

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

Tuesday, December 19, 2006

Present: Karen Daar, Cathleen Rozadilla, Ran Gust, Suzette Morales-Guerra, Patricia Combes-Brighton, Renee Martinez, David Beaulieu, Leonor Perez, Dennis Villacorte, Richard Moyer, Anthony Samad, Oscar Valeriano

Guests: Lisa Stallworth

- I. **Call To Order:** The meeting was called to order at 2:10 p.m.
- II. **Approval of November 21, 2006 Minutes:** Not available. Postponed to the January meeting.
- III. **Student Success:** D. Beaulieu informed the EPSC that the English Remediation Taskforce, which has been set up by the district SSI Steering Committee chairs and the English and ESL Discipline Committees, will meet on January 12. A district technology workshop is also being considered for later that year. Additionally, a new District Dean of Effectiveness will be hired to work with Gary Colombo, giving further expansion to his office. D. Beaulieu also informed the EPSC that ARCC/AB 1417 (Accountability Review for Community Colleges), a new accountability measurement similar to PFE guidelines, indicates a decline in the district over the last three years in student performance and course completion. Beginning in February, ELAC needs to respond to the report with a self-assessment, including an analysis on the college's overall performance. D. Beaulieu also added that soon departments will be asked to provide a point person to work with counselors, develop workshops, etc. R. Moyer informed the EPSC that a taskforce from the Student Success Committee has met to create a non-credit, open entry/open exit course to expose students to the skills they need to prepare them for success in college. He explained that huge numbers of students apply to community colleges, but never matriculate as they have low confidence in their own competence levels and academic ability. This course could potentially prepare students to place better on assessment tests and help ease the transition into the community college, permitting them to develop colleagues and cohorts. However, research still needs to be performed on who can teach this class and the best way to advertise the course. Sub-committees emphasizing enrollment and curriculum will review various aspects of the proposal. Kaneesha Miller could market the program, and the Enrollment Center could act similarly to Motor Voter, guiding potential students into the course. Incentives such as waived parking fees or a small workbook could also be implemented.
 - a. L. Perez suggested that the EPSC reviews the ARCC report to see if any of its institutional accountability measures should be incorporated into

the Educational Plan, yet added that the college still needs to carefully review how the data was collected and analyzed.

b. K. Daar stated that there are non-credit models for student success in other districts. She noted one that introduces students to leadership skills, involving them immediately in students clubs and other campus activities.

c. D. Beaulieu added that ELAC will soon be the first in the District to hire a full-time non-credit instructor. In fact, the college will be hiring two of them.

d. C. Rozadilla commented that Pierce has a UC/CSU transferable Personal Development course, and suggested that the Counseling department could add the course in the future.

IV. **Report/SLO Mission Statement/Core Competencies:** K. Daar distributed revised drafts of the Proposed Core Competencies and SLO Mission statement for EPSC approval. A. Samad explained that the Senate delineated Information Competency and Technological Literacy in the Proposed Core Competencies, as well as incorporated other relatively minor changes. A discussion ensued about one core competency dealing with global competition. It seemed to some to be a blanket endorsement of competition, and hence an overt political statement. A. Samad commented that one purpose of higher education is to give recognition to the free market, which is all about global competition, and to help students achieve a level of preparation in order for them to survive in the real world. But he and D. Beaulieu also stated that the document could be rephrased so as to be less political. The EPSC opted to change the competency to merely having the student recognize the challenges of global competitiveness. The EPSC unanimously agreed to forward both documents (with minor corrections to be incorporated by K. Daar), with one abstention on the SLO Mission statement, to the ESGC for approval. A. Samad also distributed the SLO Development Matrix and the SLO Goals and Objectives. He informed the EPSC that the SLO Committee decided to revisit the topic of software packaging and have a vendor present an SLO assessment program to the entire faculty, especially since over half of the departments will be assessing at least one course during the Spring semester.

a. L. Perez expressed her concern that accreditation will think that the college is not succeeding as much as it actually is by measuring outcomes-only assessments and not value-added assessments (value-added assessments measure the starting point and subsequent progress or additional knowledge versus whether specific content was learned independent of the student's starting point.)

b. A. Samad responded that through the Core Competencies, the college recognizes that it makes an impact on students that extends beyond academics.

c. K. Daar reminded the EPSC that both documents to be forwarded for approval to the ESGC could still be revised as the college learns more from its processes.

- V. **Educational Plan:** L. Perez distributed to the ESGC a preliminary draft of the 2007-2010 Educational Plan. She suggested that since it takes time to get all constituencies on board, and since the college had not realized many of the goals listed on the 2003-2006 plan, the college should move toward a six-year plan. She explained that there was a lot of redundancy in the previous draft of the Educational Plan, so her office restructured the plan to list only three goals—Access, Accountability and Student Success. Actions steps identified in various college committees are listed under each goal. She also distributed a document that connects the items listed in the revised draft to the District’s goals, showing a direct line to the District’s Plan. She further informed the EPSC that she plans to identify the appropriate committee to be in charge of implementing each action item, although she admitted that there might be negotiations across committees as so many overlap in functions. She asked the EPSC to consider how detailed the plan should actually be, and delineate which action items are actually new (need to be attended to) or merely operational (attended to habitually.) She stated that the best plans act as a guide to those issues the college will hold itself accountable and is most committed to. She will also, throughout the next semester, share the comprehensive scan of data with the EPSC. Program Review units were requested to write a narrative or profile, to be included in the plan, explaining where they are currently and where they expect to go into the future.
- a. R. Martinez suggested that vocational departments’ narrative be the same as the program goals they are required to write as part of their contractual obligations.
 - b. R. Gust stated that the Educational Plan draft was a nice starting document.
 - c. P. Combes-Brighton commented that not many of the items seem to be oriented toward vocational studies.
 - d. A. Samad responded that the emphasis on learning incorporates both vocational and academic realms.
- VI. **Items from the Floor:** In order to assist the Program Review validation committee for the Admissions and Records unit, L. Perez requested information on the process of implementing computerized prerequisite checking at the college. R. Moyer explained that the college tells the District to turn on the computerized checking. S. Morales-Guerra further explained that it is both Student Services and Academic Affairs responsibility to keep a record for each student, validate prerequisites, and offer challenge procedures. C. Rozadilla suggested that the Administration inform faculty about its process. R. Martinez informed the EPSC that software for corequisite checking is being purchased through one-time funding, but prerequisites are checked differently.

Meeting adjourned 3:30 p.m.
Respectfully Submitted,
Karen Daar, EPSC Chair