



GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

DISTRICTWIDE COORDINATING EDUCATIONAL COUNCIL

Friday, May 21, 2004

Heritage of the Americas Museum

MEETING NOTES

Present: D. Agosto, C. Chiriboga, D. Colli, J. Correia, S. Gonda,
T. Martinez, G. Perri, B. Phillips, P. Setzer, B. Smith,
O. Suarez, P. White, M. Wangler, P. Setzer,

Others Present J. Carmean, J. Ford

Absent: M. Meador, B. Schmiede, P. Utgaard

Recorder: J. Danks (notetaker)

Suarez introduced J. Ford, the 2004-2005 Academic Senate President, Cuyamaca College.

Cal-PASS

Phillips reported that he and the Chancellor made a presentation on Cal-PASS at the Board of Governors Meeting in Sacramento. The presentation was well received.

Phillips distributed two handouts entitled *Cal-PASS Transitions*, and reported that Cal-PASS data will be available beginning June 1, 2004. About half of all districts within San Diego County have signed agreements for data sharing along with San Diego State University. A central computer database has been purchased for warehousing the information in the State Chancellor's Office. Phillips stated the Cal-PASS computer database is simple to use. He has the password and will assist in the training of faculty staff.

K-16 Collaborative

Phillips distributed the *East County K-16 Collaborative News*. He stated the K-16 Collaborative is an effort between schools, the business sector, and the community to assist in student success.

Initial research questions for which Cal-PASS is providing data: 1) What achievement gaps exist in Math and English for K-12 students as measured by testing, and do these gaps continue from one educational segment to the next; 2) What courses are students taking in Math and English; is there a relationship between how these students do in these courses and performance on the High School Exit Exam; and 3) What is the flow of students from K-8 districts to GUHSD to the community colleges.

Phillips reported the Curriculum Councils formed thus far are Careers/Tech Prep, English, and Math.

Review of Prerequisites Policy and Practices

Phillips distributed the *Prerequisites, Corequisites, Advisories, and Limitations on Enrollment*, and *The Model District Policy on Prerequisites, Corequisites, and Advisories on Recommended Preparation*. The regulations were reviewed. There was some disagreement as to the interpretation. The Chancellor requested Phillips, the college vice presidents, and Senate Presidents form a committee to develop a plan and a timeline to implement prerequisites in a consistent manner, and reduce or eliminate soft-blocks.

Currently, the District has 203 prerequisites between the campuses: Grossmont College has 163 prerequisite courses of which 39% are hard-blocked, 61% are soft-blocked; and Cuyamaca College has 140 prerequisite courses of which 74% are hard-blocked, 26% are soft-blocked.

Student Learning Outcomes System at Cuyamaca College

Setzer gave an update on Cuyamaca's progress concerning new accreditation standards. He distributed a handout, which set forth the milestones and implementation phase, writing a course outline, and incorporating student-learning outcomes into program review.

In April, the State Senate passed a resolution regarding the integration of measurable student learning outcomes into curriculum, using Cuyamaca's resolution as a model. Suarez commended the Cuyamaca College faculty/administrative team on their efforts, and congratulated them on Cuyamaca's resolution being used by the State as a model.

Spring 2004 Meeting Schedule

Suarez announced the fall meeting schedule to be as follows:

- ❖ September 17, 1 p.m., Heritage of the Americas Museum
- ❖ October 15, 1 p.m., District Annex Conference Room
- ❖ November 19, 1 p.m., Heritage of the Americas Museum

Adjournment

The meeting adjourned at 2:43 p.m.

Jd/05/21/04