00 p.m., LTLC-133

Attendees: Karen Lopez, Tracey Sherard, Christine March, Dave Moeller, and Mary Petersen

Summary:

1. The meeting began with a discussion of the goals for this semester. Christine suggested that we identify action items based on the data presented from COC’s Institutional Research. We will hear from Barry and Daylene at the March meeting and will set goals based on that information.

2. The group expressed interest in scheduling classroom observations which were postponed from last semester. Mary said she would present the idea at COC’s English department meeting on Monday 2/25 and generate a list of participants who would be open to having classroom observers. Mary will check with Denee, and Karen will contact Dave LeBarron, about funding for subs. Then Mary will email the SCV Consortium group to schedule the observations before the next meeting. The group felt that rather than completing a written report about the observation, it would be more worthwhile to present the insights gleaned from the experience to the Consortium group. Dave mentioned the value of sharing essay assignments and discussing how they are evaluated in conjunction with the classroom observations.

3. Mary reported that she will be attending the Common Core Curriculum meeting with the English Department at Bowman High School on Friday, 2/22. Mary said that she would email Michele Krantz to request information about the new standards and other information about Common Core to prepare for the meeting. Dave mentioned that it would be valuable to have specific lessons which focus on each standard so that instructors would have adequate preparation to address the new standards in assignments and activities.

4. The group felt that since a norming session last year was so meaningful, it would be worthwhile this semester to review a set of essays and assess them with a rubric. Christine expressed particular interest in the essays of English 096, the accelerated course. This norming session is tentatively scheduled for part of the April 16 meeting.

5. Mary said she would check with Mike Brezina about the progress of implementing the necessary computer programming requirements to accept the EAP in lieu of the Accuplacer assessment for placement into English 101.

Next meeting: March 19, 2013

Minutes respectfully submitted by Mary Petersen
1. Mary reported back about her experience attending the Hart District Common Core Curriculum meeting with the English Department at Bowman High School on Friday, 2/22. She found the meeting to be “very valuable” and the Common Core curricular focus to be very “096.” These are the highlights that she shared regarding her impression of Common Core Standards:
   - Assessments that include “human-graded” essays
   - Fewer standards – but broader
   - End goals vs. enabling skills
   - Aligned with college and career demands
   - Reading Focus: 30% literature, 70% non-fiction (across the curriculum)
   - Writing Focus: 20% narrative, 40% text-based argument, 40% expository
   - Text-based arguments

2. Barry Gribbons and Daylene Meuschke from the COC Office of Institutional Development and Technology presented their analysis of Hart District graduates’ achievement in English courses at College of the Canyons based on Course Inventories that teachers from each of the high schools provided in May of 2012. Since 60% of Hart District seniors attend COC, Barry described his department’s findings as “hugely important” with implications for both seniors and for COC’s use of placement tests. Barry and Daylene compared the performance of Hart District students who received an A/B grade in their senior English classes Hart District seniors with the grades they received in their English courses as freshmen enrolled at COC. In a nutshell, the Hart District students performed so well in their English classes at COC that (after conferencing with Chelley Maple) Barry is going to advocate that students who receive an A/B in “certain” courses (as yet to be determined) as seniors be exempt from the Accuplacer and placed directly into 101. In his opinion, the data shows that Accuplacer is placing students below their ability which adds to the time it takes them to graduate and sometimes discourages them from doing so. The data that Barry and Daylene presented is attached.

3. Participants expressed their appreciation for Barry and Daylene completing this much-anticipated study and asked if the study could be continued into next year. Christine Marsh pointed out that the data is “clumped” by course rather than by high school. She would like to see how students at each high school in each senior course are doing at COC – not for the purposes of competition between schools -- but so that teachers can
better assess the efficacy of their coursework. Participants were in agreement that this would be helpful.

4. Jennifer Brezina reported that COC’s Governing Board has officially approved the acceptance of EAP scores in lieu of Accuplacer – a decision that Hart District Teachers anticipate will encourage more juniors to extend their best efforts on the CST because it will provide “buy in” for students planning on attending COC. In the past, the “buy in” has only been for students who are planning on attending a CSU.

5. In response to Jennifer Brezina’s update regarding COC’s acceptance of EAP scores, participants asked Karen Lopez to email Dave Le Barron with a special request. Participants are in agreement that word needs to come from the District Office that ALL TEACHERS be informed during STAR TEST Training at each site about the importance of students taking the EAP portion of the reading test. Because the EAP scores will no longer just be helpful for students planning on attending a four-year school – but also to students who plan to attend COC – every junior needs to know that the test results can exempt them from the Accuplacer testing at COC and the English Placement Test at CSU campuses. Additionally, it is important for students to bubble the Community College/CSU choice on their scantrons so that their results can be accessed by COC. Chelley Maple was especially concerned about this when she attended the Community College EAP Conference in the spring of 2012. She pointed out that it would be too difficult for her to look up individual student test scores, that students had to select the Community College/CSU choice in order for her to be able to access their scores efficiently. At that time, she specifically asked if the Hart District provided uniform instructions to all the high schools regarding this. At that time, the District did not. That was one of her reservations about accepting EAP scores. Now that COC has accepted those scores, the Consortium is asking that the District provide direction for Site Coordinators in order to support COC’s acceptance of EAP scores. Karen agreed to do this. An email was sent to Dave LeBarron at 7:51 a.m. on March 21, 2013. In response, Dave promised to send out an email to Site Coordinators regarding this matter.

6. Chelley Maple, COC’s Matriculation Director, will be attending next month’s meeting. Participants expressed interest in hearing her response to the following questions:

- Is COC going to continue to use the Accuplacer – or will another method of testing be selected?
- Will she be able to tell us next year how many students were placed in COC English classes based on EAP scores?

Next meeting: April 16, 2013
### Agenda: March 19, 2013
4:30-6:00 P.M. in LTLC 166

<table>
<thead>
<tr>
<th>Item</th>
<th>Notes/Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen</td>
<td>Welcome</td>
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<tr>
<td>Barry and Daylene</td>
<td>• Presentation of Hart District/COC data from COC’s Institutional Research department</td>
</tr>
<tr>
<td>Mary</td>
<td>• Review of data in preparation for semester’s action items</td>
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<tr>
<td>Mary</td>
<td>• Discussion of Classroom observation schedule for spring semester</td>
</tr>
<tr>
<td>Mary</td>
<td>• Report about Common Core/Hart English instructors orientation at Bowman High</td>
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</tbody>
</table>

#### Upcoming Meetings
- April 16, 2013
  - Chelley Maple—discussion of EAP progress

#### POTENTIAL ACTION PLAN

<table>
<thead>
<tr>
<th>Meeting date</th>
<th>Strategic Plan</th>
<th>Responsible persons</th>
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</table>
Santa Clarita Valley Learning consortium
English Meeting Minutes

April 16, 2013: 4:30 – 6:00 p.m., LTC-166

COC Attendees: Chelley Maple, Tracey Sherard, Mary Petersen
Hart District Attendees: John Albert, Louise Davies, Jodi Guerrero, Matt Hinze, Christine Marsh, Dave Moeller, Jennifer O’Shea

1. Hart District attendees had agreed that it would be wise to invite counselors from their schools to hear what Chelley had to say so that they could better meet the needs of their students in preparing for COC. However, we had forgotten the impact the STAR Testing has on counselors. All of them were too busy to attend, but participants will return to their campuses and share what they learned from Chelley.

2. Mary Petersen announced a six-hour Reading Apprenticeship workshop that she will be conducting on the COC campus on June 14 from 9:30 a.m. until 4:30 p.m. The workshop is designed to make the “invisible process of reading visible” to students so that they can improve their literacy skills in all subject areas. The workshop is designed for both English instructors and all content-area instructors who are interested in having students “strategically read challenging texts, documents and papers related to their content areas.” A light breakfast and lunch will be served. Consortium participants are invited to attend and encouraged to share this workshop information with their colleagues.

3. Chelley gave us the link to an April 2013 article entitled “Embracing and Implementing New K-12 Standards in English, Mathematics and Science” published by the Academic Senate for California Community Colleges. As part of her presentation, she commented on the data that Barry and Daylene presented at our meeting last month, stating that she thinks the CSU Expository Reading and Writing Course (ERWC) -- officially adopted by each of the Hart District campuses (except AOC) -- provides the “best preparation” for English courses at COC. Some participants took issue with this, explaining that their elective coursework accomplishes the same goals but using literature rather than nonfiction and that the data presented last month would support their opinion. In any case, Chelley emphasized the urgency that community colleges are experiencing to articulate with high schools in order to prepare students for college work as outlined by the article she recommended.

Next Meeting: May 21, 2013
Santa Clarita Valley Learning Consortium
English Meeting Minutes

May 21, 2013: 4:30 – 6:00 p.m., LTLC-160

Attendees:  Karen Lopez, Tracey Sherard, Christine March, John Albert, Louise Davies, Victor Limon, Jodi Guerrero, Jennifer Putt, and Mary Petersen

Summary:

1. The meeting opened with snacks provided by Karen. Then Mary distributed four essays from this semester’s English 096 class along with the essay prompt and grading rubric. The group read and discussed one essay at a time and evaluated the strengths and weaknesses of each. This prompted an interesting discussion of the pitfalls that our students face in writing. We then discussed the grade we would give each essay. Participants felt that this was a valuable activity that fostered more understanding between our two districts. Christine said she felt validated that the focus of her course was aligned with this developmental course. Karen felt that reading actual student essays from the Acceleration course helped the Hart instructors to more clearly understand the focus of the course as well as the writing level of students enrolled in the course. All said that evaluating and discussing the student essays would inform their discussions with colleagues and students as well as their in class activities.

2. Classroom observations have been tabled for the present.

3. The meeting ended with Karen’s suggestion that we determine in the first fall meeting whether the group would like to continue meeting. If the group decides to continue meeting, Karen suggested that maybe we could use the meetings to discuss the reading strategies that we are using and how we are implementing them. Each meeting certain participants could share a reading strategy and how it worked in the classroom.

Next meeting: September 17, 2013

Minutes respectfully submitted by Mary Petersen
Santa Clarita Valley Learning Consortium
English Meeting Minutes

September 17, 2013: 4:30 – 6:00 p.m., LTLC-161


Summary:

1. The meeting opened with a presentation by Liz Shaker, COC Counselor and coordinator of the College 2 Career Day. She spoke about the efforts of the Hart District and College of the Canyons to promote college and career readiness which she said goes hand in hand with Common Core implementation. We discussed the meaning of college and career readiness and highlighted skills such as managing time, modulating emotions, asking for help, setting goals, and persisting. Liz reported that the Hart/COC leadership team, including Dave LaBaron and Audrey Green) is trying to create a Santa Clarita Valley model of 7 principles to promote college and career readiness.

Liz also presented the draft copy of the Hart/COC College and Career Readiness Plan. She described the committee process of generating the grade level goals which are not yet finalized. The goal is to generate a standardized model which will be used throughout the Santa Clarita Valley and which will have measurable SLOs that will be assessed.

Karen said that the focus on college and career readiness goes well with ERWC (Expository Reading and Writing Course) module entitled “What’s Next” which engages students in reflection on life after high school.

Karen also inquired about the number of Hart District students who enrolled in English 101 through the EAP exemption. Chelley later confirmed the number to be 41. Karen asked whether these EAP exemption students are being monitored for success and retention. Mary felt that they are as part of the EAP pilot but contact Daylene Meuschke to confirm.

Kari reported on the grant funded Career Coach program that she and COC counselors are engaged in at the Hart District which also builds affective skills and career readiness.

Kari also reported on the Naviance program which is also funded by a COC grant and is in its second year of implementation. High schools use this online program as a tool for course planning, and it includes college and career modules. Parents, teachers and students have access to the program.

Liz added that the COC Career center offers an online program to help determine career options called “Kuder Journey.”
Mary reported that there are upcoming workshops presented on college and career readiness. The Get Focused Stay Focused conference will be offered January 9 & 10 at Santa Barbara City College. The college is also offering a one day workshop in Los Angeles on October 15th.

2. The group determined that its goal for this semester is to explore this affective component of classroom pedagogy and share best practices for engaging students in activities that promote skills such as metacognition, setting goals, monitoring progress, managing time, persisting, asking for help. It will also stay abreast of Common Core implementation and monitor the college and career readiness program at the district level. Mary volunteered to share the first presentation on an affective best practice.

Next meeting: October 15, 2013

Minutes respectfully submitted by Mary Petersen
Santa Clarita Valley Learning Consortium  
English Meeting Minutes

October 15, 2013: 4:30 – 6:00 p.m., LTLC-161

Attendees: John Albert, Jodi Guerrero, Matt Hinze, Karen Lopez, Jennifer O’Shea, Mary Petersen

Summary:

1. Mary Petersen opened the meeting by welcoming everyone and then asking for input regarding why this year’s two meetings have not been as well attended as last year’s were. She wondered if, because we had accomplished so much last year, participants felt there was nothing left to do or that their needs had already been met.

   High school participants assured her that we all felt the communication between the Hart District and COC is “very meaningful” and that they want it to continue. Most felt that attendance had fallen off due to the fact that both the September and October meetings happened to fall when grades were due and teachers were preoccupied with scoring student work in preparation for submitting those grades.

   In response, Mary pointed out that the meeting dates are not “set in stone,” and that perhaps we should look at the Hart District and COC calendars before planning our spring meetings so that they are not in conflict with grades being due.

   We also discussed the fact that this is a transitional year because of the upcoming implementation of Common Core and its impact on both curriculum and assessments. Based on that discussion, we decided to focus on Common Core at our next meeting. Matt Hinze and Jennifer O’Shea volunteered to present samples of Common Core assessments and curriculum, with Matt guiding participants to take the Smarter Balanced Assessment Consortium (SBAC) Practice Test. Although participants have all received Common Core training, participants felt that looking at the Common Core standards and assessments alongside COC faculty members would provide a fresh perspective.

2. At our last meeting we had decided to focus our October meeting on exploring the affective strategies being used in COC’s new 096 course and which, if incorporated in high school classes, could help Hart District students become better prepared to persist both in high school and at COC.

   With that in mind, Mary shared activities that she is using in 096 to help students develop the following habits of mind: self-reflection, asking for help, self-monitoring, managing time, and persisting. She wants students to ask themselves, “How can we take control of our own learning?” She also encourages them to take personal responsibility for their choice, to realize that when they come to a “fork in the road, there is always a choice.”
In order to help students develop these habits of mind, Mary selects readings that will serve “double duty,” accomplishing two things at once: help students develop academic skills while reading about traumatized youth who have developed resilience. She hopes that by reading memoirs like *The Glass Castle* written by Jeannette Walls, a woman who survived a nightmare childhood, students will model that resilience in their own lives and become survivors themselves. For example, while prompting students to practice the Think Aloud reading strategy while reading excerpts from *The Glass Castle*, they are internalizing the survival skills modeled in the reading.

To facilitate this process, Mary works to build a “community” of learners in her classroom by encouraging students to do the following: Find a mentor. Ask for help. Help others. She shared several activities that she uses to make that happen. For example, she starts each class period with having students write in a journal. Students share their journals in reading groups which enables them to bond with each other while becoming better readers and learning to value each other’s thoughts. Another favorite affective icebreaker activity of Mary’s is to have students each identify a quality (habit of mind) that they want to cultivate and then to explain in writing when that quality would have helped them. Following this, students place their writing in a box. After selecting another student’s writing from the box, students search the room until they find the student who belongs to the quality they have drawn. This activity helps students to get to know each other by sharing experiences and contemplating each other’s desired habits of mind.

Mary’s presentation led to a rich discussion of classroom practice with teachers sharing their own ideas for incorporating texts that prompt affective thinking, teaching students to annotate and “talk to the text,” creating synthesis essay assignments based on multiple sources, balancing literature with nonfiction. During this discussion Mary introduced us to an 096 text entitled *On Course: Strategies for Creating Success in College and in Life* which was written to empower students to take charge of their lives as students and individuals. John Albert, the English Department Chairperson at Canyon High School who also works as an adjunct at COC teaching 096, pointed out that the strategies featured in *On Course* will also help students “get through Common Core.” Matt Hinze shared that Saugus High School promotes similar ideas from Steven Covey’s *Seven Habits of a Successful Teen*.

We concluded the meeting by discussing ways that we might incorporate these ideas in our own curriculum as a means of help students develop the persistence needed to do well on the SBAC assessments like the one we will take as a group at next month’s meeting.

**Next Meeting: November 19, 2013**

Minutes respectfully submitted by Karen Lopez
Santa Clarita Valley Learning Consortium
English Meeting Minutes

November 19, 2013: 4:30 – 6:00 p.m., LTLC-161


Summary:

1. Mary Petersen opened the meeting and introduced Jia Cheng-Levine, the English Department chair at COC. Dr. Cheng-Levine welcomed Hart District instructors and informed us about a new organization which has been formed. It is the Critical Transitions Consortium which is a group of Deans and English department chairs at community colleges and universities within the Santa Clarita, Burbank, Glendale, and Pasadena region. The purpose of the organization is to network and promote increased understanding of the standards and goals of each institution. Specifically, the group looks at articulation agreements and how the institutions can be better aligned. Dr. Cheng-Levine informed the group of an upcoming conference about critical transitions that will be held on April 25th at Woodbury University. Since many high school instructors teach at the college level or may be interested in the topic of critical transitions, Dr. Cheng-Levine extended all of us the invitation to attend.

2. Instructors Jennifer O’Shea from West Ranch and Matt Hinze from Saugus High presented samples of Common Core materials and assessments. Both expressed enthusiasm about the critical thinking tasks and assessments. Jennifer noted that the district is currently embarking on the pilot phase of the program and that lead instructors are creating lesson plans to implement the curriculum. Karen Lopez distributed copies of the Common Core State Standards. Jennifer explained that there are now fewer state standards but that they are more rigorous. Matt suggested that in years to come, these kinds of assessments and expectations will develop the college and career readiness skills of students entering College of the Canyons. Mary and Jia-Yi were impressed with the level of critical thinking expected of students. They noted that reviewing common core standards can guide College of the Canyons as we revise our developmental courses.

3. Matt provided participants a link to the Smarter Balanced practice test for the state exam. Those who explored the practice test were impressed by level of rigor and by the requirement to synthesize information from multiple articles in order to respond to the question. Jia-Yi took the math version of the practice test and concurred with Mary that this ushers in a new era of standardized testing which focuses more on process than product.

Next Meeting: February 18, 2014

Minutes respectfully submitted by Mary Petersen
## SCV Math Learning Consortium
### Agenda: March 28, 2011
4:00-5:30 P.M. in UCEN-309

<table>
<thead>
<tr>
<th>Item</th>
<th>Notes/Action</th>
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<tbody>
<tr>
<td><strong>Catherine</strong></td>
<td><strong>Accuplacement study guide info</strong></td>
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<td><strong>Race to Nowhere/Discounted Dreams showing</strong></td>
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<td></td>
<td><strong>Math Summit Information</strong></td>
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<td><strong>Tentative Apr 28 @COC @ 3:30... TBD</strong></td>
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<tr>
<td><strong>Alison/Angela</strong></td>
<td>• <strong>Power point Round 3</strong></td>
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<td>• <strong>Calendar for next Fall!</strong></td>
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<td></td>
<td>Please look over the attached so we can discuss!</td>
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<td>Remember to look for key Data points please!</td>
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<td>Bring your calendar so we can plan dates for next Fall meetings</td>
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<tr>
<td><strong>Group discussion</strong></td>
<td>• <strong>Data-Data-Data</strong></td>
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<td></td>
<td>• <strong>Graphics</strong></td>
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<tr>
<td></td>
<td>• <strong>Key Point hand out</strong></td>
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<tr>
<td></td>
<td>• <strong>Data selections/placement rates</strong></td>
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<tr>
<td></td>
<td>• <strong>Key quotes from data/symposium</strong></td>
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<tr>
<td><strong>Next time</strong></td>
<td><strong>Continue presentation work.... We are getting so close!</strong></td>
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<td>We will want to finalize meeting dates for next fall – and discuss a presentation strategy for data collection.</td>
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<tr>
<td><strong>Next meeting:</strong></td>
<td><strong>April 25, 2011, 4:00-5:30 in UCEN 309</strong></td>
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## SCV Math Learning Consortium
### Agenda: April 25, 2011
4:00-5:30 P.M. in UCEN-309

<table>
<thead>
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<th>Item</th>
<th>Notes/Action</th>
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| Catherine | “Race to Nowhere” and “Discounted Dreams: High Hopes and Harsh Realities at America’s Community Colleges” films and discussion  
Math Summit Information | Apr 28 at COC from 4:00-7:30 HSLH 101 |
| Alison/Angela | • Power point Round 4  
• Dates of next semester! | Tentative meeting dates: 9/6, 10/4, 11/1, and 11/29 |
| Group discussion | • Data-Data-Data  
• Graphics  
• Key Point hand out  
• Data selections/placement rates  
• Key quotes from data/symposium |  |
| Next time | Discuss a presentation strategy for data collection. |  |
| Next meeting: |  | September 9th, 2011 4:00-5:30 P.M. in UCEN-309 |
### SCV Math Learning Consortium

**Agenda: November 29, 2011**

**4:00-5:30 P.M. in UCEN 208**

<table>
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<tr>
<th>Item</th>
<th>Notes/Action</th>
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<tbody>
<tr>
<td><strong>Catherine</strong></td>
<td>• Symposium Feb 3</td>
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<td>• Spring 2012 Meeting Dates</td>
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<td>• First Year Experience</td>
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<tr>
<td><strong>Group discussion</strong></td>
<td>• Power point Continued –</td>
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<td>• Storyboard/Script work</td>
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<td>• Goals!!</td>
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<td></td>
<td>• Calendar Meetings for Spring</td>
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<td>2/7/12 – Tentative dates</td>
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<td>3/6/12</td>
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<td>3/27/12 – or 3/20/12 if 3 mtgs</td>
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<td>5/1/12</td>
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<td>Please invite a colleague from another school to attend! 😊</td>
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**Next meeting:**

?, 4:00-5:30 in UCEN TBD

Welcome back to the Spring!
### SCV Math Learning Consortium

**Agenda: February 7, 2012**

4:00-5:30 P.M. in UCEN 315

<table>
<thead>
<tr>
<th>Item</th>
<th>Notes/Action</th>
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<tbody>
<tr>
<td><strong>Welcome to Myriam!!</strong></td>
<td>Catherine update? 😊</td>
</tr>
<tr>
<td><strong>Collette - Group discussion</strong></td>
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<tr>
<td>• Symposium Feb 3</td>
<td>Please invite a colleague from another school to attend! 😊</td>
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<tr>
<td>• OER Update</td>
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<td>• Possible venues for presentations</td>
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<td>• Class Observations</td>
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<tr>
<td>• Online Resources?</td>
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<tr>
<td>• Calendar Meetings for Spring 2/7/12 3/6/12 3/27/12 — or 3/20/12 if 3 mtgs 5/1/12</td>
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<tr>
<td><strong>Next meeting:</strong></td>
<td>3/6/12, 4:00-5:30 in UCEN TBD</td>
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<td>Item</td>
<td>Notes/Action</td>
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</table>
| Collette/Alison Group discussion | • OER video update  
• Observation Schedule  
• Future Goals  
• Calendar Meetings for Fall 2012 (Tentative)  
  8/28/12  
  9/25/12  
  10/30/12  
  11/27/12 |
| Next meeting: | 8/28/12, 4:00-5:30 in UCEN 315 |

Please invite a colleague from another school to attend! 😊
<table>
<thead>
<tr>
<th>Item</th>
<th>Notes/Action</th>
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<tbody>
<tr>
<td>Angela/Collette</td>
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<tr>
<td>Announcements</td>
<td>• Symposium</td>
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<td>• Math Video</td>
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<td>• Hart District Co-Chair</td>
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<td></td>
<td>• Summary from 11/8/12 meeting</td>
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<tr>
<td>Group Discussion</td>
<td>• Research on CST and math placement at COC</td>
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<td>• Common Core</td>
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<td>• Meeting Dates for Spring 2013</td>
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<td></td>
<td>February, March, April, May</td>
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<td></td>
<td>• Other</td>
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<td>Next meeting:</td>
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## SCV Math Learning Consortium
### Agenda: February 7, 2013
4:00-5:30 P.M. in UCEN 209

<table>
<thead>
<tr>
<th>Item</th>
<th>Notes/Action</th>
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<tbody>
<tr>
<td><strong>Announcements</strong></td>
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<tr>
<td>Angela, Collette, Christine</td>
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<tr>
<td>Skills4Success Symposium Report</td>
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<td>FYE 2013</td>
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<td>Sharing Documents and Research</td>
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<tr>
<td>Mission</td>
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<td><strong>Discussion - Common Core</strong></td>
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<tr>
<td>Christine, Collette</td>
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<td>21st Century Skills: The 4 C’s</td>
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<tr>
<td>1) Critical Thinking</td>
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<td>2) Communication</td>
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<td>3) Collaboration</td>
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<td>4) Creativity</td>
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<td>Sample Problems</td>
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<td><strong>Remaining Meetings for Spring 2013:</strong></td>
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<tr>
<td>Tuesday, March 5, 4:00-5:30 UCEN 212</td>
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<td>Thursday, April 18, 4:00-5:30 UCEN 212</td>
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<tr>
<td>Thursday, May 9, 4:00-5:30 UCEN 212</td>
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## SCV Math Learning Consortium
### Agenda: March 5, 2013
4:00-5:30 P.M. in UCEN 212

<table>
<thead>
<tr>
<th>Item</th>
<th>Notes/Action</th>
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<tbody>
<tr>
<td>Angela, Collette, Christine</td>
<td>Announcements</td>
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<td>Document Sharing</td>
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<td>Non-Credit class</td>
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<td>Sample problems from the placement test</td>
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<td>Supplemental learning success rates</td>
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<td>Hart District Math Dept Chair share out</td>
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<td><strong>Discuss Articles: <em>Big Shifts Anticipated for Math Instruction</em></strong></td>
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<tr>
<td>Remaining Meetings for Spring 2013:</td>
<td>Thursday, April 18, 4:00-5:30 UCEN 212</td>
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<td>Thursday, May 9, 4:00-5:30 UCEN 212</td>
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<tr>
<td>Item</td>
<td>Notes/Action</td>
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| Barry Gribbons, Daylene Meuschke | **Update and Discussion:** Research from November 2012  
- Is there a correlation between a student’s CST score and placement into degree or transfer level math at COC?  
- What percentage of students who are designated as “Proficient” or “Advanced” on the CST place into degree or transfer level math at COC?  
- What is the highest math course taken by students and how does it correlate with placement at COC? |
| Angela, Collette, Kari?     | **Update:** Math Preparation Workshops  
April 20 and April 27  
Sample problems from the placement test? |
| Christine, Collette         | **Discussion:** Hart District Math Dept Chair share out  
Discussion: Common Core Articles  
*Big Shifts Anticipated for Math Instruction* |
| All                         | **Topics for Next Meeting**  
Other items  
Please complete the meeting reflection sheet. |
| Next Meeting                | **Thursday, May 9, 4:00-5:30 UCEN 212**  
Please bring your 2013-2014 calendars. |