



## EDUCATIONAL PLANNING & COORDINATING COUNCIL

MINUTES OF OCTOBER 12, 2006

3:15 PM  
Senate Chambers

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### COMMITTEE FUNCTION:

1. To assist the Academic Senate in the development of sound educational policies, procedures, and practices by encouraging thorough discussions of current issues among all of the appropriate parties.
2. To review and assist in the development of Academic Affairs component goals.
3. To coordinate and review educational planning activities throughout the college.
4. To review and forward the Academic Affairs Educational Plan to the Institutional Planning Council.
5. To serve as a multi-constituent clearinghouse for educational matters not otherwise resolved.

Attending: Mary Kay Rudolph, Kimberlee Messina, Anne O'Donnell, Sean Martin, Freyja Pereira, Ofelia Arellano, Micca Gray, Victor Cummings, and guests Kris Abrahamson, Ricardo Navarrette, and Diane Traversi

1. Minutes: Minutes of the EPCC meeting on Sept. 28th were approved with commendation to Micca for her detailed minutes. There was agreement that future minutes, while less detailed, should continue to include the necessary follow up steps.
2. Report: Bilingual/Bicultural Policy – Mary Kay Rudolph  
Mary Kay reported on discussions with both Steve Bruckman (Chancellor's Office) and Bob Henry, legal counsel for the district, regarding development of bilingual policy. Investigation will continue regarding legal issues of bilingual courses and courses offered solely in languages other than English that are not otherwise foreign language classes.
3. Report/Discussion: Wait Lists – Diane Traversi and Ricardo Navarrette  
Ricardo reported that wait lists (WL's) have been used at the college at least since the mid-1980's. The intent of WL's was to give students with priority registration an advantage for getting into a closed class over students with lower priority registration and students who were new to the college, if/when additional spaces opened up in a class that closed early. There is no set number for all WL's; current practice is that lengths vary. Some numbers have been derived from what faculty have identified as typical attrition rates for a class. Historically, some faculty expressed suspicion that the administration's intent of WL's was to increase class sizes above what faculty felt was appropriate. Discussion followed about whether WL's are mandatory or optional. (They're optional, though faculty question whether the option is up to individual instructors assigned to one class section, department chair, or Supervising Admin.). Diane Traversi distributed "Wait List Procedure Q&A" and reported results of a survey regarding WL practices at other colleges. Notably, most responding colleges use wait lists. More colleges charged NO FEES until student gained a permanent

position in the class (SRJC charges fees when student enrolls onto a wait list). For most, individual departments at these colleges are inconsistent with the way they treat wait lists. More and even livelier discussion ensued: About 40% of our students have BOG fee waivers, so aren't out of pocket to register. As of 1<sup>st</sup> day of class, WL closes; Sean asked if WL could continue past 1<sup>st</sup> day. Not all instructors follow WL procedure, which may be confusing for students; some students expect to be notified when a space opens and that they shouldn't attend until this time. Issue: how can we help ensure that students are treated fairly? Some felt a student who has attended since the 1<sup>st</sup> day should have priority over those who show up later, e.g., a student who is on the WL but doesn't come until 2<sup>nd</sup> class or later. Can we assume that 1<sup>st</sup> day no shows are not as deserving? They may be trying to get into another class or not know the procedure. If enrollment is closed as of 1<sup>st</sup> day of class, except by instructor signature or add code, this may hurt classes with low enrollment, especially classes that meet online, once a week, and/or are taught by adjuncts who may not be available to sign or give an add code.

Is this a workload issue? Should use of WL be mandated in the contract? WL students are enrolled unless/until the instructor drops them. Unless the instructor knows this and follows through, enrollment beyond the class limit may occur. It may be that the current system, when followed, works for most classes and that the focus should be on how to solve the recurrent problem of the exceptions. If a closed class with a wait list experiences multiple no shows and some drops, instructor may be reluctant to give out add codes, waiting until the total enrollment, including wait list, minus drops goes below the class limit (at this point, with the class below the limit, it's no longer "closed"). Between the time the student gets the add code and the time he/she actually gets to the computer and adds, a student with no prior attendance can enroll online, with no instructor contact. If the "add code" student adds, the class is now over the limit. What to do?

**ACTION re: faculty clarification/education:** Admissions & Records office will review and revise Q&A sheet with input from chairs and others. Q&A will be widely distributed to help ensure faculty knows WL procedures. Freyja and Diane are available to speak at PDA days and at department meetings to help educate faculty. Once adjunct faculty are required to have campus email, there will be a greater likelihood that adjuncts will get needed info about WL's.

**ACTION/future discussions:**

Explore ideas for educating students, e.g. BOLD messages that appear in the schedule and embedded into the online registration process telling students what WL means, e.g., they must attend the first class meeting if on the WL. Explore pros/cons and feasibility of charging fees at the time of student being put on WL. Explore ideas that make it easier for students to get a full schedule, including ability to enroll in multiple sections of one class when he/she is on WL of first choice section and ability to enroll in a different class offered at the same time as the class for which he/she is on a WL. Freyja will bring update to EPCC in 4-6 weeks.

4. Report: Program Review – Kris Abrahamson  
Academic Affairs Program Review task force has been working since 2005-06. They've defined "program" for the purpose of these planning procedures, in general, to be a department or discipline within the department. Kris reviewed a document that outlines the task force's current proposed process, including what would be

done by all components vs. Academic Affairs only and what will be done every year vs. what would be done every three years. The expected outcome is that all programs will be regularly reviewed and have timely access to available funds for needed equipment, staff, etc. A major goal is to link Program Review and Budget process.

5. Report: Grade Change – Freyja Pereira  
Freyja will make final changes to documents emailed to EPCC (policy, catalog, and grade change form) and send these on for Academic Senate review and approval.
6. Next Meeting Agenda Items:
  - o Non--traditional format/modes of course delivery (online, hybrid, compressed calendar, other), with focus on pedagogy and how delivery format is decided and who should decide – Sean Martin
  - o Linkage Update – Mary Kay Rudolph
  - o Credit by Exam – process for selecting courses that can be offered Credit by Exam; exploration of fees for Credit by Exam (currently there is no charge) – Freyja Pereira
  - o San Diego Assessment Conference Update – Victor Cummings
  - o Process to determine class size/space allocation – per Mary Kay, this is on a short list of topics for a task force to address. No new task forces until administrators are hired.

**There will be no EPCC meeting on October 26<sup>th</sup> - next meeting is November 9.**

List of Pending Items:

- o Instructors' maintenance of records – Freyja
- o Additional discussion of wait lists – Freyja, Ricardo and Diane Traversi
- o Charging for Credit by Exam - Freyja
- o Intersession changes and implications - Mary Kay
- o New Math/English requirements - implications for change – Kimberlee
- o Student grievance procedures
- o Short course issues
- o Process to determine class size/space allocation
- o Committee reports
- o Computer access skills
- o Teaching methodology in a changing student body – hybrid/online/alternative modes

Committee Membership for 2006-07

Mary Kay Rudolph, Ofelia Arellano, Betsy Roberts, Victor Cummings, Freyja Pereira, Kimberlee Messina, Anthony Vasquez, Anne O'Donnell, Micca Gray, Sean Martin

Student Representatives:

Information: KC Greaney