Members Present: Angela Echeverri, Georgia Estrada, Pat Flood, Alma Johnson-Hawkins, Abdo Malki, Michong Park, Said Pazirandeh, Mark Pursley, Jan Silver, Nadia Swerdlow

Resource Members Present: Alfred Romulo

Members Absent: Maury Pearl

Resource Members Absent: Sandy Thomsen

Guests Present: D’Art Phares, David Jordan, Yolanda Ramirez, Julian Camacho, Alberto Juarez, Jose Maldonado, John Morales

Call to Order: By Co-Chair Jan Silver at 1:37 p.m.

1) Approval of Minutes of May 18, 2009
   a) MSU (Said Pazirandeh/Mark Pursley) to approve as amended

2) Program Review reports with Department Chairs
   a) Distance Education (1:45 p.m.)
   b) Chicano Studies (2:15 p.m.)

3) Reflections for Response Letters
   a) Commendations
   b) Recommendations

4) Call for Additions to June 15th Business Meeting Agenda

Meeting Adjourned at 3:42 p.m.

Next month’s meetings scheduled for June 22 at 1:30 pm

Minutes taken by D’Art Phares
Enrollment Trends for Distance Education Classes

Enrollment in DE has grown in 2000 from 345 students enrolled in 28 sections to over 4107 students in 2009 in over 125 sections. Enrollment nationally continues to grow at 11% per year, and at Mission at 10% per year (District Average is 8%). Summer online enrollment – There are 28 online sections, with 1180 total students enrolled, which is 105% enrollment (with 40 set as maximum class limit). Online classes are 19% of all the sections (28/148), and 26% of total summer enrollment (1180/4498).

1. What do you see as the strengths and challenges?

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<th>Strengths</th>
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<td>• DE established and recognized under Article 40, has met two times a month since 2005</td>
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<td>• DE Committee members (collectively) have over 20 years experience in teaching online</td>
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<td>• Mission has a higher success rate in online education compared to the District average (63% to 56%)</td>
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<td>• DE Coordinator with .20 release time selected and working since September 2007 charged with duties and responsibilities and reports to EPC and VP of Academic Affairs</td>
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<td>• DE developed DE Shell Review evaluation process (one of the few LACCD colleges which do this). Each online class shell is reviewed and must meet standards and criteria to be taught online</td>
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<td>• 23 online classes reviewed in DE Shell Review from Winter 2008 to Spring 2009</td>
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<td>• Certification is required of online faculty</td>
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<td>• 5 year recertification of all classes required</td>
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<td>• Online pedagogy class now required of faculty when they re-certify</td>
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<td>• Strong relationship with Curriculum Committee (Curriculum Chair is member of DE Committee and DE Shell Review)</td>
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<td>• DE Late Add policy implemented with Admissions &amp; Student Services assists online students to add to “full” classes with approval from their online instructors</td>
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<td>• DE Load Policy created (40% of load must be taught on campus) – endorsed by EPC and implemented by VP of Academic Affairs</td>
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<td>• Currently reviewing procedures and policies with DE Committee and VP of Academic Affairs twice a month</td>
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- Good communication with online faculty
- Strong website for both online faculty and students – lamission.edu/online
- Meet & Collaborate with District DE Committee once a month
- DE efforts in developing policies to provide flexibility & resilience in meeting demands and resolution of problems of our online students

### Challenges

- Improve DE Shell Review of course content
- Ensure online courses meet criteria and standards and are high quality classes
- Keep Online Faculty current in DE Technology
- Work with Budget & Planning, Student Services, Library and LRC, and College Council to ensure Institutional support of DE and Course Management Systems
- Three different Course Management Systems (District DE recommends support of only two systems – Etudes and Moodle)
- Communicate DE Policies, timelines, forms, processes, etc. more clearly to Chairs and Faculty
- To work with the AFT contract which identifies DE as a distinct area of instruction and places limitations on class size
- To comply with the new Higher Education Act on Authentication
- To be more proactive with faculty training in DE
- To develop a newsletter to online faculty and students
- To develop an improved online webpage with tutorials, videos, online orientation – along with student services, advisement, counseling and the like
- To carefully plan the growth of online classes and to select which classes work well in an online delivery format and classes which lead to a degree
- To continue taking surveys of DE faculty and online students as required by the Chancellor’s Office
- To work with future Accreditation Site Visit Teams and the ACCJC to ensure we comply with State Distance Education Guidelines and Rules including any required “Substantive Change” proposals which might be required
- To assist Faculty Chairs in the evaluation of their online faculty
- Need to Student Services, including advisement, counseling, assessment, etc.
2. **What resources are needed to support as well as to build the programs in Distance Education?**

1. **On Campus DE Office** to meet needs of our online students – 80% of our online students live within 5 miles of Mission and they would benefit by having a physical location to visit for help and assistance in their online classes.

2. **Institutional Support for Online Student Tutoring** – Title V or BSI funding possibilities

3. **Multiple year Budgeting** for our Course Management Systems to provide more certainty and stability

4. **Institutional support for training of faculty in online pedagogy**

5. **Student Services** to provide advisement, counseling, and other student services for our online students

6. **Institutional support** for 24/7 help desk and online materials, tutorials, videos, virtual librarian, and other virtual services for both on campus and online students
1. Please highlight any changes since you submitted your unit assessment (e.g. enrollment trends of the units as of Fall 08).
Throughout 2008 and spring 2009, enrollment continued to increase. The discipline continues active recruitment. We expect continued growth in enrollment. Student success has also seen an increase throughout 2008.

The number of AA degrees awarded is not reflected in the data sheet page of the unit assessment. We have two different sets of numbers that we are working with, but no clear explanation yet as to why or how these were not included. We are working with Maury Pearl to clear up this discrepancy. To the best of our knowledge, Chicano Studies AA’s awarded have also increased steadily in the past few years.

2. What do you see as the strengths of each of your units? What do you see as the challenges?
STRENGTHS: Our discipline is strong because it satisfies a number of needs for our student population. First, all of our course offerings are UC:CSU transferable. No matter what classes students take, they can be assured that they satisfy at least one requirement for transfer and/or graduation. In addition, dynamic and energetic professors make the subject matter interesting and relevant to our student population. Our students can be assured that what they learn in our classes will help to stimulate them intellectually, and promote respect for not only Chicano/Mexicano culture and history, but will also enable them to respect the contributions of all groups to US society. Our classes generally fill up quickly, and there is a high retention and success rate. Our instructors are compassionate and work with our students to ensure that they are given every opportunity to succeed.

CHALLENGES: Possibly due to the popularity of our classes, and the lingering effects of recent controversies, we still face negative comments and a lack of respect on the part of some of our colleagues and coworkers.

3. How does your unit planning support the mission of the college?
Greater course offerings, expansion of existing programs, more efficient integration with local high schools and universities will all increase the attractiveness of Mission College as a place for students to begin or complement their higher education goals.

4. What are your visions for changes, revisions and growth?
During the coming year we will be submitting to the Curriculum committee requests for course additions.

a) Field Work in the Barrio. This would enable our Chicano Studies AAs to transfer to CSU as juniors. Students will be assigned to a local community based organization for experience in working directly with CBO’s on issues relevant to local communities.
b) Introduction of Dance and Music classes are also being prepared. This will establish our own ability to offer a variety of culturally relevant presentations at campus and community events. This will create greater visibility in the community and assist in recruitment efforts.

5. What resources are needed to support as well as to build the programs in your Department?

- Facilities?
  A streamlined facilities request process is necessary to host guest speakers, lectures, cultural and other educational events. For a variety of reasons in recent semesters Chicano Studies has not been as active in bringing these activities to campus. Space to hold our new Dance and Music programs would also be required for instruction, training and rehearsal.

- FTEF?
  With the projected growth of the discipline, we foresee the need to add one full time faculty within the next 5 years.

- Staff?
  With the projected growth we will require at least one student worker to assist in the discipline’s clerical responsibilities.

- Technology?
  To better take best advantage of SMART classroom technology the discipline would require three Macintosh laptop computers with a minimum of 260 gb ram and with Microsoft Office software (one for use by each full time faculty, and one for adjunct use).

- Other?

6. What is the status of SLO assessments in your department?

As of the close of the Spring, 2009 semester, we have completed 40% of our course level Student Learning Outcomes. Assessments will be conducted of these courses at the conclusion of this semester.

SLOs for the remaining courses will be submitted for approval during 2009-2010.

7. What is the status of the course outlines of record and course updates in your department?

All of our core offerings are current. Within the next year, we will update the remaining courses listed in the course catalog.
The strengths for both Foreign Languages and Chicano Studies are as follows: High enrollment and the unit’s willingness to reach out to other colleges. We promote with flyers, presence and satellite classes. The main challenge is the budget.

Our unit is supporting the mission of the college with departmental integrity and professionalism in order to meet the students’ needs for success and transferability. Our vision for change, revision and growth focuses on future satellite classes and a new curriculum for both disciplines.

In addition, we hope to acquire a lab and new classes. Chicano Studies needs a student worker to maintain communication with universities, keep records on graduated students in these disciplines, calendar appointments and type letters and other documents necessary to keep the program running well. In the near future, Chicano Studies will require another full-time professor. When it comes to technology, the Chicano Studies program needs laptops, projectors, speakers and films.

From time to time, money will need to be spent to bring in guest speakers to enhance the students’ knowledge of the subject. SLO’s in both disciplines are now updated. The courses that are presently being taught are current. There are, however, some courses that are in the process of being revised and will be completed in 2009.