

Educational Plan Subcommittee
East Los Angeles College
Minutes

Tuesday, April 18, 2006

Present: Karen Daar, Kerrin McMahan, David Beaulieu, Ran Gust, Leonor Perez, Anthony Samad, Dennis Villacorte, Danelle Fallert, Richard Moyer, R.C. Williams III, Lisa Stallworth, Renee Martinez, Laura E. Ramirez

- I. **Call To Order:** The meeting was called to order at 2:10 p.m.
- II. **Approval of March 21, 2006 Minutes:** *M/S/P (R. Moyer/D. Beaulieu)* to approve the minutes of March 21, 2006 with the following changes: VI-a--change to read: "R. Gust stated that new features in the Etudes upgrade should make it easier to promote academic honesty in DL and hybrid courses." VIII--change "...student support services..." to "...orientation support services...".
- III. **SLO Committee and April 21st Workshop:** A. Samad announced that the college will hold an SLO Workshop Friday, April 21 9:00-11:45. The SLO committee opted to not go outside the college for speakers, but rather use the resources already available on campus. Refreshments will be served and faculty can receive FLEX for attending. The workshop will focus on strategies for conceptualizing and writing SLOs as well as developing assessment tools. The workshop will also allow disciplines an opportunity to meet and discuss strategies on how to move forward in their SLO development. The EPSC recommended that the most recent draft of Core Competencies be circulated to the workshop as a talking document. A. Samad also informed the EPSC that he will soon develop two questions to incorporate into the academic Program Review protocol.
 - a. D. Beaulieu informed the EPSC that the Transfer and Matriculation Committee meetings were cancelled for the workshop.
 - b. D. Villacorte asked if non-credit was expected to create its own SLOs. A. Samad confirmed that every part of the college needs to establish SLOs, and invited D. Villacorte to attend the SLO committee.
 - c. K. Daar clarified that, in keeping with the recommendation from the State Academic Senate, SLOs will not be included in the District Course Outlines of Record, but instead will be incorporated in each unit's Program Review. She explained that the Course Outline of Record serves a different purpose, as it is associated with articulation agreements and contractual specifications. In contrast, establishing SLOs is specifically a departmental process that may vary significantly from one campus to the next and from one department to the next. Also, whereas course outlines are only revised every five years, Program Review is updated annually and thus will be continually referred to.
 - d. R. Moyer informed the EPSC that even four-year colleges are developing SLOs.

e. K. Daar responded that many four-year colleges are listing their SLOs in the Catalog, and suggested that this may be the appropriate public forum for them.

f. D. Beaulieu stated that the concept of SLOs is vague and that he has heard different takes on them, including listing them as specific detailed achievements that the student is expected to master, to listing them as larger outcomes of how the student's attitude changes. Local determination and local decision is emphasized, as there is no single way to interpret them.

g. A. Samad commented that the more specific an outcome is, the more difficult it will be to get the whole faculty to agree on that single outcome.

h. K. McMahan informed the EPSC that she has been on two accreditation visits, and that there does not seem to be any specific guidelines that the teams are looking for. Instead, at this point, the expectation is that processes are in place and that the college is working on them. She also commented that, in comparison to ELAC, the two colleges she observed were not as thorough or advanced in their development and assessment of SLOs.

IV. **Distance Education Committee:** K. McMahan reported that the Distance Education Committee will meet May 10 1:30-3:00 in the Vocational Education Room. Ten people, mostly those who teach online, have already expressed their interest in participating. She identified the most pressing committee concern is to discuss the contractual issue of faculty compensation for the platform switch. The committee will also discuss ways to certify that new Distance Education faculty can teach online along with other various procedural items (such as setting up a separate seniority list for faculty who teach Distance Education courses). She further informed the EPSC that the District Distance Learning Committee, convened by the Vice Chancellor of Student Services, has been meeting regularly during the past many months and it includes each college's Distance Learning Coordinator.

a. D. Beaulieu asked for the committee to find out how many Distance Education sections are offered by each of ELAC's sister colleges. He suggested that both the college and the District need to be receptive, but at the same time critical, of which courses can be offered as Distance Education.

b. R. Martinez stated that offering hybrid courses seem to be more of the trend, and suggested that it might be appropriate for the Catalog to delineate the college's hybrid courses from full Distance Education course offerings. She also stated that East has concentrated on the quality of its Distance Education offerings and generally has been conservative and selective in its offerings.

V. **Summer Bridge Program:** R. Moyer reported on the district's coordinated approach to create a summer bridge program. The program could target students with low skills who barely passed the CAHSEE exam as well as those who did not pass the exam entirely. He stated that there is now a question on whether the impact on community colleges will be as significant

as once thought, since Adult Education is now also placing money into the endeavor. Still, each college is planning on some kind of response. For East, there is the question of offering something that already exists on campus--non-credit, personal development, credit courses, or a combination thereof--or set up a program to be accessible to the neighborhoods of local high schools. Anything definitive is up in the air, as the college will need to consider its space limitations. Other concerns include how to deal with undocumented students and whether or not high schools will give certificates of completion to students who have completed all graduation requirements except for passing the exit exam. R.C. Williams III distributed to the EPSC drafts of the District's Summer Bridge Program announcements.

a. D. Beaulieu stated that the District's discussion on the program is part of a larger discourse on disconnected youths. He added that the summer bridge courses seems to be a rather ad hoc endeavor and that he hopes the District does not just settle for this. The issue does bring into question the high schools' job versus community colleges' obligations. He warned that ELAC should not do long-term efforts in place of the high schools and run the risk of neglecting its own students. He also stated that Mayor Villaraigosa is proposing that Adult Education be moved to the community colleges. These matters are academic matters--concerns for the Senate and thus concerns for the faculty. He also reminded the EPSC that currently the college lacks full-time positions in non-credit.

b. R. Martinez informed the EPSC that non-credit issues are being addressed through the District. Also, there is discussion with vocational deans for vocational non-credit programs to act as stepping stones to credit programs, allowing students another avenue to finding a job.

c. D. Villacorte informed the EPSC that San Francisco, San Diego and Mount Sac community college districts already handle Adult Education.

VI. **Student Success:** D. Beaulieu announced the second Student Success Initiative Workshop to be held May 5 9:00-2:00 at Valley College. ELAC can take up to 20 participants. A key speaker from La Guardia College will speak on first-year programs and learning communities, and there will also be presentations by Valley's STARS program as well as California Tomorrow on statewide initiatives. He also informed the EPSC that the SSI is planning a major workshop in the Fall on English and Math remediation. Sylvia Scott Hayes and her Student Success committee are interested in finding out how all colleges handle assessment and placement issues, and will be having a meeting about this in May.

VII. **Program Review and the Educational Plan:** L. Perez stated that it would be a challenge for East to create its revised Educational Plan without first aligning it with the District's Plan (expected to be completed in June). Therefore, much of the work for finishing East's educational plan will need to be performed during the summer. She further stated that the campus is still in the infrastructure stage, even though it has some direction now. She suggested that the EPSC should consider publishing its revised/updated Educational Plan every six instead of every three years (most colleges revise

their plans every five years). L. Perez also announced that, in an effort to get Mission College's planning back on track, she was asked to present East's Program Review's process. She passed out to the EPSC an official communicator that explained East's Program Review process for the 72 units to be reviewed during a four-year cycle. There are different shared governance structures for Academic, Student Services and Administrative units which makes East's Program Review process unique. She informed the EPSC that she has received positive comments regarding the utility of the process on a variety of levels, including team members being more empathetic of units that are working hard to be on top of things and thus being able to understand their issues to being empowered to give recommendations to help that unit understand what the college needs at large. She also announced that the Program Review and Viability Committee is now staged to deal with viability. She will work with the EPSC to incorporate the recommendations from Program Review into the 2008 Educational Plan. SLOs, as referred to in the Program Reviews, will also be connected to the Plan. Thus, the new Educational Plan will reflect a more comprehensive effort to support units and to make all processes connect. When accreditators return in 2009, ELAC will have gone through an entire cycle, and so they will have many people who will be able to articulate on what units are doing in regards to SLOs. L. Perez also requested for the Student Services Plan, developed under R.C. Williams III, to be placed on the next EPSC agenda for review and commentary. Lastly, she informed the EPSC that the District subscribed to an electronic database called "Strategic Planner" to provide data external scan data that can be utilized for each unit's Program Review.

- a. D. Beaulieu commented that we should be proud of the integrity of the Program Review process, and that it seems to be worthwhile. He suggested, however, that EBPAC needs to be a bit more assertive regarding Program Review recommendations. He further suggested that SLO questions be included in the annual updates to allow more scrutiny in the process. He also indicated that the District Strategic Plan will most likely not introduce anything surprising, although it may emphasize more technological issues along with issues of high schools students and disconnected youth.
- b. K. Daar asked the committee to look over the list of status reports of items from the last plan (distributed at the last meeting) and offer comments to L. Perez.

Meeting adjourned 3:30 p.m.
Respectfully Submitted,
Karen Daar
EPSC Co-chair