

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

Tuesday, March 21, 2006

Present: Karen Daar, Suzette Morales-Guerra, David Beaulieu, Dan Frise, Ran Gust, Aria Razfar, Leonor Perez, Anthony Samad, Dennis Villacorte, Danelle Fallert, Daniel Ornelas, Cathleen Rozadilla, Shelia Goldstein

- I. **Call To Order:** The meeting was called to order at 2:10 p.m.
- II. **Approval of January 24, 2006 Minutes:** *M/S/P (S. Morales-Guerra/R. Gust)* to approve the minutes of January 24, 2006.
- III. **Approval of February 21 Minutes:** *M/S/P (D. Beaulieu/S. Morales-Guerra)* to approve the minutes of February 21, 2006 with the following changes: IV-b--change the last sentence to read: "For example, for EOPS, the state does mandate that all EOPS students check in 3 times a semester. Otherwise, EOPS students cannot obtain services and funds. EOPS programs often use student workers and paraprofessionals to help the counselors and students comply with the 3 contact hours per semester requirement. These non-counselors are used for the 2nd, midterm academic review, contact." IV-c--change second sentence to read: "Currently, not all students are able to obtain Educational Plans".
- IV. **Increase in Counselor Hires—EBPAC Recommendation:** D. Ornelas circulated a survey, produced by R.C. Williams III, on counseling services needed for the campus (this survey differed from the A. Razfar's previously circulated survey comparing the college's student/counselor ratio to other colleges in southern California). As Chair of the Counseling Department, D. Ornelas supported the Vice President of Student Services recommendation to hire more counselors. *M/S/P (D. Beaulieu/S. Goldstein)* to convey to EBPAC the EPSC's full support behind the Vice President of Student Services recommendation to hire two replacement counselor positions (currently filled by two long-term subs--contracts due to end June 30), an additional EOPS counselor, and two extra general counselors (wherein part of their responsibilities will include outreach to ELAC feeder high schools).
  - a. D. Beaulieu informed the EPSC that the Vice Presidents had to attend a District budgetary meeting. He expressed concern that any vote made by the EPSC may be diminished by their absence. He also stated that the survey produced by R.C. Williams III did not dispute the original findings by the Research Dean.
  - b. K. Daar replied that R.C. Williams III spoke to her before the EPSC meeting and stated that D. Ornelas will act as his representative and therefore speak for him. She also reminded the EPSC that at a Transfer Committee that R. Martinez and R. Moyer attended, there was a unanimous vote to increase counselors. These facts, coupled by the EPSC's vote to support a recommendation for counselor hires made

by the Vice President of Student Services himself, should not lessen the impact of the EPSC vote.

c. D. Beaulieu informed the EPSC that one of the reasons why the college has been able to maintain a large 20 million dollar balance is because some student service funds are funneled into salaries. For example, the college obtains certain monies geared for matriculation services, however the college funnels some of this (instead of using monies from the operational budget) into salaries. Although other colleges do this as well, they do not practice this nearly as much as ELAC.

d. D. Fallert stated that it is important for students to feel connected to the college at the onstart through outreach. Also, it will be beneficial to the campus to have as close to the average ratio for EOPS services as can be allowed, so that students will be able to obtain the appropriate contact hours they need and not have to visit general counselors. She further added that the college's goal is not only to get even more students, but to also keep the ones it already has.

e. S. Morales-Guerra stated that there is still no EOPS counselor designated at South Gate, and that, in the future, incremental changes need to be made at that location. She also informed the EPSC that three or four counselors have volunteered to work with the local feeder high schools which will be part of their new responsibilities and will further take away time from their general counseling obligations.

V. **SLO Committee:** A. Samad informed the EPSC that the SLO Committee meets the second and fourth Wednesdays of the month 3:00-5:00. Currently, the committee is finalizing the college's core competencies: institutionalized expected outcomes for students--or what the students are expected to take away from their ELAC experience. He will circulate them to the general campus for greater comment. Eventually, they will be placed in the College Catalog and be incorporated directly into the Educational Plan. He also informed the EPSC that the District is tracking each college's progress on SLOs, and it seems that ELAC's progress is on par with the majority of its sister colleges. He further informed the EPSC that he and the Professional Development Director are currently shopping for a facilitator for a college-wide SLO workshop scheduled April 21 9:00-12:00. The workshop will be an in-house open forum for faculty to bring SLO information back to their departments. He also reported that ten disciplines are now working on their assessment tools for SLOs while another ten disciplines are working on identifying their SLOs. He and the Research Dean will also try to develop a focus group strategy to segment various campus areas and bring the Student Success component together with SLOs.

a. A. Samad questioned the EPSC on how to activate monies through the Budget Transfer Authorization (BTA) account.

b. D. Beaulieu responded that this should be prepared by R. Martinez's office and that funding for SLOs was just talked about at the last budgetary meeting. However, staffing classified support is the wrinkle as it is difficult to hire classified staff quickly. Still, it is clear that money

needs to be committed towards SLOs, and a mechanism to do this is currently being discussed.

- VI. **D/DL Committee:** K. Daar reported that she informed EBPAC about the creation of a campus Distance Learning (DL) Committee. K. McMahan, as Chair of the committee and with full support from the Academic Senate, will start recruiting members. D. Beaulieu further reported that some EBPAC members, including the President, expressed suspicion over Distance Education, particularly in regards to its academic integrity. West Los Angeles College currently offers about half of their instruction through Distance Learning, and Trade/Tech College is also entertaining the idea of increasing their DL sections quite extensively. This stands in contrast to East's 60 odd courses listed in the Catalog as approved for Distance Education, and still only about 25 sections (out of approximately 2000) of those courses are offered each semester.
- a. R. Gust stated that academic honesty for DL courses will be more ensured by the college's upgrade to the ETUDES program.
  - b. C. Rozadilla clarified that, for articulation purposes, no distinction is made for courses offered traditionally or online. However, USC used to have a policy that if they identified a DL course, they would question it. She informed the EPSC that West got itself into trouble because faculty wrote separate course outlines for their DL courses, and so the UCs treated them as different courses from the originals.
  - c. K. Daar responded that there should be no difference between the course content and objectives between a traditional course offering and a DL course. The Curriculum Committee reviews DL courses to ensure that there will be sufficient student/faculty contact hours if the course is offered online, but there is no separate course outline. Per the recommendations from the State Academic Senate and the District Curriculum Committee, four-year colleges do not receive any information from the District on how a course is delivered. She also informed the EPSC that K. McMahan, during a previous conversation, had told her that she does not expect an increase in DL course offerings, but rather that demand will plateau as only a small, but significant, segment of the population can thrive in this environment. The extra review and oversight of DL offerings by the new committee would ensure that the quality of DL courses is the same as courses taught in a regular classroom environment. K. Daar also informed the EPSC that as their Curriculum Chair for the last four years, she had approximately four requests for DL courses—and two were from the CAOT Department. Therefore, based on her experience, she sees no signs that requests for DL courses will increase.
- VII. **Summer Bridge Program:** D. Fallert reported that R. Moyer is currently working to create a program, a brainchild from the Transfer Committee with full support from the college President, that acts as a proactive response to the new mandate requiring high school students to pass the KC exit exam before graduating. There is concern that many potential students will drop out of education altogether in response to not passing this exam. The proposal is to

create a cohort where students can take non-credit courses in English and Math along with a credit course either in Personal Development (allowing students to learn note-taking, reading, managing time, etc. strategies) or a General Educational course in Physical Education (thus encouraging them to obtain their Associates degree). This program can be advertised to the high schools so that students will not fall through the cracks of the system, at least for this year, and to give other options. The college President was adamant that the program starts ASAP, and so a committee will meet to discuss how to market such a program. She further informed the EPSC that Rio Hondo College already has a similar program. The program can also reach out to the parents of high school students, who have issues too. If the parents are interested in their own education, their children will be interested in attending the college as well, and the college would promote an image that it cares for its community.

- a. D. Beaulieu stated that both Gary Columbo and the District Chancellor have been very concerned regarding the potential ramifications of the requirement to pass the high school exit exam. He also expressed his concern that currently the college lacks a full-time non-credit coordinator. D. Villacorte is working currently as a “professional expert” and works 30 hours a week. Recently, the college hired an Associate Dean for community services and non-credit, but there still is no Senate connection with non-credit. He also informed the EPSC that the current state of Adult Education is in flux. Enrollments are down, there are worries about job security, and it doesn’t really make sense to have Adult Education as the poor neglected cousin of LAUSD.
- b. S. Goldstein stated that it was critical for non-credit to work with matriculation, allowing students to have options for other courses and to be able to maximize services.
- c. L. Perez stated that many colleges misunderstand non-credit, and every variety of offering those services exists. Given the current climate on the campus, she suggested that the college works to draw non-credit more into the college’s institutional educational planning.

- VIII. **Strategic Planning Goals:** L. Perez recommended for a connection to be made between Program Reviews and the Educational Plan. She also distributed to the EPSC a summary of the amount of Financial Aid distributed to students during 2000-2005 and an abbreviated progress report on action items listed in the 2003-2006 Educational Plan. She emphasized that this was indeed an in-progress report based on what she knew and on discussions with R.C. Williams III, S. Morales-Guerra and R. Moyer. She explained that the accreditation commission will require a response to each action item, regardless if it had been achieved or accomplished. She asked the EPSC to report back to her on what more has been accomplished as well as what more of the infrastructure needs to be in place to implement action items for the next plan. She further explained that although what was actually accomplished by the college may be considered minimal, she believes that this is due in part by the fact that the college needed to create an infrastructure

before it could even implement its plan. The fact that the college did achieve in creating this infrastructure is in itself a major accomplishment. Other strong accomplishments include: campus communication on educational issues; increases in academic support services reflected in increased financial aid, orientation, a new one-stop student center being planned, etc. (however, it was also noted that although student support services may have improved in quality, the amount of students actually served has not increased); and infrastructure improvements for the South Gate Educational Center. She also suggested that perhaps faculty development efforts should be directed to assist faculty in their understanding of the Educational Plan, so that the next plan will have more meaning to them and be workable.

- IX. **Items from the Floor:** K. Daar informed the EPSC that the Senate had recently approved an Academic Integrity statement that will soon be distributed to all students. D. Beaulieu informed the EPSC that another District Student Success workshop is scheduled Friday, May 5.

Meeting adjourned 3:35 p.m.  
Respectfully Submitted,  
Karen Daar  
EPSC Co-chair