

**Educational Plan Subcommittee**  
**East Los Angeles College**  
**Minutes**

Tuesday, January 24, 2006

Present: Karen Daar, Suzette Morales-Guerra, David Beaulieu, Kerrin McMahan, Richard Moyer, Ran Gust, Daniel Ornelas, Aria Razfar, Leonor Perez, Kirk Olsen, Cathleen Rozadilla, Dean Athans, Patricia Combes-Brighton, Anthony Samad

Guests: John Rude, Lisa Stallworth

- I. **Call To Order:** The meeting was called to order at 2:05 p.m.
- II. **Approval of Minutes:** *M/S/P (R. Moyer/D. Athans)* to approve the minutes of December 20, 2005.
- III. **Title V Proposal:** J. Rude and A. Razfar described to the EPSC the college's current proposal for a Title V grant to be submitted March 20. Title V grants are available for institutions serving Hispanic students and is geared toward the development of exemplary practices for skills development. The college's last Title V grant allowed for the development of the MENTE lab. A campus committee was formed last summer and continued to meet during the Fall semester. The grant targets language development geared toward "1.5 generation" students. It will be read in April and ELAC will find out if it is accepted before September 1. If accepted, ELAC will receive \$2.2 million over the next five years. The "1.5 generation" refers to students who had started their education in another country, yet not fully enculturated in their country of birth due to continuing their education in the United States. J. Rude distributed an article discussing the experiences and needs of California's Generation 1.5 immigrants and stated that the definition of the term is fluid. He believes that the term applies to the experiences of most of ELAC's students, as they are neither truly immigrants nor from the United States (rather a new hybrid community). Students come from multiple worldviews and unique historical circumstances. The college needs to identify and acknowledge the literary strengths carried by the students. The intention of the "1.5 generation" concept would be to move the institution away from a deficit view of student capabilities to a more empowering, strength-based learning approach. Students do have existing strengths, literacy and mastery of language even if they don't fall into any of the existing categories of language. The vast majority of our students identify English as their primary language, but they are not speaking English in the academic sense. This concept needs to be addressed from all facets of the institution (student services, SLOs, etc.) The first step to documenting the student literacy practices outside the classroom will be based on surveys completed by the English department. The Title V grant includes funding for supplemental instruction, learning communities, e-portfolios and other such best practices. The application of the grant would broadly apply to other parts of the

curriculum and would include reassigned time for faculty to master the technology used. J. Rude stated that he deliberately kept the committee small for manageability as it is a working committee, including mostly English and Counseling faculty, but he will now send drafts of the proposal's progress to K. Daar for seamless communication and feedback from the EPSC. K. Daar distributed to the EPSC a list of the committee's research questions for the proposal.

a. R. Moyer explained to the EPSC that e-portfolios are based on a student's demonstration of progressive work, and has been demonstrated elsewhere to be an effective practice. Students are able to post a number of significant papers about themselves as a way of defining who they are. E-portfolios have an empowering effect on students as they demonstrate academic progression. In fact, some admissions committees may be accepting them as evidence of student growth. R. Moyer also suggested that faculty in general need to be aware of the virtues and values of these kinds of practices. Newly hired faculty need to be sensitive to the issues of this specialized population and perhaps modify existing teaching approaches.

b. R. Martinez informed the committee that some vocational departments are currently using portfolios as an educational tool. She also stated that the grant specifies that only 25% of a college's student population needs to be Hispanic. Meanwhile, ELAC's student population is about 70% Hispanic. She also informed the EPSC that for previous Title V proposals, the college required outside consultants, but luckily this is the first year that the East has two Ph.d researchers who are already working in this area.

c. D. Beaulieu commented that the new electronic software for student e-mails (as specified in Gonzalo Mendoza's one-time proposal for funds) could also allow for the use of portals to further distribute information to students. He also stated that professors have been grappling with these general issues for quite awhile. He is concerned, however, that the discussion of pedagogical change could be viewed as insulting or patronizing to the student population--the idea that "those" people "think differently"--and suggested that the concept should be further discussed with Gary Colombo and amongst the college itself.

d. L. Perez stated that the Title V proposal lists three strategies that perhaps should be included in the Educational Plan: the strengths vs. deficits approach; cultural and linguistic-based heritages; and portfolio-based learning. She reminded the EPSC that accreditors in 2003 required the college to translate means into actual actions, and to provide a mechanism to measure those actions. This generalized project will show how these issues are practiced in the everyday classroom, and there is research component built into the proposal. She suggested that even if the grant is not accepted for funding, these ideas should be connected to the mission statement and the Educational and Technology Plans as a public marker that this is something that the college supports as a priority for

funding. She also informed the EPSC that the Research and Planning Office had just conducted a survey of 4,000 ELAC college students that, after analyzed, will for the first time give the college some answers regarding the strengths of student literacy patterns.

e. A. Samad stated that there is a need to integrate cultural competency into pedagogy and tie this into the heritage of students of color, allowing them to connect better to the institution where the historical euro-centric teaching may have alienated students in the past. Curriculum needs to be “culturalized”. Whether it is language or literacy that is the barrier, the college needs to help students to overcome that obstacle.

f. K. Daar suggested that it may be appropriate for more faculty to be involved in the committee, since the grant can impact so many departments. She also suggested that non-credit be more involved.

g. R. Gust stated that the academic English vocabulary-building training ought to be seen as a bridge from a student’s previous background to academe and so, e.g., literary sources from their own linguistic and cultural heritage ought to be part of the curriculum. However, this would clearly be but one part of a broader pedagogical approach to the 1.5 generation. Other social psychological and educational studies have shown a need for instructors to be aware of different learning styles, across all subcultures. For its part, the Library is purchasing books in Spanish and Chinese and literature from Latin American and Asian literary traditions to broaden the resources available to our diverse student population.

h. A. Razfar said it would be a mistake to place students into ethnocentric categories and extrapolate learning styles from that. Instead, the college should view culture as a verb instead of a noun--before the labels exist, who are the students?

IV. **SLO Committee:** A. Samad distributed to the EPSC a handout updating the status on SLO goals and objectives from the Fall 2005 and Spring 2006 semesters. He reported that the SLO Committee has had high participation all semester and that all units identified to create course SLOs have met at least once. He also informed the EPSC that he submitted a one-time proposal for resource funding in which he understands was approved in concept, but that the EBAC budgetary committee is still deciphering whether or not funding should be supplied by the operational budget. In the future, the SLO Committee will identify 10-12 additional units to create course SLOs, and will also discuss tools that can be used for assessment procedures.

a. K. Daar informed the EPSC that, as a representative for the EPSC, she reported to EBAC the EPSC’s full support for SLO funding.

b. D. Beaulieu stated that SLO funding is not a one-time expense, but an annual event, and so funding should come out of the operational budget.

V. **D/DL Committee:** K. Daar distributed an email exchange between her and K. McMahan discussing Article 40 of the AFT Contract and a list of activities the DL Committee would be responsible for, as well as a list of entities expected to participate (as recommended by the Distance Education coordinator). The committee would be a shared-governance committee that

would report directly to the EPSC. K. Daar informed the EPSC that the Academic Senate has not discussed the proposed committee as yet, but that it is scheduled for the next Senate agenda.

- a. K. McMahan asked for the Senate to work expeditiously to approve the committee, as there are many activities to perform.
- b. L. Perez suggested for the DL committee to have representation from both the EPSC and TPSC.
- c. R. Martinez responded that K. McMahan, who is chair of the TPSC and a member of the EPSC, will chair the DL committee.
- d. R. Gust announced that the library added over 10,000 e-books and two reference databases--which are especially well-suited to off-campus students and programs.

VI. **Student Success Initiatives (SSI) Developments:** D. Beaulieu informed the EPSC that the SSI is meeting on a monthly basis and is planning two District-wide Student Success workshops. On March 3, each campus will bring a contingent of 12 to hear a presentation on "Student Engagement and Self-directed Learning". The second workshop will take place May 5 and will feature Mike Rose from UCLA on learning communities. D. Beaulieu also informed the EPSC that although Linda Hagerdorn's TRUCCS research has been highly criticized by some faculty, George Praver indicated that the methodology was fine (and, in fact, his own work.) The District Strategic Plan will address these findings. Also, Gary Colombo, the Chancellor's Liaison, is scheduled to visit ELAC to get feedback on the Plan.

- a. K. Daar expressed her concern that a one-time proposal was submitted by the Student Success committee that actually was never presented to the committee nor the EPSC. Although the proposal is strong, and will be considered under its own merits, she emphasized that all future proposals need to be presented either first to the working committee, the EPSC, or both.

VII. **EBPAC Recommendations:** Discussion on a possible increase in counselor hires is postponed to the next EPSC.

VIII. **Strategic Planning Goals and Educational Plan:** K. Daar distributed R. Gust's suggestions for revision of previous goals. Further discussion is postponed to the next EPSC meeting.

- a. L. Perez informed the EPSC that the District Strategic Plan, scheduled to be completed Fall 2006, is to be linked to all local plans, so the campus has some additional time to produce the revised Educational Plan. She also distributed a list of potential action items to assist the EPSC's development of campus goals for the 2006-2009 plan.

Meeting adjourned 3:35 p.m.

Respectfully Submitted,

Karen Daar

EPSC Co-chair