

Educational Plan Subcommittee
East Los Angeles College
Minutes

Tuesday, November 21, 2006

Present: Karen Daar, Cathleen Rozadilla, Suzette Morales-Guerra, Patricia Combes-Brighton, Danelle Fallert, David Beaulieu, Al Rios, Dennis Villacorte, Daniel Ornelas, Anthony Samad, Oscar Valeriano, Richard Moyer

Guests: Lisa Stallworth, Gayle Brosseau

- I. **Call To Order:** The meeting was called to order at 2:10 p.m.
- II. **Approval of October 21, 2006 Minutes:** *M/S/P (S. Morales-Guerra/Cathleen Rozadilla)* to approve the minutes of October 21, 2006 with the following change: V-a from “Students are telephoned...” to “Students will be telephoned...”.
- III. **SLO Mission Statement/Core Competencies:** A. Samad distributed a draft of Proposed Core Competencies. The Core Competencies are those skills and abilities that students are expected to gain once they have completed designated coursework. Although a previous draft was already reviewed by the EPSC, the Academic Senate has since submitted other changes including the separation of “Information Competency” from “Technological Literacy” with elaboration on the latter, and inserting the concept of “Global Competitiveness”. The EPSC offered other minor corrections/recommendations to be incorporated into a new draft *M/S/P (O. Valeriano/A. Rios)* to accept the Core Competencies statement with minor grammatical corrections. A. Samad also distributed a draft of the SLO Mission statement. After much discussion and clarification that the Mission applies to ELAC’s SLO development and assessment process, the EPSC postponed approval until after it is reviewed by the Academic Senate.
- IV. **Student Success and Class Sizes:** D. Beaulieu informed the EPSC that he and Gary Colombo, along with the English and ESL discipline committees, which include the English and ESL departmental chairs, will form a District Basic Skills Task Force to review the problems with English remediation districtwide. The taskforce will submit recommendations to the Student Success Initiative Steering Committee and the Board’s Planning and Student Success Committee. The group will focus initially on structural issues, such as the number of remedial English courses required, including the number of units per course, and the fact that students are taking transfer-level non-English courses before basic English. Although a large class size is an obstacle to student success in remedial courses, the taskforce is not set to focus on that issue exclusively. D. Beaulieu also informed the EPSC that counseling is working with the teaching faculty to work in sync together by setting up point people in each department to act as faculty advocates to get students in touch with counselors.

- a. R. Moyer suggested that the taskforce could also discuss establishing a District-wide assessment process.
- b. S. Guerra-Morales warned not to get caught up in the assessment placement part of it, because it is more important to first look at the amount of levels of English a student needs to take and to offer consistency across the district. She also informed the EPSC that the Math department, at their last departmental meeting, discussed the effectiveness of their current Math assessment test. S. Guerra-Morales expressed concern that the Math competency exam data, offered twice a year, is not in the District system (instead it is in-house), thus there is a lack of communication across the colleges regarding who has taken the exam. However, she added that a low number of students take the exam each year.
- c. D. Ornelas stated that some faculty have already responded to his invitation to come to counseling staff meetings, and that counselors will go to department meetings too. Recently, he attended the Vocational Education Chairs meeting, who, in general, are very involved. The Career Center also works with CALWORKS.

- V. **Educational Plan:** K. Daar informed the EPSC that she has not received an updated draft of the revised educational plan and requested for the Office of Research and Planning to send to her an electronic draft of the plan at least a week before the next meeting, so that she can forward it to the rest of the committee members. She reminded the EPSC that when they receive any drafts, each member should send any changes, additions, corrections, adjustments, revisions, and recommendations of who or which entity should be the lead for an item directly to the Dean of Research and Planning as the plan should be a result of the collective effort by the entire campus. D. Beaulieu expressed his concern over the disconnect between the Dean of Research and Planning, the actual preparation of the plan, and its linkage to the EPSC.
- VI. **Logistics and Transportation Program:** G. Brosseau distributed a preliminary draft of a flowchart suggesting academic programming in seven industry areas for a new Logistics and Transportation program. She explained that there is great interest in these types of programs by the State Chancellor's Office, and the project has great political implications on a policy level to act as an economic engine for the State of California. One out of every seven jobs in California (2.6% of all employment in the United States) is tied into the industry. Imported and exported products often come first to California, and then are shipped all over the country. The proposed program has vocational, transfer, and student success elements built into its development. Along with the attraction of students to get good-paying entry-level jobs, making them globally competitive, the programs could potentially lead to Masters degrees. The college has already applied for four grants to implement this program, and there is interest to align it with high school programs. The industry needs students with computer and customer service skills, and so the CAOT Department is very involved in the process of designing a

Warehousing Certificate. Green issues and security are also great concerns. The International Trade program will be revitalized, and new courses and different certificate options will be developed. She also suggested for the college to create a boot camp that reaches into non-credit, English and Math curriculum. There is hope that the program will particularly appeal to males interested in entry-level jobs with minimum skills, giving them exposure to academics and to training and leading to acquiring competencies needed for immediate employment. The program is also currently in the process of working with the Music department in recording and obtaining permissions for use of an Otis Redding song, "Dock of the Bay", with revised lyrics (giving a positive upbeat message about getting employment). K. Daar suggested that the program should be specifically included into the Educational Plan and further informed the EPSC that various certificates and skills certificates associated with the program are being developed.

- VII. **Items from the Floor:** P. Combes-Brighton expressed her concern regarding large class sizes in vocational classrooms. Since students in these classes require hands-on experience, she suggested that since it is impossible to serve all students, it would be best to start out with a lesser number of students. R. Moyer stated that the college never assigns more than the number of stations within a room. Also, if a department offers some classes with higher enrollments, it is easier to justify smaller enrollments in other classes. The department needs to review class patterns and retention and attrition rates. D. Villacorte asked if anyone has looked at the cost benefit of retention maintained in small classes, since larger classes expect attrition. D. Beaulieu responded that nationwide, class size matters. R. Moyer stated that if rooms were available, they would turn students away. Still, he suggested that there are other means to deal with the issue including combining modules and offering supplemental instruction. He warned that starting out with a lesser amount of students should not be viewed as a panacea. D. Beaulieu informed the EPSC that the Public Policy Institute success numbers are grim as there is only a 25% transfer rate, which is the same as the TRUCCS estimate, once you factor in the different cohorts used.

Meeting adjourned 3:50 p.m.
Respectfully Submitted,
Karen Daar, EPSC Chair