December 09, 2015

Meeting Minutes

**Attending**: Paul Boyd-Batstone, Lisa Isbell, Jared Stallones, Kristin Stout, Susan Luevano, Mariah Proctor, Shadnaz Asgari, Kathryn Chew, Steve Wilson, Betina Hsieh, Cynthia Grutzik,

**Absent**: Lisa Martin-Hansen, Huong Tran Nguyen, Karrie Comfort (ASI Student), Amy Dapaola (ASI Student)

**Committee Business:**

1. **Minutes from 9/30/15 Approved.** 
   1. Unanimous consensus to distribute EPC meeting minutes to members electronically for review and approval.
2. **Old Business and Updates**
   1. **Community Member Appointee for 2016**

Discussion of sources for a community member to serve on the EPC which included Long Beach City College, Osher Lifelong Learning Institute, CSULB Alumni Association, Long Beach City College Promise Pathways, and the Long Beach Mayor’s Office. Betina to follow-up with committee members for outreach to these and other sources for community member representation at 2016 meetings.

* 1. **Community Scan Survey**

The campus survey, developed in 2015, is now in Qualtrics form and was reviewed by the committee: (<https://csulb.qualtrics.com/jfe/form/SV_2cq2E4WCWphj2ex>)

Minor edits and suggestions were offered to this near-final version. Plan is to distribute the survey electronically to Department Chairs and Associate Deans across campus in January. Summary findings will be presented to EPC committee with plans to present findings to the Provost at a future EPC meeting and then the Academic Senate early next year.

1. **CSULB Education Update**
   1. Cindy reviewed the Education Update (attached) and there was committee discussion regarding these items. The update items included:
      * The “Every Student Succeeds” Act - Reauthorization of ESEA “No Child Left Behind.”
      * California leads drive to reduce standardized testing.
      * Race on Campus and improving campus climate.
2. **Educating in Traumatic Times**
   1. Betina led the discussion of how educators respond to trauma on campus or in the classroom. Discussion included how to support students who are upset or disgruntled to resolve the situation safely. Campus resources include notifying or utilizing: Campus Police; the Dean of Students; the Campus Assessment, Response and Evaluation for Students Team (CARES) that identifies and investigates potentially harmful student behavior; the Counseling and Psychological Services (CAPS) office.
   2. Suggested was a “Teach-In” regarding how to respond to a crisis and how to support faculty and students. This could be presented in March 2016 during Education Week and sponsored by the EPC committee.
3. **Linked Learning College and Career Readiness Initiative**
   1. Discussion of Linked Learning College and Career Readiness Initiative postponed until February meeting.
4. **Adjourn and Next Meeting**
   1. Meeting adjourned at 1:00pm. Next meeting scheduled for February 10th, 2016 at 12:00noon.

* **The “Every Student Succeeds” Act - Reauthorization of ESEA “No Child Left Behind” approved by Senate, awaits President’s signature** ([Washington Post Nov. 30, 2015](https://www.washingtonpost.com/news/education/wp/2015/11/30/how-schools-would-be-judged-under-every-student-succeeds-the-new-no-child-left-behind/?utm_source=Dec.+1+newsletter+Jane&utm_campaign=Daily+email&utm_medium=email))
  + **The testing regime remains in place.**States would still be required, as they are now, to test students annually in math and reading in grades 3 through 8 and once in high school, and publicly report the scores according to race, income, ethnicity, disability and whether students are English-language learners.
  + **States get to set their own academic goals.** Where No Child Left Behind set forth one goal for the nation — 100 percent proficiency in math and reading by 2014 — the new bill would require each state to set and measure progress toward its own academic goals.
  + **Test scores still matter, but how much is up to the states.** States would be charged with designing systems for judging schools.
  + **What should be done in schools that are struggling will be up to states and districts.**  Under the new bill, it’s likely that fewer schools will be required to be marked for interventions, and it’s up to states and, in many cases, districts to decide what to do to improve those schools.
  + **What happens if lots of kids opt out of testing? Again, it’s up to the state.**  The new bill maintains the 95 percent requirement, but states can decide how participation rates should figure into their overall school rating system.
* **CA leads drive to reduce standardized testing** ([EdSource Nov. 30, 2015](http://edsource.org/2015/california-leads-drive-to-reverse-focus-on-standardized-tests/91114?utm_source=Dec.+1+newsletter+Jane&utm_campaign=Daily+email&utm_medium=email))
  + CAHSEE (CA High School Exit Exam) suspended for 3 years;
  + API suspended (Academic Performance Index);
  + Eliminated standardized tests in 2nd-, 9th-, and 10th grade math and English language arts, several end-of-course math tests, all history tests, and several end-of-course science tests.
  + Still have SmarterBalanced test in English language arts and math, 3rd-8th grade and 11th grade;
  + CA is moving toward establishing a much broader accountability system of which tests are just one part. Multiple measures could include measures of middle and high school dropout rates, attendance rates, absenteeism and graduation rates, parent engagement, and “school climate,” as revealed in suspension and expulsion rates and student surveys.
  + Long Beach USD is one of the six CORE districts that are developing a [School Quality Improvement Index](http://edsource.org/2015/how-six-core-districts-are-designing-new-measures-of-school-quality/85845).
* **Race on Campus and improving campus climate** – This may be a useful tool for conversations in our colleges and classrooms: Chronicle of Higher Education free booklet of articles – see <http://chronicle.com/article/Racial-Tension-in-Higher/234324/>
  + “Colleges across the country are gripped with questions of racial inclusivity as students demand more recognition, more support, and more change. Their demands and protests draw attention to continuing racial disparities in higher education, where African-Americans make up a small portion of professors, presidents, and selective-college enrollments. This collection of recent news and commentary from The Chronicle can provide a starting point for discussion of what might be done to improve the climate and conditions on your own campus” (Intro p. 1).