

ACADEMIC COUNCIL MEETING
November 1, 2005
English Lounge

Meeting Notes

Members Present:

Phyllis Arias, Lorraine Blouin, Lou Anne Bynum, Lee Douglas, E. Jan Kehoe, Pauline Merry, David Morse, Eloy Oakley, Velvet Pearson, Irma Ramos, Kevin Ryan, Sigrid Sexton, DeWayne Sheaffer, Janice Tomson, Fred Trapp, Linda Umbdenstock, Mario Valente.

Guests: Dr. Estela Bensimon, Hannah Oh

Note Taker: Karren Ray

1. Call to Order: The meeting was called to order at 1:35 p.m.
2. Approval of Minutes: The minutes were approved as submitted.
3. Equity for All: Dr. Estela Bensimon
Dr. Estela Bensimon is the Director of the Center for Urban Education at USC and the principal investigator of the state-wide project, Equity for All.

Dr. Bensimon explained that the purpose of this project is for each participating community college to increase student success by developing a unique score card that identifies particular under-achieving ethnic or racial groups and areas in which they are under achieving. Once identified, may then the colleges will pursue ways of overcoming the student deficiencies. Her group is looking at outcomes of students who have identified themselves within diverse racial and ethnic backgrounds and the group has developed a scorecard to measure student success. The LBCC team becomes the researcher and we will develop our own indicators. Dr. Bensimon described constructing a “scorecard” which consists of 1) academic pathways, 2) retention semester by semester and course by course, 3) transfer, and 4) excellence. The purpose is to use the data and discuss changes based on organizational learning.

Hannah Oh provided a Power Point presentation of the Project Highlights. She described that we will be gathering information from students’ classes and grades. She explained that equity, once measured, will expand slightly to determine which students fit within the standard deviation and which students (outside that indicator by one standard deviation) need attention. It is important to identify these students quickly because those starting at basic skills levels will take longer to achieve their desired goals.

For example, Dr. Bensimon noted that, when looking at students’ goals when they first come in, only 37 out of 2400 African-American students passed a transferable Math class. Passing Math was a problem across the board – for all groups. We want to look at where

the students start to have trouble. This project asks “why?” Bensimon explained that this is a first step and we will have to look at the evidence. F. Trapp’s area is the “evidence team” and it is up to the Academic Council to decide what to do next, perhaps presentations to departments.

There were a wide range of comments from the group. Among these were:

- D. Morse clarified that students’ self-declared goals are not necessarily accurate. F. Trapp responded that we will be looking at indicators beyond their stated goals.
- J. Tomson asked whether a group was looking at another way to look at equity instead of the students saying they want to transfer. H. Oh said that students could be tracked to see how they followed through; whether they took the placement tests and took the proper courses.
- F. Trapp offered that we could take a look at academic preparation in high school and at their academic readiness. It was reported that we have looked back at students who actually did transfer after peeling away the casual course takers who said they wanted to transfer.
- D. Morse asked whether we have looked at success in vocational and certificate programs and was told by E. Bensimon that our emphasis is on transfer and baccalaureate.
- E. Oakley noted that, based on information from students, we do not have socio-economic status. F. Trapp explained that we can look at Financial Aid reports which would be an extension of what we do now.
- D. Morse suggested that geography would also give us that information. F. Trapp agreed, but stated that there would be a cost involved in acquiring that data.
- K. Ryan expressed a concern about the reliability of the data, i.e. students say they want to transfer. He is also concerned about the reporting statistics of ethnicities. Some Middle Eastern people for example are categorized as white while others are categorized differently; in addition, we have designators for both Asian and Pilipino.
- F. Trapp explained that categories, while tied into the EEOC, have been condensed for the purpose of fitting it onto the form. Pull-down menus on the web can provide for far greater reporting categories.
- D. Sheaffer asked whether this information is disseminated to anyone and whether the student is contacted. E. Bensimon stated that the philosophy of the project is mutual responsibility of the students and the faculty. Faculty must develop a procedure. We must keep in mind that use of services or not using services because of a stigma attachment could be an issue.
- D. Morse asked about the possibility of having a finer distinction between ethnicity and race. F. Trapp explained that the data can be un-collapsed. In addition, we can ask R. Miyashiro, J. Mackay and Financial Aid to fill in data. The problem is keeping the hard copy application form to two pages.

4. Accreditation Midterm Report Update: Linda Umbdenstock

L. Umbdenstock stated that the Mid-Term report was sent off in October and that we are not expecting to hear from them until after they meet in January at which time they will either accept the report or not. She commended D. Morse and J. Lang Wilvers for their work on the report and stated that it was a tough job. Reports are being filed by various unions who are not happy that all of their suggestions were not included. It is important to understand that when we talk about the governance process and the opportunity to participate, we gather information, write it up and send it back out to the groups. It is not a negotiation process and we dealt with comments as we could. Our report basically said that we are making progress and we have a ways to go. D. Morse concurred that the group worked well together and made an effort to incorporate perspectives of different groups and not white-wash anything, but the guidelines clearly state what is relevant and what is not. In the end, the group was satisfied that they did a good job and expect minority opinions to come forward.

E. J. Kehoe explained that whether or not we are in negotiations is not a factor to the Accreditation Commission. For unions to use accreditation as leverage is unacceptable to the Accreditation Commission. She complimented the Team on their fine work and their presentation of all sides. She urged everyone to go online and look at the report.

5. VTEA: Phyllis Arias

The Basic Skills Advisory group met on September 30 and P. Arias distributed copies of meeting notes. She described that a database is being compiled about student skills and preparation needed.

P. Arias also distributed the Faculty Opportunity announcement developed by Arias and P. Creason. A committee will monitor and coordinate the grant and will go to Department Head meetings to recruit. If several are interested, selection will be determined by interviews.

E. J. Kehoe noted an increased demand for basic skills when dealing with high schools. J. Tomson asked how to identify students in need. E. J. Kehoe said that the unified district must prepare the parents of students who don't meet the requirements. We will work with J. Mackay. P. Arias stated that we are working with students below the basic skills levels. E. J. Kehoe said we will determine where the students were failing the most and suggested that we will need to talk with LBUSD about college preparation. D. Morse informed the group that the lowest basic skills reading level is second grade level at best. E. J. Kehoe suggested that we must deal with the logistics and get faculties of LBUSD and LBCC together to discuss concurrent enrollments. K. Ryan reported that at LBUSD every freshman takes beginning Algebra and, if not successful, they take it again as sophomores; so all LBUSD graduates have been exposed to math. E. J. Kehoe wants to organize and do something about this problem so that the alternative is not that the student goes out onto the street. K. Ryan noted that LBUSD gets paid more per student than LBCC does and we

are picking up their slack. E. J. Kehoe reminded him that we cannot go over CAP and we need to manage the situation rather than bump continuing students.

6. Master Plan: Planning Groups Update

L. Umbdenstock reported plans to finish up this semester the Draft Educational Master plan for the next five years. There are two versions of the draft; one deals with core learning outcomes and the other with core competencies. The Mission statement will go forward in the spring reflecting one or the other.

The Tools Group is helping to think through the planning process at the department, school, and institutional levels. It was suggested that a website be developed internally. A feasibility study must be done since the space on the web is not free. D. Morse said that groups are coming up with impressive drafts. The group took on a life of its own and went beyond the original intention. The results of their work will come back to the Academic Council.

The Forms Group is to implement the master plan and come up with a new way of doing the planning process. Interactive and ongoing, the Academic Council will need to look at it. J. Tomson noted that the plan will be in draft form and asked what information was desired. L. Umbdenstock said the group should ask, do you see how you fit into this picture and what else do you see? The information needs to be summarized and used. D. Morse noted a desire to work with Department Heads in place of the A-N Academic Affairs goals. We should ask, which could they participate in and do they have an interest in the strategies. E. Oakley reminded him that we must support the goals, but the strategies can be determined by the group.

7. Other

J. Tomson noted that the charges had not been included in the Facilities Planning Committee. E. Oakley reported that the FPC has a meeting on the 17th but the subgroup is gone.

J. Tomson reported that the IPC had one last line to work on and that after much discussion it ended up as it was originally. L. Umbdenstock said that at some point you have to stop and leave it alone until the next cycle when it is routinely reviewed.

8. The next meeting will meet on Tuesday, December 6, but the start time was changed to 2:00 p.m. The meeting concluded at 2:55 p.m.